

St. Stephen's ✚
St. Agnes School



UPPER SCHOOL
CURRICULUM GUIDE
2023-2024

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St. Stephen's and St. Agnes School admits students of any race, color, religion, sexual orientation, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. As a related organization of the Episcopal Church, St. Stephen's and St. Agnes School respects the applicable policies and governing principles of the Episcopal Church pertaining to nondiscrimination.

HEAD OF SCHOOL

Kirsten Prettyman Adams

ASSOCIATE HEAD OF SCHOOL

Robert D. Weiman

UPPER SCHOOL

Mike Mallett, Director
Celeste McDaniels, Associate Director

QUESTIONS?

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703-212-2747



DEPARTMENT CHAIRS

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Phys. Ed./Health and Sexuality: Melanie Stanton	703-212-2819
Religion	703-212-2700
Science: Shannon Fusina	703-212-2290
Visual Arts: Kate Elkins	703-212-2930

PHILOSOPHY

The academic program aims to give each student a firm grasp of fundamental skills and to develop the ability to think and write creatively, critically, and independently. The curriculum fosters an appreciation for the diversity and interconnectedness of human experience.

Small class sizes allow the faculty to respond to individual needs, making it possible to help each student adjust to the school's pace and demands. Students are gradually given more independence and more choice and are encouraged to pursue their special talents in a variety of elective and Advanced Placement (AP) courses.

It is our goal that upon graduating from St. Stephen's and St. Agnes School, students are fully prepared for a demanding college program and that knowledge acquired here will serve the individual, the school, the community, and the world.

GRADUATION REQUIREMENTS

SUBJECT	CREDITS
English	4
Modern and Classical Languages	Completion of two consecutive years and level 3 of a language in the US..
History	3
Mathematics	3
Physical Education/Sports	9 seasons*
Science	3
Religion	1 ¼
Performing and Visual Arts	1**
Electives	1***
Health and Human Sexuality	½
Service Learning	See page 34
Senior Project	See page 34
TOTAL	19 ¾ CREDITS

Notes on Graduation Requirements:

* Students in grades 9-12 must complete nine seasons of P.E. and/or sports. Each school year is comprised of a fall, winter, and spring sports season. Students earn one season of P.E./sports credit for each season they compete on an athletic team. Students taking P.E. classes during the academic school day earn one season of P.E./sports credit per quarter. Students may earn one season of P.E. for their participation in a major theater production, participation in the FIRST robotics competition team, or through participation in the smART team visual art program. Students who are involved in the choral or instrumental program for two years have their P.E. requirement reduced from nine to seven seasons.

** Students may receive 1/2 credit toward the Fine Arts requirement for participation in the fall play or the spring musical.

*** Students must earn one credit beyond the departmental graduation requirements listed above and have great flexibility of choice in obtaining

this credit. For instance, a student may choose to take an additional year of science, math, history, modern & classical language, or performing arts, or any combination of courses offered in English, history, science, performing arts, visual arts, computer science, and religion.

Full-year classes dropped before the Progress Report 2 of the Fall Semester are not included on official transcripts. Full-year classes dropped after Progress Report 2 of the Fall Semester are recorded on transcripts with a notation of (d) to indicate a dropped class.

Semester courses dropped before Progress Report 2 of the semester are not included on official transcripts. Classes dropped after this date are recorded on transcripts as on transcripts with a notation of (d) to indicate a dropped class.

Course Enrollment

Students may enroll in six or seven courses. Students are required to maintain one unscheduled period and are limited to a maximum of two unscheduled periods.

CERTIFICATE PROGRAMS

The Upper School offers two certificate programs: a World Language Certificate Program and a STEM Certificate Program. The certificate programs provide students with an opportunity for deeper study and exploration in these academic areas. Students who successfully complete the requirements for a Certificate are recognized through notation in the program at Commencement.

WORLD LANGUAGE CERTIFICATE PROGRAM

Departmental Contact:

Dr. Sebastian Bartis, Chair of the Modern and Classical Language Department
Christine Gasper, Upper School Spanish Teacher

The purpose of the World Languages Certificate is to:

- Prepare our students to be **engaged global citizens**,
- Create an opportunity for students to be **recognized for studying two world languages** and engaging deeply with global issues,
- Support and increase student engagement in the **study of multiple world languages** at the Upper School, and
- Promote and support **intercultural experiences** beyond the World Language classroom.

In order to earn the World Language Certificate students must:

1) **Study two MCLD languages at the Upper School** (Chinese, Spanish, Latin, French). (i.e. in residence)

- Students must earn at least a “B” in **all** language courses (year end grade).
- Students must complete the third year of at least one language.

2) Participate in an **off-campus cultural learning experience**, approved by the department. These include the following:

- Service learning where language is used (global or local)
- Saints Go Global programs (including exchanges)
- Intensive summer language program (Virginia Governor’s Language Academies, Concordia Villages, Middlebury Summer Language, etc.)
- Other local or global community engagement
- Participation in competitive Latin and Classical events (Virginia Junior Classical League convention, Certamen events, etc.)

3) Create and present a **Capstone presentation** based on the **off-campus cultural learning experience**.

- Formal interactive presentation (with visual elements) to a representative panel of Upper School language teachers and others in the community (teachers, advisors, parents and friends.)
- The Capstone presentation should include a personal reflection about the studying of the two languages and cultures.

4) Present at the Academic Symposium spring of senior year.

Note: Interested and eligible students must complete the World Language Certificate application which is reviewed by MCLD Faculty. Students can apply at the end of their ninth grade year.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM) CERTIFICATE PROGRAM

Departmental Contacts:

Shannon Fusina, Chair of the Science Department
Sharon Johnson, Chair of the Computer Science Department
Dave Weis, Chair of the Mathematics Department

The STEM Certificate Program supports students with a deep interest in STEM fields. A STEM Certificate is earned through (1) completion of coursework, (2) application of STEM thinking through participation in a STEM related activity, and (3) completion of an independent STEM related experience. Students will have the opportunity to apply for the STEM Certificate Program at the end of their freshman or sophomore year. The criteria for earning a STEM Certificate are listed below.

In order to earn the STEM Certificate students must:

- 1) Successfully complete a minimum of 4 AP courses from the following list:

- AP Chemistry
- AP Biology
- AP Environmental Science
- AP Physics 1 or AP Physics C
- AP Economics
- AP Statistics
- AP Calculus AB or AP Calculus BC
- AP Computer Science A
- AP Computer Science Principles
- AP Psychology
- AP Research/Independent Research (if focus is in a STEM field)

2) Earn a minimum of a 3 on all AP STEM exams taken in grades 10-11.

3) Maintain a B+ average across all STEM courses.

4) Participate in STEM experiences beyond the required coursework identified above.

- Students may enroll in at least two STEM electives (not APs)

OR

- Enroll in at least one STEM elective and participate in at least one STEM related activity (e.g., Robotics Team, Governor's School, etc.)

5) Independent Experiential Work and presentation of work/ research to STEM Faculty.

Examples of Experiential Work include:

- Approved Independent Study in the summer
- Approved Summer Program
- Approved Summer Internship or Afterschool Internship

6) Senior Project must be completed in a STEM related field.

7) Present at the Academic Symposium spring of senior year.



DEPARTMENTAL POLICIES FOR SELECTION INTO HONORS AND AP COURSES

COMPUTER SCIENCE DEPARTMENT

AP courses are offered in grades 10-12. AP Computer Science Principles requires Algebra I or the recommendation of the current math instructor. It is an introductory course intended for students of all backgrounds, experience levels, and interests. AP Computer Science A requires a B+ or higher in Introduction to Programming or AP Computer Science Principles or permission of the instructor. Students entering this course are expected to have an in-depth understanding of basic coding elements.

ENGLISH DEPARTMENT

Honors sections are offered in grade 10 and AP courses in grades 11 and 12. All students must be recommended by the current teacher and:

- Have maintained a superior record in past work in English, particularly in analytical essays
- Consistently produce organized, polished, and original compositions while practicing careful editing and revising
- Willingly offer ideas, concepts, and interpretations in class discussions and activities
- Consistently express creative and original thought and expression
- Be willing to devote the considerable time and effort needed for English Honors or AP work while exhibiting good work habits

HISTORY DEPARTMENT

AP courses are offered in grades 10-12. Honors history is offered in grade 10. Placement for those classes for the fall semester will be determined before the end of the previous spring semester.

The following factors will be considered in selecting students for these AP and honors courses:

- Successful completion of their current history course with demonstrated mastery of skills and content
- Ability to think critically and write clearly and effectively

- Regular participation in class discussion and excellent classroom behavior
- Excellent record of assignments being completed on time
- Evaluation of a submitted application and essay
- Recommendation of their current history teacher

Note: Some AP courses may require applicants to sit for a timed essay.

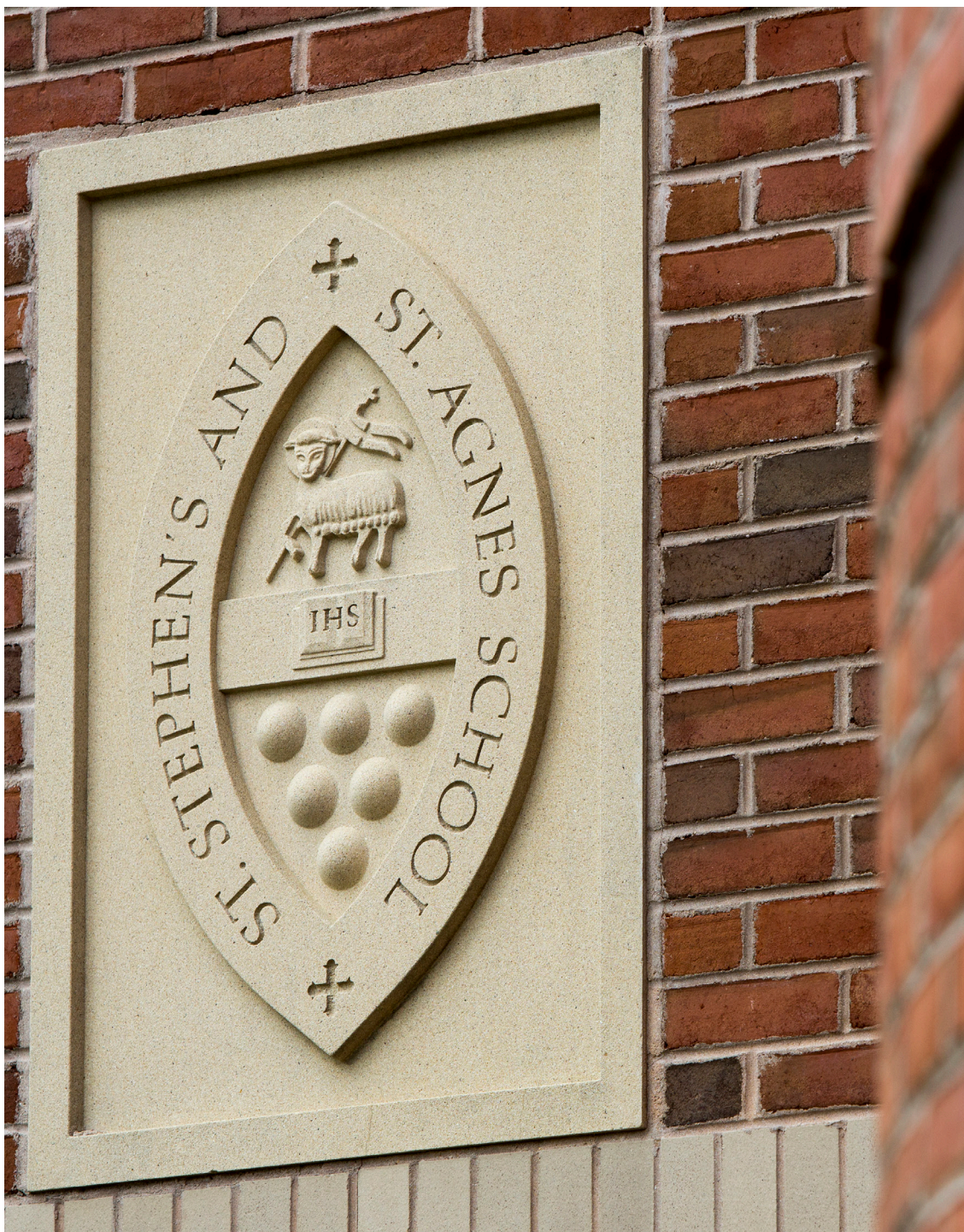
MATHEMATICS DEPARTMENT

Honors courses are offered in grades 9-12, Advanced courses are offered in grades 10-11, and AP courses are offered in grades 11-12. The following factors will be considered in placing students:

- Outstanding performance in mathematics courses
- Strong performance on the midterm and final examinations
- Excellent work habits and motivation
- Ability to work independently
- Desire to tackle challenging problems
- Attendance record
- Teacher recommendations
- Standardized test scores

MODERN & CLASSICAL LANGUAGES DEPARTMENT

Honors language courses are offered in grades 9-12 and AP courses in grades 11-12. Department policy requires that students in honors languages classes earn a minimum final grade of B+ and departmental approval in order to proceed to the next level of honors or to an AP class. Department policy requires that students in non-honors classes earn a final grade of A-, take a proficiency-based placement assessment and receive departmental approval to advance to the Honors course in the following year.



SCIENCE DEPARTMENT

Chemistry Honors is offered in grade 10. To be considered for participation, students must have a minimum grade in physics of A- with a final assessment grade no lower than an A-, and receive department recommendation.

Biology Honors is offered in grade 11. To be considered for participation, students must have a minimum grade of B+ in Chemistry Honors, A- in Chemistry 440, or A in Chemistry 439 with a final assessment score in Chemistry no lower than a B+. Students must also achieve a qualifying score on the placement test and receive a department recommendation.

AP courses are offered in grades 11-12. To be considered for participation, students must attain the qualifying grade or better in previous science courses and prerequisites, demonstrate excellent work habits, attendance history, and motivation, and receive a department recommendation.

With limited enrollment in AP courses, preference is given to members of the senior class.

VISUAL ARTS DEPARTMENT

AP courses are offered in grade 12. The following factors will be taken into consideration for participation:

- Performance in advanced visual arts courses
- Work habits and motivation
- A portfolio submitted for departmental approval

COURSE DESCRIPTIONS

Note: Upper level courses in all disciplines are offered subject to sufficient enrollment.

COMPUTER SCIENCE

The goal of our Computer Science program is to prepare students to use technological tools confidently, capably, and ethically as future leaders and members of the global community. The curriculum encourages students to be critical thinkers as well as responsible digital citizens. The courses offered emphasize a problem-solving mindset. Students learn how to use new technologies to approach open-ended problems, prototype their designs, analyze feedback, and redesign and retest their ideas. With an emphasis on project-based learning, students apply their knowledge, develop collaborative skills, and demonstrate creative solutions to problems. In an effort to reflect the quick pace of change in the technology world, a variety of courses are offered each year. Course offerings may vary depending on enrollment.

AP Computer Science A

Course 821
Grades 10-12
Full Year
1 credit

Prerequisites: B+ or higher in Introduction to Programming, AP Computer Science Principles, or permission of the instructor

The AP Computer Science course introduces students to the fundamental topics of computer science such as problem-solving, design strategies, data structures, algorithms, and logic as well as the ethical and social implications of technology tools and their uses. Class participants will expand their knowledge and use of JAVA programming tools to solve complex problems

through hands-on experiences and examples. The work is rigorous. Students should be prepared to spend time working independently outside of class to complete the material needed to be successful on the AP exam. Students entering the course are expected to have an in-depth understanding of basic coding elements. A full course description is available from the College Board.

AP Computer Science Principles

Course 849
Grades 10-12
Full Year
1 credit

Prerequisite: Algebra I, or recommendation from current math teacher

AP Computer Science Principles is an introductory course for students of all backgrounds, experience levels, and interests. In AP Computer Science Principles, students learn how to creatively address real-world issues with the tools and processes of computer science. The course covers a wide range of computing topics with a special focus on the impact of technology and computing on students' lives. The curriculum includes some programming, but no prior programming experience is required. The course prepares students to take the AP Computer Science Principles exam.

Photojournalism - Yearbook

Course 94
Grades 10-12
Full Year
1 credit

Prerequisite: Departmental approval

Students oversee the production of the school's yearbook from inception to distribution, mastering the proper use of current publishing vocabulary, page design principles, and graphic design layout while writing and editing for an archival

publication. Additionally, students will hone their communication skills as they work closely with various constituents within our community including peers, administrators, faculty, coaches, and parents. As a pass/fail class, evaluation is based on students' mastery of these skills as well as their ability to work as a team in a deadline-driven environment. The class has a limited enrollment, and students must apply for acceptance into the class. Applications are available by reaching out to the yearbook's advisor, Mrs. Kara Sandoval.

FIRST SEMESTER COURSES

Robotics I

Course 827
One Semester
½ credit

In this entry-level robotics course, students are introduced to the basic elements of robotics engineering. Students learn the fundamentals of movement and control as they work with robotics kits to build, wire, and program robots to complete various challenges. Following patterns and templates, students will construct robots from scratch, incorporating electronic components such as motors, servos, and control hubs, and



finally, use block programming to code and control their robot. Students will work in teams as they are tasked with designing creative solutions to common challenges. Previous challenges have included drag races, tug-of-war, and catapults. Participation in this course prepares students for Robotics II.

Robotics III

Course 839

One Semester

½ credit

Prerequisites: Robotics II

This advanced robotics course focuses on the engineering and design process as students complete a larger and more robust robotics project over the course of the semester. Students will plan, prototype, and develop more complex and dynamic robots through an iterative process of trial and redesign. As a part of this course, students are introduced to advanced fabrication tools and techniques including mills, lathes, and 3D printers. Students will guide their own progress, identifying their own challenges and goals for the term.

Robotics IV

Course 825

One Semester

½ credit

Prerequisites: Robotics III

This advanced robotics course focuses on the engineering and design process as students complete a larger and more robust robotics project over the course of the semester. Students will plan, prototype, and develop more complex and dynamic robots through an iterative process of trial and redesign. As a part of this course, students are introduced to advanced fabrication tools and techniques including mills, lathes, and 3D printers. Students will guide their own progress, identifying their own challenges and goals for the term. This class may be repeated as students design new challenges for themselves.

SECOND SEMESTER COURSES

Robotics II

Course 838

One Semester

½ credit

Prerequisites: Robotics I is highly advised

Robotics II builds on the foundation of skills developed in Robotics I as students are introduced to more advanced components and mechanisms. Students will learn to automate their robot through the use of sensors and subroutines and deal with more difficult environmental challenges. This course will introduce more complex mechanisms, which allow for improved manipulation and mobility for the robots. As a final project for the course, students will use their skills to create a robot for competition in a robot battle royale. Participation in this course prepares students for Robotics III and IV.

SEMESTER COURSES

Note: These courses may be offered in either the fall or spring semester.

Artificial Intelligence and Machine Learning

Course 833

One Semester

½ credit

Prerequisites: B+ or higher in AP Computer Science A or permission of the instructor

"Introduction to Artificial Intelligence (AI) is a high school level course that covers the basics of AI and machine learning. This course will introduce students to AI concepts and techniques, including supervised and unsupervised learning and neural networks. Students will use Java to implement AI algorithms and solve real-world problems. The course will also cover the ethical implications of AI and its potential impact on society. By the end of the course, students will have a solid understanding of AI concepts and will be able to use their knowledge of Java to implement

AI algorithms and solve problems." (Course description written by ChatGPT.)

3D Modeling, 3D Printing, and Rapid Prototyping

Course 848

One Semester

½ credit

In this course, students will become proficient with 3D modeling software, learn about prototyping, and explore the design process. The class will be project-based, and students will fabricate their designs using rapid prototyping equipment such as a 3D Printer, laser cutter, or CNC router. Projects will focus on problem-solving. Students will be challenged with problems that require them to think and approach tasks with a critical and open mindset, as well as come up with creative solutions. Students will also learn how to measure with precision, hypothesize and ideate concepts for builds, make prototypes, and finally, test out their designs in real-world situations.

Introduction to Engineering

Course 802

Grades 10-12

One Semester

½ credit

Prerequisite: Physics

This introductory course is geared toward tenth through twelfth-grade students who are interested in the fields of engineering and design. The primary focus of this course is to expose students to the design process, research and analysis, communication skills, engineering standards, and technical documentation skills that are critical to the engineering profession. Students will explore a variety of engineering disciplines through hands-on projects, lectures, readings, and written reflections. Students will employ engineering and scientific concepts to approach and solve problems.

Introduction to Programming

Course 840

One Semester

½ credit

This course is a gentle introduction to the fundamentals of computer programming, which is the foundation of computer science. Students will design, write, and debug computer programs. No knowledge of programming is assumed. Through a project-oriented approach, students will use a Java-based programming language to create interactive applications and systems. Students will learn problem-solving, software design, and debugging strategies in a collaborative, hands-on environment.

Technical Computing and Data Analysis

Course 846

One Semester

½ credit

Prerequisites: Physics and Algebra II

Computer programming is an essential tool for scientists, mathematicians, and engineers. This course teaches introductory MATLAB, which is a technical computing package that is used extensively in university-level STEM courses and in industry. Students will learn programming, data analysis, and data presentation. This class is intended for students considering STEM coursework in college. No programming experience is required. It will also be of interest to students who enjoy programming and wish to learn an additional language. This is a college-level class at a high-school-level pace.

ENGLISH

The program approaches the study of literature in a manner that balances traditional skills, such as critical reading, expository writing, and creative responses, with 21st-century literacies. The curriculum focuses on the skills necessary for effective communication and critical thinking in a complex and changing world.

English classes emphasize clear and creative



thinking in discussion and in composition, as well as a mastery of literary content. Students intensively study writing as a process throughout the four years in the Upper School. The objectives of the curriculum aim to help students develop ownership of their reading and writing skills and a lifelong love of literature.

The ninth grade focuses on literature of identity, and the tenth grade explores the power of narrative and storytelling. The eleventh grade continues these thematic explorations in a survey of American literature, and the twelfth grade offers a variety of semester-long seminars tailored to students' interests.

Honors sections are available in the tenth grade, and Advanced Placement courses are available in the eleventh and twelfth grades.

English 9
Course 11
Grade 9
Full Year
1 credit

This course examines the multifaceted nature of identity, how it forms, and how it changes, exploring texts from diverse cultures that grapple with these questions. It also lays the foundation for the advanced study of expository writing and literary analysis in the upper grades. Students work on developing their writing voices, focusing on writing as a process that takes practice. In addition to analytical writing, students craft personal responses and creative pieces and consider their own identities within the context of our reading. Genres include the modern novel, graphic narrative, short fiction, poetry, memoir, and drama. Relevant terminology, vocabulary, and grammar are incorporated into the study of the writing process.

English 10
Course 21
Grade 10
Full Year
1 credit

This course introduces students to world literature in the English language and the roles that discourse plays in contemporary life. The course studies several genres, including drama, the graphic novel, poetry, short fiction, and satire, that focus on themes such as power, social criticism, and identity in our globalized world. As students explore the features of the literature through discussion and composition, they develop broader philosophical reflectiveness and improve as critical thinkers and writers. The department offers Honors sections of this course in which material is covered in greater depth and breadth. Honors enrollment is subject to departmental approval.

English 11
Course 31
Grade 11
Full Year
1 credit

As a survey of American literature, this course explores how the United States has defined itself through its literature, following the cultural history of the country and examining the concept of the American dream. Students further their study of novels, plays, poems, and short stories and are also introduced to rhetoric through literary essays and speeches. The course focuses on advanced critical thinking and the further development of writing skills.

AP English Language and Composition
Course 35
Grade 11
Full Year
1 credit

Prerequisite: Departmental approval
 Following a similar curriculum to English 11, this course surveys American literature. Students enrolled in this course will also prepare for

the AP English Language exam with a focused examination of rhetoric and other modes of writing in order to enhance their skills as critical readers and writers.

Journalism
Course 85
Grades 9-12
Full Year
1 credit

This course teaches students to be savvy consumers of the news as well as reporters who help inform the school community. Students are expected to follow the news daily, be prepared to discuss current events, and comment on how stories are covered. The class will compare domestic and international news, and discuss local angles on national and global stories. The class will explore many types of news sources (print, broadcast, podcast, social media) as well as genres of reporting (sports, op/ed, entertainment, photojournalism, etc.) Students will learn news writing skills and also be encouraged to experiment with voice, style, form, and subject. Beyond working on writing, students will gain the skills of interviewing, editing, layout, and design. This class also places an emphasis on creative collaborations—all students have a voice in what stories they think the class should report on, how pieces should be reported, how pieces should be edited, and what delivery of stories should look like. The class will publish regular issues of the school newspaper, *The Voice*, and utilize contemporary storytelling platforms such as 3D film, Instagram, and podcasts.

ENGLISH 12
 All twelfth grade students must select two (2) one-semester seminars to fulfill their English credit for the year. Students will receive a separate English 12 registration form on which they list their top three choices for each semester. Every effort will be made to place students in one of their three choices.

Note: Students requesting AP English must make

that their first choice for the first semester and leave the second and third choices blank.

*As courses change each year depending on student interest and teacher availability, the following courses provide a sample of what may be offered. More information to follow in the spring.

FIRST SEMESTER COURSES

AP English Literature and Composition

Course 46

One Semester

½ credit

Prerequisite: Departmental approval

This course prepares students for the AP exam through a focus on deep literary analysis. Through a recognition of how writers manipulate elements such as diction, syntax, and tone, students gain a deeper appreciation for the complexity of powerful literature. The course concentrates on works of recognized literary merit, building upon reading done in previous English courses. Close reading, discussion, and written responses invite students to experience, interpret, and evaluate literature.

Chronicles of Combat: True War Stories from Vietnam

One Semester

½ credit

The Vietnam War, which lasted twenty years from 1955-1975, played a significant role in the explosive 1960s. On the home front, there were protests, riots, and assassinations, there were experiments with drugs and “free love,” and all the while, there were tens of thousands of Americans fighting and dying in a tiny, tropical, southeast Asian country ten thousand miles away. This seminar will look at the war stories that came out of that conflict, the literature and film that sprang from the ordeal of it (e.g., Coppola’s “Apocalypse Now,” Herr’s “Dispatches,” and Stone’s “Platoon”).

City Stories - How We Shape The Urban Environment and It Shapes Us

One Semester

½ credit

This course explores how cities are designed and how their design impacts our lives. Literature of the city and theories of urban planning will be the lens used to examine the urban condition. We will cover fictional texts such as Teju Cole’s “Open City” and Spike Lee’s “Do the Right Thing,” as well as the work of urban theorists such as Jane Jacobs and Robert Moses. The nearby city will serve as our laboratory where we will travel to explore physical space and the people who live and shape the urban community. Ms. Davis will be a regular contributor to the class.

Creative Writing

One Semester

½ credit

This course focuses on the writing of poetry, short stories, and creative non-fiction. Students will read and discuss poems, stories, and memory pieces by published authors, then produce works of their own for critique by the teacher and fellow students. Special attention will be paid to learning to manipulate figurative language and the elements of fiction (plot, setting, character, point of view, symbol, etc.). Students will maintain a writing portfolio and are expected to share their work both with the class and with the wider school community.

SECOND SEMESTER COURSES

Creative Writing

One Semester

½ credit

Please note that this course is not open to students who took creative writing in the first semester.

The course focuses on the writing of poetry, short stories, and creative non-fiction. Students will read and discuss poems, stories, and memory pieces by published authors, then produce works

of their own for critique by the teacher and fellow students. Special attention will be paid to learning to manipulate figurative language and the elements of fiction (plot, setting, character, point of view, symbol, etc.). Students will maintain a writing portfolio and are expected to share their work both with the class and with the wider school community.

Detective Fiction

One Semester

½ credit

Students analyze the rise of detective fiction from the source through the Golden Age, matching wits with such classic detectives as Sherlock Holmes, Father Brown, Hercule Poirot, Miss Marple, Lord Peter Wimsey, etc. Readings include detective works by Edgar Allan Poe, Sir Arthur Conan Doyle, G.K. Chesterton, Agatha Christie, and Dorothy Sayers. For the final project, students create a presentation on a recent work of detective fiction. Films include Hitchcock’s classic “Shadow of a Doubt” as well as episodes of the popular contemporary Holmes television series, “Sherlock.”

Film Adaptation

One Semester

½ credit

Ever heard someone say after seeing a film, “Yeah, but I preferred the book.” Well, this seminar will explore three novels and their film adaptations: E.M. Forster’s “A Room with a View,” William Peter Blatty’s “The Exorcist,” and Chuck Palahniuk’s “Fight Club.” The first takes us to Italy in the early 20th century with a “proper young woman” on vacation from England; the second explores the nature of faith; and the third wonders what humanhood is in a materialistic society.

The Gothic

One Semester

½ credit

A family curse, a remote castle, a damsel in distress, a hideous monster, a live burial; these gothic tropes are so familiar that they are



cliché. Going back to the late eighteenth and early nineteenth centuries, this course will explore the origins of a genre whose goal is to create terror and horror. What made gothic literature so popular in its time and why have its tropes lived on into the present day? In answering these questions, we will explore themes such as superstition, rationalism, and the unspeakable secret. In this course, you will write an analytic essay, as well as your own Gothic story.

Literature of the Middle East

One Semester

½ credit

How much do you know about the Middle East? Could you pick out Syria on a map? What's the primary language spoken in Iran? How is life different for a Lebanese teenager? How is it the same? By studying a variety of literature from this region and its ancient cultures, this course will attempt to create a deeper understanding, one that moves beyond generalizations and news headlines to the specific and personal, examining themes of tradition and modernity, myth and history, nationalism and globalization, gender and sexuality, war and revolution. We will start by reading selections from the foundational text of Middle Eastern storytelling, "The Arabian Nights," then quickly move to more contemporary readings (short stories, poetry, novels) from Israel, Egypt, Iran, Palestine, Lebanon, and Turkey. This course will also include the study of some Middle Eastern history, as well as contemporary Middle Eastern films and travel documentaries.

Theater for Social Justice

One Semester

½ credit

This course will explore relevant issues of social justice and how we can address them and raise awareness through theater and other forms of performance. The early part of the course will focus on researching social issues and learning the basic elements of theater. In the latter part, the class will work as a collective to create performance pieces and an original theater piece

to share with the larger school community. Mr. Fodrie, Ms. Jagodowski, and Mr. Wade will be regular contributors to the class.

Women in Literature

One Semester

½ credit

Mother, Daughter, Sister, Wife, Prude, Slut, Witch, Princess, Pioneer, Heroine. Portrayals of strong female characters—from The Wife of Bath to Lady Macbeth to Hermione Granger—are an important part of literary fiction. This course will examine the ways in which female authors, poets, and filmmakers reflect and comment on the diverse roles that women play in the society of various historical periods. How have these roles changed? How have they stayed the same? Can literature contribute to their evolution or merely echo their stasis? Our study will examine short stories, poems, and novels by and about women who are coming of age, seeking love, struggling with questions of identity and purpose, and inspiring others through their wit, heart, and bravery.

HEALTH AND SEXUALITY EDUCATION

The program encompasses health and sexuality education as well as life skills. Physical, social, emotional, and mental dimensions are explored and personalized. Classes encourage the exploration of attitudes, beliefs, and values while providing knowledge of basic concepts and contemporary issues in the field. Both courses are skills-based, reinforcing the skills necessary to improve or maintain optimal health and well-being. These skills include goal setting, establishing boundaries, analyzing internal and external influences, media and health literacy, interpersonal communication, and decision-making. Primary prevention efforts are made to promote health-enhancing behaviors and risk reduction.

Both the tenth and twelfth grade courses are co-educational and discussion-based. The curriculum suggests that health and sexuality education is a lifelong process of acquiring information and forming values about one's identity, relationships, and intimacy. The curriculum recognizes that parents are the primary educators of their children. The program supports the mission of the school and the work of parents by providing students with structured opportunities to learn how to attain and maintain optimal wellness.

Living Well - Foundations in Health and Sexuality

Course 575

Grade 10

One Quarter

¼ credit

Topics in this course include identity, gender, reproductive systems, building healthy relationships (with family, friends, and partners), alcohol, tobacco, drugs, nutrition, stress reduction, mental health, body image and disordered eating, and prevention of pregnancy and sexually transmitted infections. Students are challenged to think critically about the steps they can take to improve their quality and years of healthy, happy lives as well as the role each student plays in creating a safe and supportive school environment.

Living Well - Current Events in Health and Sexuality

Course 585

Grade 12

One Quarter

¼ credit

Key content areas of this course include building healthy relationships, establishing and maintaining sexual boundaries, consequences and outcomes of sexual activity, contraception, affirmative consent, substance abuse, pregnancy and childbirth, cancer awareness and early detection, chronic and communicable diseases, holistic health, and gender diversity. Current Events in Health and Sexuality provides a forum for students

to explore cross-cultural perspectives as well as global health disparities. Students personalize class content to be able to safely and healthily navigate the transition between adolescence and young adulthood.

HISTORY

The history curriculum begins with a required three-year sequential program that includes the study of art in historical and cultural contexts. In keeping with current skills and needs as well as our school's mission, the goal is to enable students to develop habits pertaining to critical thinking skills, acceptance of uncertainty, and an appreciation of why things occur. In addition, an understanding of the common origins of different cultures and of cultural diversity are encouraged to enhance students' personal and intellectual growth.

Students develop a comprehensive understanding of history through a multicultural and interdisciplinary curriculum. The curriculum in grades 9-11 incorporates art history. Sophomores, juniors, and seniors are also given the opportunity to enhance their study of history through a range of Advanced Placement courses and electives. All students are required to learn appropriate study skills, including library and online research techniques as well as the appropriate use of current technology. Research and writing are major components of the history curriculum. Students will write a major paper each year. The successful completion of these papers in grades 9-11 is an expectation of the department.

World History I

Course 114

Grade 9

Full Year

1 credit

Ages of Humanity ("AOH") 9 World History I is the first year of a two-year course dedicated to exploring world civilizations and culture. World History I students will analyze important events in

the history of Europe and East Asia, focusing on developing essential skills such as critical thinking and analysis, verbal and written argumentation, and engaging in academic conversations. Each student will complete a substantial evidence-based paper. During the course of the year, the class will meet with a dedicated art historian to "read" visual documents, compare and contrast different means of visual expression, and practice valuable analytical skills that they will continue to employ in their regular history classroom.

World History II
Course 122
Grade 10
Full Year
1 credit

Ages of Humanity ("AOH") 10 World History II is the second year of a two-year course exploring world civilizations and cultures. World History students will examine important events in the modern history of Europe, Africa, the Middle East, and the Americas. Students will engage with these histories in multiple ways, including the study of primary and secondary sources, projects, and class discussions. Students will demonstrate their understanding of history through varied methods of assessment. Each student will complete a research paper. During the course of the year, the class will meet with a dedicated art historian to "read" visual documents, compare and contrast different means of visual expression, and practice valuable analytical skills that they will continue to employ in their regular history classroom.

World History II Honors
Course 125
Grade 10
Full Year
1 credit

Prerequisite: Departmental approval
 Ages of Humanity ("AOH") 10 World History II Honors is a fast-paced course that explores modern world history through the use of in-depth case studies drawn from European, Middle

Eastern, and African history, with enrollment being subject to an application process and departmental approval. While covering significant historical movements and periods, World History II Honors focuses on the analysis of case studies and emphasizes historical analysis through the study of primary and scholarly secondary sources. Students will be assessed primarily on their ability to construct sophisticated written and oral arguments that are supported with evidence. This course will focus on developing essential skills such as critical thinking and analysis, verbal and written argumentation, and engaging in academic conversations. Each student will complete a substantial research paper. During the course of the year, the class will meet with a dedicated art historian to "read" visual documents, compare and contrast different means of visual expression, and practice valuable analytical skills that they will continue to employ in their regular history classroom.

AP World History
Course 149
Grade 10
Full Year
1 credit

Prerequisite: Departmental approval
 Advanced Placement World History is a fast-paced college-level survey course that introduces students to world civilizations and cultures from 1200 CE to modern times, with enrollment being subject to an application process and departmental approval. The class will begin with the Mongol Empire and conclude with a discussion of modern topics. Students will trace the historical development of important legal and political concepts, and examine the history and impact of major religious and philosophical traditions. Additionally, students will analyze the connections between major developments in science and technology, and the growth of economies. While covering content, students will use the process of historical inquiry to research and interpret using multiple sources of evidence. During the course



of the year, the class will meet with a dedicated art historian to "read" visual documents, compare and contrast different means of visual expression, and practice valuable analytical skills that they will continue to employ in their regular history classroom. Finally, all students will successfully complete a major research paper during the course of the year and take the AP exam at the completion of the course.

American History
Course 141
Grade 11
Full Year
1 credit

Ages of Humanity ("AOH") 11 American History is the third course in the required sequence of courses that surveys American history from the early American colonies to the present. This course incorporates political, cultural, and economic themes, providing students with a basic knowledge

of the major issues and events of American history and critically analyzes historical US events from multiple perspectives to ensure that the voices of the various stakeholders are heard. A socio-historical approach is taken in order to more fully understand and consider the experiences of people of color and other marginalized communities. All students will successfully complete a major research paper during the second semester.

AP U.S. History
Course 145
Grade 11
Full Year
1 credit

Prerequisite: Departmental approval
 AP U.S. History is an advanced course taught according to the guidelines and syllabus of the College Board, with enrollment being subject to an application process and departmental approval.

This survey course covers a wide time span, from pre-Columbian societies through the post-Cold War period, and incorporates many themes, such as identity, diversity, culture, demographics, economics, the environment, globalism, reform, religion, and politics and citizenship. In addition to the overarching prescribed AP format, we will take a case study approach to dive deeper into significant periods of American history. During the course of the year, the class will meet with a dedicated art historian to “read” visual documents, compare and contrast different means of visual expression, and practice valuable analytical skills that they will continue to employ in their regular history classroom. All students will successfully complete a major research paper and take the AP exam at the completion of the course.

AP Art History

Course 100

Grade 12

Full Year

1 credit

Prerequisite: Departmental approval

The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art-making, and responses to art, with enrollment being subject to an application process and departmental approval. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters an in-depth and holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content as they experience, research, discuss, read, and write about art, artists, art-making, responses to and interpretations of art. Students will have several opportunities to engage with artworks in person through class field trips and optional assignments. Students will take the AP examination in Art History at the completion of the course.

AP European History

Course 135

Grade 12

Full Year

1 credit

Prerequisite: Departmental approval

(subject to adequate enrollment)

The course follows the syllabus of the College Board, with enrollment being subject to an application process and departmental approval. AP European History presents a comprehensive view of Europe from the late Middle Ages to the present. The study of art history and European contact with the non-western world are incorporated into the course, which covers intellectual, cultural, social, and economic history as well as political and diplomatic history. During the course of the year, the class will meet with a dedicated art historian to “read” visual documents, compare and contrast different means of visual expression, and practice valuable analytical skills that they will continue to employ in their regular history classroom. Students will take the AP examination in European History at the end of the course.

AP US Government & AP Comparative Government

Course 148

Grade 12

Full Year

1 credit

Prerequisite: Departmental approval

This course combines two AP classes—AP Comparative Government and Politics and AP U.S. Government and Politics—with enrollment being subject to an application process and departmental approval. In order to offer a more robust and complex understanding of government and politics domestically and globally, AP Government and Politics interweaves the curriculum of two AP courses and is taught according to the College Board syllabi. Topics of study include major political concepts and themes and students learn to compare and contrast political institutions and processes across nations.

The course focuses on the governments of Great Britain, China, Russia, Iran, Nigeria, and Mexico. The course also dives deeply into the U.S. government by teaching the constitutional underpinnings of American government, such as political parties, interest groups, and mass media, the institutions of the national government, public policy, and civil rights and liberties. Students are expected to take the AP examination in U.S. Government and Politics and the AP examination in Comparative Government and Politics at the end of the course.

AP U.S. Government and Politics

Course 107

Grade 12

Full Year

1 credit

Prerequisite: Departmental approval

The course follows the syllabus of the College Board, with enrollment being subject to an application process and departmental approval. Topics include the constitutional underpinnings of American government, such as political parties, interest groups, and mass media, the institutions of the national government, public policy, and civil rights and liberties. Students will take the AP examination in U.S. Government and Politics at the end of the course.

AP Human Geography

Course 133

Grades 11-12

Full Year

1 credit

Prerequisite: Departmental approval

The course follows the syllabus of the College Board, with enrollment being subject to an application process and departmental approval. AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline’s main subfields: economic geography, cultural geography, political geography, and urban geography. The

approach is spatial and problem-oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich the analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. Students will take the AP examination in Human Geography at the end of the course.

SEMESTER COURSE

Offered both semesters.

Practical Economics

Course 110

Grades 11-12

One Semester

½ credit

This project-based course presents a wide yet specific exposure to the history, process, and evolution of the U.S. economic system in a microeconomic analysis. This course includes the origins and development of the American economic system from Adam Smith’s “Wealth of Nations” to the present. While focusing on the basic fundamental origins and development of the free-market system and capitalism, the course provides students with an in-depth look at the housing market crash of 2008, understanding credit, living under a monthly balanced budget, filing taxes, the stock market, and the money supply through a chronological study of major issues, movements, people, and events. Students learn historical and analytical skills to explore the events, people, and ideas that fostered the free enterprise system in depth while always keeping an eye on current and modern economic issues and trends. Students will participate in several group multimedia projects, including going to a car dealership and producing a “Car Buying” project.

SEMESTER COURSE

Middle East and North Africa Studies

Course 132

Grade 12

One Semester

½ credit

This course will focus on major events, ideologies, and encounters that continue to shape the Modern Middle East: colonialism, nationalism, war, the nation-state system, and political Islam. This course will be a mixture of topics covered by the teacher to attract students' interests, which will allow the students to then choose their topics that they wish to research, discuss, and present. Through lectures, discussions, and multimedia presentations, students will explore a variety of perspectives relating to the subject matter of the course. Students will be working in groups as well to prepare a culminating assessment. This course will be a student-centered course where students will focus more on dialogue and discussion instead of writing. This course will be a solid course for students who are interested in a potential career in the government, international relations, and politics.

Contemporary World Issues

Course 131

Grade 12

One Semester

½ credit

This course is meant to credit and honor the stories and curiosities that students bring into the classroom that are often hidden but bring rich diversity of experience to our school. This course is designed to be one semester long. The teacher will serve as the guide and help inform students and push them to improve their research, writing, and presentation skills. Students will have the opportunity to tell their "story" either through aspects of history that are relevant to them or through personal narrative by focusing on contemporary world issues that impact students and connected them to their historical roots. This

includes world and specific U.S. history topics that students may be interested in. The curriculum of the course will be created with the students. They will be able to cover a range of contemporary students and dive into their histories. This will allow students to research historical topics such as the American Revolution, the institution of slavery, women's rights, the Cold War, the influence of big tech, September 11th and connect them to contemporary topics.

INTERDISCIPLINARY STUDIES

AP Seminar

Course 47

Grades 10-12

Full Year

1 credit

Prerequisite: Teacher approval

AP Seminar is a skills-based, cross-curricular course that has students engage with 21st-century skills. The course's focus on investigating real-world topics from multiple perspectives allows students to explore their own interests and passions while developing tools for research and communication. Using an inquiry framework, students will practice reading and analyzing articles, studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students will learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. This course encourages independent and collaborative work, with multiple opportunities for feedback and growth. Students will become experts on a topic and must demonstrate their expertise through various mediums. All students will complete a team project and presentation, an individual research-based essay and presentation, and the end-of-course AP exam.

AP Research

Course 48

Grade 12

Full Year

1 credit

Prerequisite: AP Seminar and teacher approval

AP Research allows students to pursue their own individual interests while learning about, planning, conducting, presenting, and defending a course-long study or investigation of a topic of their choice. The course builds off of the research and presentation tools and skills cultivated in AP Seminar. The course allows students to consider and evaluate multiple points of view to develop their own perspectives on a complex issue or topic through inquiry, investigation, and discipline-specific research methods. The students will become an expert on a topic and will present their work through various mediums. Students will develop the skills to work independently, plan long-term and manage their time appropriately, seek out mentorship, and build confidence in drawing their own conclusions. Per the College Board, "Students [in AP Research] explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio." The course culminates in an academic paper of 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

Independent Research Study

Course 49

Grade 12

Full Year

1 credit

Prerequisite: Teacher approval

Independent Research Study allows students to pursue their own individual interests while learning about, planning, conducting, and presenting and defending a course-long study or investigation of a topic of their choice. The course allows students to consider and evaluate multiple points of view to develop their own perspectives on a complex

issue or topic through inquiry, investigation, and discipline-specific research methods. The students will become an expert on a topic and will present their work through various mediums. Students will develop the skills to work independently, plan long-term and manage their time appropriately, seek out mentorship, and build confidence in drawing their own conclusions. Although this is not an AP Course, students will be following the same model as the AP Research class. The skills and tools learned in AP Seminar will be reviewed and practiced so that these students have access to the same resources. Students' readiness for this course (by skipping over AP Seminar) will also be assessed in the application process. The course culminates with a 4000-5000 word paper, a performance or exhibition of research, and a presentation with an oral defense.

MATHEMATICS

The program encourages each student to become aware of the structure and organization of the field of mathematics and is designed to prepare students for living in a world increasingly influenced by technology and quantitative methods. The curriculum serves students with different learning styles and abilities, enabling them to gain confidence and expand their mathematical skills to become effective problem solvers and communicators of mathematical ideas. Students use a multi-representational approach to examine problems analytically, graphically, numerically, and verbally and to understand the connections between these representations. Students develop logical reasoning, critical analysis, and an appreciation of the beauty and unified structure of mathematics. All Upper School mathematics students are required to own a TI-84 graphing calculator, but they also are expected to work without the aid of a calculator in all our courses. *See the math curriculum chart on this page for information on the sequencing of courses.

Algebra I

Course 311

Full Year

1 credit

Prerequisite: Pre-Algebra

This course strengthens and expands students' algebraic skills and understanding. It also builds students' confidence and facility with mathematical problem-solving. The course focuses on three main aspects of algebra: developing, simplifying, and using mathematical operations with numerical and polynomial expressions; solving various types of linear and quadratic equations, and understanding the meaning of those solutions; and graphing data and functions, and understanding the meaning of those graphs.

Geometry 9

Course 330

Full Year

1 credit

Prerequisite: Algebra I and departmental approval

This course investigates Euclidean geometry as a mathematical system built on a foundation of defined and undefined terms, postulates, and theorems. Students successfully completing Geometry 9 gain an understanding of key properties of two and three-dimensional figures, develop deductive reasoning skills, and learn to write proofs. Additionally, basic trigonometric concepts are introduced. Algebra skills will be reinforced and applied throughout the year to prepare students for Algebra II or Advanced Algebra II/Trigonometry, as appropriate.

Geometry 10

Course 333

Full Year

1 credit

Prerequisite: Algebra I and departmental approval

This course investigates Euclidean geometry as a mathematical system built on a foundation of defined and undefined terms, postulates, and theorems. Students successfully completing

Geometry 10 gain an understanding of key properties of two and three-dimensional figures, develop deductive reasoning skills, and learn to write proofs. Additionally, basic trigonometric concepts are introduced. Algebra skills will be reinforced and applied throughout the year to prepare students for Algebra II.

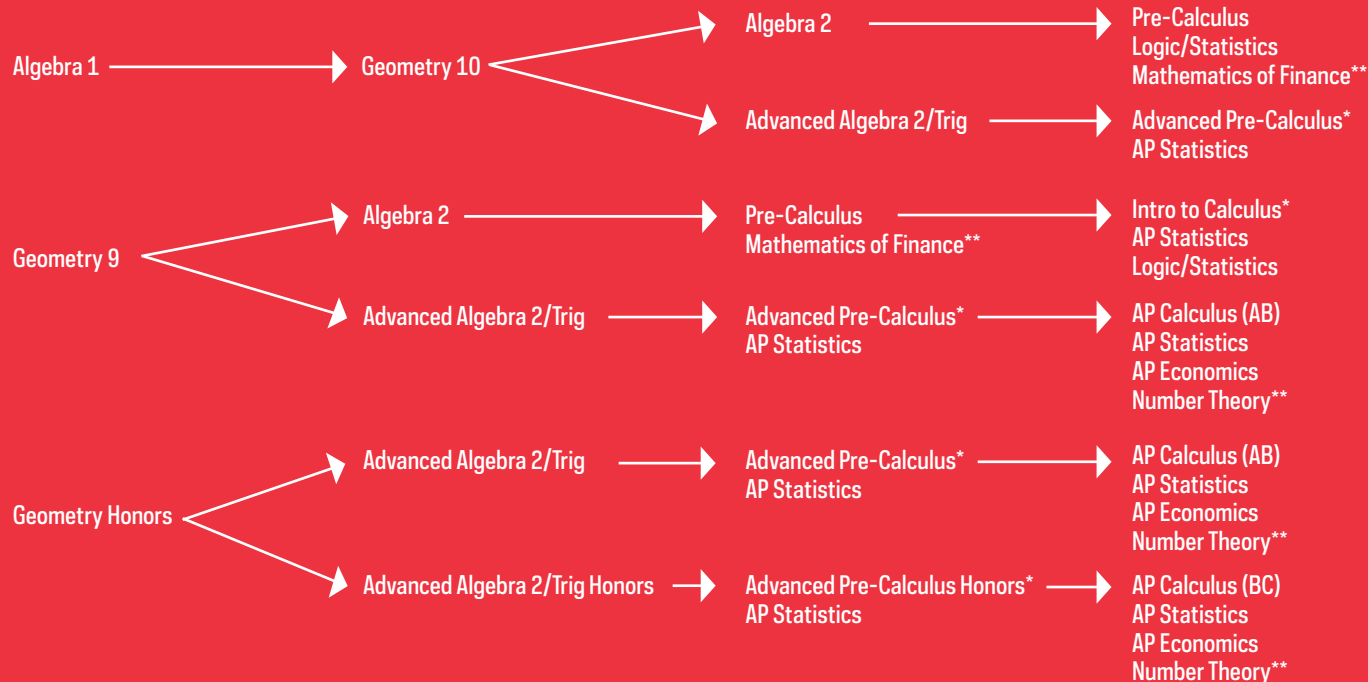
Geometry Honors

Course 332

Full Year

1 credit

UPPER SCHOOL MATHEMATICS CURRICULUM



At the end of every year, each student is evaluated by the Mathematics Department to determine his/her placement for the next year. Placement in a course (regular, advanced or honors) for one year does not guarantee or necessitate placement into the same level the succeeding year. Placement is based on a student's performance in mathematics courses, his/her work habits and motivation, attendance, and teacher recommendations. Scores on standardized tests may also be considered. *Students may take AP Statistics concurrently with these courses. **Mathematics of Finance and Number Theory are semester-long electives.

Prerequisites: 90 or better in Algebra I Honors and departmental approval

This course covers all the material in Geometry 9 at a more rigorous and accelerated pace. Formal two-column proofs, along with paragraph, indirect, and coordinate proofs, are studied in depth. GeoGebra interactive software is integrated throughout the course. Additional topics such as transformations and sequences and series are examined as time permits.

Algebra II

Course 340

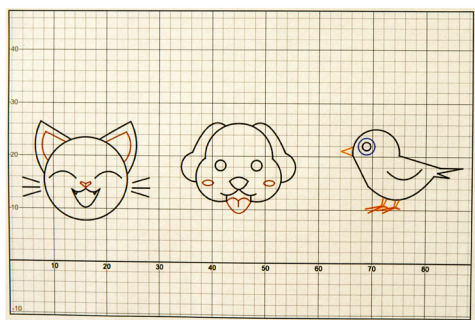
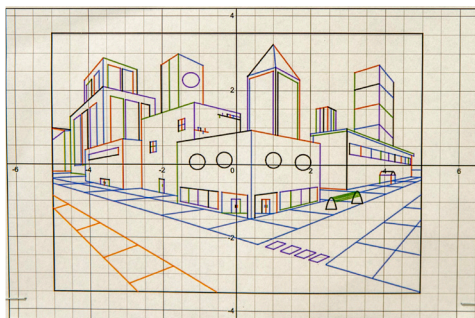
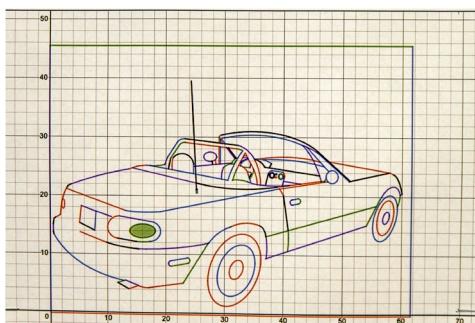
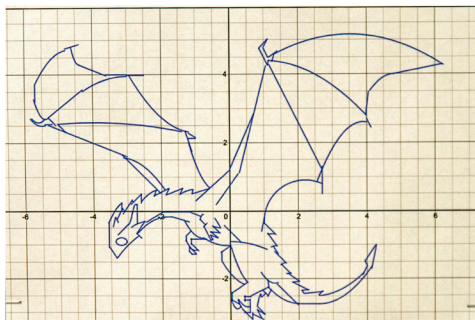
Full Year

1 credit

Prerequisites: Algebra I and Geometry

The strands of study in Algebra II include parent functions and their transformations, connecting graphs to equation solving, and the modeling of real-world situations with functions. After students review linear and quadratic functions and systems of equations, they will study absolute value, polynomial, radical, rational, and exponential

ALGEBRA II FUNCTION ART



functions. Complex numbers, composite and inverse functions, conic sections, probability, statistics, and data analysis will also be introduced.

Advanced Algebra II/Trigonometry

Course 341

Full Year

1 credit

Prerequisites: 90 or better in Algebra I and Geometry, and departmental approval

This accelerated course covers all the Algebra II topics in addition to matrices, logarithmic functions, and sequences and series during the first three quarters of the year. The trigonometric functions, their graphs, inverses, identities, and equations are studied during the spring. Applications are stressed throughout the course.

Advanced Algebra II/Trigonometry Honors

Course 342

Full Year

1 credit

Prerequisites: 85 or better in Geometry Honors and departmental approval

This honors course covers the topics of Advanced Algebra II/Trigonometry in a more formal way, and students work with increased independence. Theory and the abstract nature of the material are stressed, and greater time is spent on real-world applications.

Pre-Calculus

Course 352

Full Year

1 credit

Prerequisite: Algebra II or Advanced Algebra II/Trigonometry

This course extends the concepts of Algebra II and introduces new topics necessary for more advanced mathematics. Students study the properties, graphs, and inverses of functions in general as well as polynomial, rational, exponential, and logarithmic functions in particular. A thorough study of trigonometric functions and their applications is included. Other topics include

systems of equations and inequalities, linear programming, matrices, sequences and series, and statistics. This course prepares students for Introduction to Calculus; however, it does not satisfy the prerequisite for AB or BC Calculus.

Mathematical Reasoning, Logic, and Statistics

Course 301

Grade 12

Full Year

1 credit

Prerequisite: Algebra II

This year-long senior elective will provide an overview of the basics of logic, mathematical reasoning, and statistics. The Logic and Mathematical Reasoning course content will include a study of propositional logic, relational logic, proofs of conditional statements, truth tables, rules of inference, and set theory. The Statistics course content will explore data and the techniques used to gather data as well as probability and confidence intervals, as time permits. All these topics will establish a framework of mathematics and logic and a foundation in statistics that will aid students in more advanced mathematics classes as well as other STEM disciplines, such as computer science and data analytics.

Introduction to Calculus

Course 353

Full Year

1 credit

Prerequisites: Pre-Calculus and departmental approval

The first part of this course completes the study of pre-calculus topics and covers trigonometric functions and their applications, vectors, and parametric and polar equations. Students then begin a formal study of calculus. Topics covered include limits and continuity, the limit definition of the derivative, rules of differentiation, implicit differentiation, higher-order derivatives, curve-sketching techniques, optimization, and related

rates problems. Integration of functions and applications will be discussed, as time permits.

Advanced Pre-Calculus

Course 364

Full Year

1 credit

Prerequisites: 85 or better in Advanced Algebra II/Trigonometry and departmental approval

This accelerated course includes an in-depth analysis of functions (exponential, logarithmic, polynomial, rational, and trigonometric) and their graphs. Other topics covered are rational inequalities, polar coordinates, complex numbers, limits, parametric equations, and sequences and series. This course prepares students for the AP Calculus AB course.

Advanced Pre-Calculus Honors

Course 362

Full Year

1 credit

Prerequisites: 85 or better in Advanced Algebra II/Trigonometry Honors and departmental approval

All of the Advanced Pre-Calculus topics are studied during the first six months, but the presentation is more rigorous and at an accelerated pace. In the spring, students begin a formal study of Calculus. Limits, continuity, and derivatives are introduced. There is considerable emphasis on proof throughout the course. This course prepares students for the AP Calculus BC course.

AP Calculus (AB)

Course 371

Full Year

1 credit

Prerequisites: 85 or better in Advanced Pre-Calculus or Advanced Pre-Calculus Honors and departmental approval

This course is taught as a college-level offering and is the equivalent of 1¼ semesters of college-level calculus. It covers all topics from the College Board AB syllabus. This includes limits, continuity, the

derivative, applications of the derivative including modeling and optimization, linear approximation, related rates, definite and indefinite integrals, areas, and volumes. This course prepares students to take the AP Calculus AB exam in May, which is a course requirement.

AP Calculus (BC)

Course 372

Full Year

1 credit

Prerequisites: 87 or better in Advanced Pre-Calculus Honors and departmental approval

This course is taught as a college-level offering and is the equivalent of two semesters of college-level calculus. It covers all topics from the BC syllabus from the College Board. In addition to the AB Calculus topics, it covers improper integrals, logistic growth, lengths of curves, Taylor series, parametric functions, vectors, and polar functions. This course prepares students to take the AP Calculus BC exam in May, which is a course requirement.

AP Statistics

Course 380

Full Year

1 credit

Rising Juniors:

Co-requisites: Advanced Pre-Calculus (Regular or Honors)

Rising Seniors:

Pre-requisites: Advanced Pre-Calculus (Regular or Honors) or Co-requisite: Introduction to Calculus. 87 or better in AdvAlg2/Trig Honors, 85 or better in Advanced Alg2/Trig or 90 or better in PreCalculus and departmental approval

AP Statistics is an introductory college-level course that focuses on understanding data and statistical reasoning. It covers all topics from the College Board AP Statistics syllabus. Topics include collection and display of both univariate and bivariate data, choosing and computing appropriate numerical descriptions of data, probability and counting methods, sampling distributions, confidence intervals, significance

tests, and regression. Throughout the course there is an emphasis on describing patterns as well as departures from patterns, performing simulations, providing written explanations based on statistical evidence, and interpreting all results in context. This course prepares students to take the AP Statistics exam in May, which is a course requirement.

AP Economics

Course 144

Full Year

1 credit

Prerequisites: 87 or better in Advanced Pre-Calculus (Regular or Honors) and departmental approval

AP Economics is a rigorous, college-level course that prepares students for both the AP Micro and Macroeconomics exams in May, which are course requirements. Microeconomics, the study of individual choice, covers topics such as the theory of supply and demand, market equilibrium, consumer behavior, the behavior of firms, and perfect and imperfect competition. Macroeconomics, the study of the economy as a whole, focuses on national income, inflation, unemployment, fiscal and monetary policy, the banking system, international trade, and economic growth. Social issues such as poverty, income distribution, unemployment, and environmental quality are examined in an economic framework. Students must be adept at working with graphical and mathematical models.

SEMESTER COURSES

Mathematics of Finance

Course Number 343

Grades 11-12

One Semester

½ credit

Prerequisite: Algebra II

In this semester-long course, students will explore the mathematics of personal finance in order to learn how to manage their finances and prepare for their futures. This course will focus on banking, the stock market, entrepreneurship, business models,

auto insurance, taxes, and investments. Students will use mathematics to understand and analyze these important aspects of personal finance. Students will also use spreadsheets to create budgets, track investments, and manage finances.

Mathematical Number Theory

Course Number 303

One semester

½ credit

Pre/Co-requisites: Advanced Pre-Calculus (Regular or Honors) or 90 or better in Pre-Calculus and departmental approval

This one-semester mathematics elective will delve into cryptography and its underlying techniques. The Mathematics of Number Theory course will explore prime numbers, divisibility rules, and modular arithmetic with an eye toward understanding code breaking and the RSA algorithm. It will develop the skills of mathematical reasoning and proof-writing in a concrete and intuitive way, preparing students for future college math courses or theoretical computer science courses. Interested students should have a high level of algebraic proficiency as well as a willingness to tackle difficult proofs.

MODERN AND CLASSICAL LANGUAGES

The mission of the Department of Modern and Classical Languages is to encourage students to see themselves as citizens of the world and to embrace a global view. In Modern Language classes, we focus on using the language in authentic and meaningful situations, incorporating and practicing the fundamental skills of listening, speaking, reading, and writing. The courses progress in difficulty, from the expression of basic needs and desires to the discussion of complex topics in the upper levels. Our pedagogy is guided by the American Council on the Teaching of Foreign Languages (ACTFL) recommendations for creating an immersive

language learning experience. In the Latin courses, we emphasize reading, translation, grammar, vocabulary, and derivatives. Students of Latin learn to read ancient authors while studying Roman history and Classical mythology.

*Please refer to graduation requirements and policies for level advancement.

你會說中文嗎？

Chinese I Honors

Course 270

Full Year

1 credit

Chinese does not use an alphabet, and as such is fundamentally different from European languages. For this reason, Chinese may seem mysterious and impenetrable to non-native learners. In this course, students are introduced to Chinese as a language that - quite to the contrary - is fascinating and accessible to all! The course begins with the romanization system, known as pinyin, which uses the familiar American alphabet to decode Chinese sounds, then moves on to demystify the written characters, revealing the component parts, known as radicals, that provide meaning and form. From there, students learn to structure simple sentences. Because Chinese does not write in letters, it lacks conjugations and other challenging grammar tasks. This course draws from a variety of online resources and educational platforms to train listening comprehension and practice speaking. Along the way, students learn about Chinese culture, including who Confucius was, and how Chinese New Year is celebrated. This course is aligned with an ACTFL proficiency level of Novice Low to Mid.

Chinese II Honors

Course 274

Full Year

1 credit

Prerequisite: Chinese Honors I and department approval

The focus of Chinese II Honors is on describing everyday life, especially that of students. In the first unit, students learn to describe the school day, as well as their home tasks. From there, we move on to life outside of school and recreational activities. An enormous amount of vocabulary is taught so that students are well-equipped to engage in the sorts of conversations they may have with peers in English. To further this end, conversations are established with other students who are usually from partner institutions and with whom they get to know exclusively through Chinese conversation. All of our units include a direct comparison to China so that students learn to compare their routines with students from another country, including preparing for the much vaunted GaoKao examinations. This course draws from a variety of online resources, educational platforms, and authentic materials. This course is aligned with an ACTFL proficiency level of Novice Mid-High.

Chinese III Honors

Course 275

Full Year

1 credit

Prerequisite: MS Chinese 8 or Chinese Honors II and department approval

The curriculum of Chinese III Honors is centered around China itself: its history, geography, cuisine, and customs. Each student prepares a presentation on an area of particular interest to them. By the end of the course, students often feel as though they have returned from a year-long study abroad in China itself! During this course, students often participate in our Saints-Go-Global program which brings Chinese students to campus and offers a culture trip to China over Spring Break (note: travel programs are dependent upon global

conditions). By the end of the course, students can describe everything from the origins of the Great Wall to the rise of Modern China. This course draws from a variety of online resources, educational platforms, and authentic materials. This course is aligned with an ACTFL proficiency level of Novice High-Intermediate Low.

Chinese IV Honors

Course 276

Full Year

1 credit

Prerequisite: Chinese Honors III and department approval

Chinese IV Honors engages in a cross-cultural comparison of the United States and China by examining popular culture, including film, literature, and music. Students learn the ongoing importance of history in China through its depictions in the media above, as well as in aphorisms known as chengyu. The course explores the Wuxia genre, including its Daoist roots and connection to the philosopher Zhuangzi. Students will discuss the role of gender by looking at such famous figures as Mulan and QiuJin, as well as the role of women in traditional Chinese opera, known as Peking Opera. Students engage in discussion and structured debate, read and view authentic texts, and other content. This course is aligned with an ACTFL proficiency level of Intermediate Low.

Chinese V Honors

Course 277

Full Year

1 credit

Prerequisite: Chinese Honors IV and department approval

Chinese V Honors is organized around 6 thematic content units: Family, Identity, Aesthetics, Science, Contemporary Life, and Global Challenges. The course will focus on the skills of presentational speaking, interpersonal speaking, presentational writing, interpersonal writing, listening and reading comprehension. Course content is also designed to provoke student reflection on cultural

comparisons, and to notice various aspects of culture including achievement culture, behavior culture, and suppressed culture. In doing so, students not only improve their mastery of Chinese and understanding of Chinese culture but develop insights into themselves and how they fit into our rich and complex world. This course is aligned with an ACTFL proficiency level of Intermediate Low to Mid.

AP Chinese Language and Culture

Course 279

Full Year

1 credit

Prerequisite: Chinese Honors IV and department approval

AP Chinese is a college-level course with an emphasis on function over form in the study of the Chinese language. The approach is geared toward real-world communication, achievement of concrete language tasks, and development of skills. Language is studied within thematic contexts that are meaningful and interesting to students, which are interrelated, and lend themselves to scaffolding. The six themes animating this course are Families and Communities; Personal and Public Identities; Beauty and Aesthetics; Science and Technology; Contemporary Life; and Global Challenges. With these themes guiding content, students develop and apply their reading, writing, listening, and oral skills within three modes: Interpersonal, Interpretive, and Presentational. This program prepares students for the Advanced Placement Chinese Language and Culture examination (additional fee). Successful completion of this course requires significant outside work and diligent class preparation. This course is aligned with an ACTFL proficiency level of Intermediate Mid-High.

Parlez-vous français?

French I

Course 201

Full Year

1 credit

This introductory course is for beginners or those with a limited background in French. Students acquire a solid foundation in French vocabulary, grammar, and culture as they explore various Francophone countries. Students will develop and strengthen their four communication skills through a variety of activities, individual and group work, written work, projects, games, skits, presentations, and reading comprehension. The dynamic textbook, "T'es branché? 1," is supplemented by an audio program and online exercises. By the end of this course, students will be able to communicate useful everyday expressions that they can use in real-life situations. This course is instructed predominantly in French.

French II

Course 202

Full Year

1 credit

Prerequisite: French I

This course develops and reinforces the four language skills of second-year students as they review essential material from French I. Students explore the contextual cultural themes of health and wellness, sports, and leisure activities, with integrated grammatical structures and vocabulary. Students focus on their communicative competence by speaking in the target language and thus gain vital listening and speaking skills. In addition to our text series, "T'es branché? 2," students engage in a broad range of online French-language activities to improve their oral comprehension and deepen their knowledge of the French-speaking world. Emphasis is on

reading comprehension, oral discussion, written expression, and cultural awareness.

French II Honors

Course 212

Full Year

1 credit

Prerequisites: French I and departmental approval

This accelerated course offers further development of the four language skills to students who have demonstrated a strong aptitude in the language. Students explore the contextual cultural themes of leisure activities, travel, and health and wellness in different Francophone countries. Increased proficiency is acquired through more extensive vocabulary building and expanded study of grammatical structure. Emphasis is on reading comprehension, oral discussion, written expression, and cultural awareness. In addition to our text series, "T'es branché? 2," students engage in a broad range of online French-language activities and view film and music videos to improve their aural comprehension and deepen their knowledge of the French-speaking world.

French III

Course 203

Full Year

1 credit

Prerequisite: MS French 8 or French II

In this course, students continue to develop and refine their proficiency in all four language skills—listening, speaking, reading, and writing—with an emphasis on students' ability to communicate both orally and in writing. The French III course uses the engaging "T'es branché? 2" text and online series. The course provides a stimulating program that explores topics such as history, geography, gastronomy, art, and culture of France and other Francophone countries and regions, including the Maghreb and the Antilles. Students focus on their communicative competence by speaking in the target language to gain vital speaking and listening skills.

French III Honors

Course 213

Full Year

1 credit

Prerequisites: MS French 8 or French II Honors and departmental approval

This course is for strong, committed students who are dedicated to growing their French proficiency in all four language skills—listening, speaking, reading, and writing. The French III Honors course uses the engaging "T'es branché? 3" text and online series. The course provides a stimulating program that explores topics such as the history, geography, gastronomy, art, and the culture of France and other Francophone countries. Students will learn to use their French effectively in film, short stories, print/online media, poetry, and art to serve as jumping-off points for discussion. Students focus on their communicative competence by speaking exclusively in the target language to gain vital listening and speaking skills.

French IV

Course 204

Full Year

1 credit

Prerequisites: French III

French IV focuses on advanced topics in the Francophone world. This course offers students further development in core language skills as the class builds upon the grammatical and syntactical structures from French I-III, but the emphasis is placed primarily on honing students' listening and speaking skills. French IV students make use of the dynamic text series, "T'es branché? 3" which explores themes related to francophone communities around the world, travel, cultural heritage, art, and our society in evolution. Through a variety of sources (short stories, poetry, print and online media, film, radio, art), students acquire the vocabulary necessary to enhance communicative competence. Additionally, students read and act out scenes from Molière's "Tartuffe." Cultural projects center around Haiti and Normandy as many students in this class

participate in our Normandy Exchange Program with the Lycée Jeanne d'Arc in Bayeux, France.

French IV Honors

Course 217

Full Year

1 credit

Prerequisites: French III Honors and departmental approval

In this accelerated course, students continue to refine their competency in all four language skills as they explore the works of Francophone writers from Africa, the Antilles, the Maghreb, Québec, and France. Students analyze major themes such as tolerance, freedom, and love, as they learn to express abstract ideas both orally and in writing. The core reading list consists of Molière's 17th-century play, "Tartuffe," and the 20th-century play, "Une Tempête," by Martiniquais playwright, Aimé Césaire. Vocabulary and grammatical points are presented and practiced in context throughout the year. Cultural projects center around Haiti and Normandy as students in this class participate in our Normandy Exchange Program with the Lycée Jeanne d'Arc in Bayeux, France.

French V

Course 205

Full Year

1 credit

Prerequisites: French IV

This program is a fifth-year class for French students whose goal is to exchange creatively and reflect in the French language. Since communication in a second language requires an understanding of the cultural context, our aim is to teach the living language as students "travel" to francophone countries and examine selected works (short stories, plays, films, music, art, and online/print media). Conducted entirely in French, this course provides an opportunity for students to improve their speaking and listening skills and is designed to provide practical opportunities for vocabulary development. Grammatical lessons are integrated in response to student needs

and objectives. Assessments include reflection papers written in class as well as presentations. Additional topics may include: the history of French Film (Lumière Brothers, Méliès, and the New Wave Movement) as well as Francophone Théâtre. Selections of the content may be made to match student interests. Reflection, exchange, and creativity enhance participants' experiences, and cultural projects center around Francophone Africa.

AP French Language and Culture

Course 214

Full Year

1 credit

Prerequisites: French IV Honors and departmental approval

This advanced course is designed to train students in the interpersonal, interpretive, and presentational aspects of communication in French. The AP French Language and Culture course is organized by six cultural themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Emphasis is on advanced grammar topics, practice in narrative and expository writing, reading comprehension, listening comprehension, and extemporaneous speaking. Students analyze, reflect on, and discuss contemporary issues throughout the French-speaking world. This program prepares students for the Advanced Placement French Language and Culture examination (additional fee) in May.

Tu loquerisne Latine?

Latin I **Course 221** **Full Year** **1 credit**

This course provides an introduction to the Latin language. Students read about an Ancient Roman family's life in the city while learning core vocabulary and grammar. Through their reading and study of Latin vocabulary, students will also explore English derivatives from Latin roots. By the end of this course, students will be able to translate and comprehend stories and passages in Latin. Students also gain an overview of classical mythology, Roman history, daily life, and the geography of the ancient Mediterranean.

Latin II **Course 222** **Full Year** **1 credit**

Prerequisite: Latin I

In this course, students continue to develop the skills of reading and grammatical analysis that they began in Latin I. The course continues the introduction to Latin grammar with emphasis on the inflectional forms, the syntax of verbs, complex sentences, and vocabulary. Through their readings, students explore the multiculturalism of the Roman world, visiting the cities of Pompeii, Carthage, and Rome. The course includes further study of Roman culture, history, and mythology.

Latin II Honors **Course 237** **Full Year** **1 credit**

Prerequisite: Latin I and departmental approval

In this course, students continue to develop the

skills of reading and grammatical analysis that they began in Latin I. Students are expected to be self-monitoring and self-motivated learners, as they expand their skills through studying new morphology and reading extensively. The course continues the introduction to Latin grammar with emphasis on the inflectional forms, the syntax of verbs, complex sentences, and vocabulary. Through their readings, students explore the multiculturalism of the Roman world, visiting the cities of Pompeii, Carthage, and Rome. The course includes further study of Roman culture, history, and mythology.

Latin III **Course 223** **Full Year** **1 credit**

Prerequisite: MS Latin 8 or Latin II

In this course, students review language structures from earlier levels and continue reading in Latin to build grammar skills, vocabulary, and derivatives. Students continue their study of the remaining inflectional forms and read increasingly complex sentences with subordinate clauses. Through their readings, students explore the multiculturalism and religious practices of the Roman world, visiting the cities of Athens, Ephesus, and Rome. The study of grammar prepares students to read and comprehend authentic texts from Latin prose authors.

Latin III Honors **Course 236** **Full Year** **1 credit**

Prerequisite: MS Latin 8 or Latin II Honors and departmental approval

This course assumes a facility with all Latin II skills. Students are expected to be self-monitoring and self-motivated learners, as they expand their skills through studying new morphology and reading extensively. Students continue their study of the remaining inflectional forms and read increasingly complex sentences with subordinate clauses.

Through their readings, students explore the multiculturalism and religious practices of the Roman world, visiting the cities of Athens, Ephesus, and Rome. The study of grammar prepares students to read and translate authentic texts from Latin prose authors.

Latin IV **Course 228** **Full Year** **1 credit**

Prerequisite: Latin III

Students in this course read prose and poetry from various eras of Latin literature in order to gain a deeper appreciation of Roman culture and history through primary sources. Students read authors such as Eutropius and Caesar to study Roman history, the Vulgate and Catullus to study peoples of the ancient world, and Hyginus and Ovid to study mythology. The emphasis of this course is placed on developing a critical understanding of the Roman world through reading in Latin.

Latin IV Honors **Course 234** **Full Year** **1 credit**

Prerequisite: Latin III Honors and departmental approval

Students in this course read and analyze works of Latin literature in order to gain a deeper appreciation of Latin style and structure as well as Roman culture and history. Students focus on the structure, meter, and interpretation of poems from such poets as Catullus, Vergil, and Ovid. They also focus on analyzing the style and historical significance of prose authors such as Caesar, Cicero, and Pliny. The emphasis of this course is placed on developing an appreciation for the artistic merits of Latin literature. Students are expected to be self-monitoring and self-motivated learners, as they expand their skills through observing literary style and reading extensively.

Latin V **Course 256** **Full Year** **1 credit**

Prerequisite: Latin IV

Students in this course continue to read prose and poetry from various eras of Latin literature in order to gain a deeper appreciation of Roman culture and history through primary sources. Through analyzing texts read in class, students will further explore the ways that cultural bias, historical context, and literary style influence the way that stories are presented. Students read authors such as Eutropius and Suetonius to study Roman history, Pliny and Catullus to study peoples of the ancient world, and Vergil and Ovid to study mythology. The emphasis of this course is placed on developing a critical understanding of the Roman world through reading in Latin.

AP Latin **Course 257** **Full Year** **1 credit**

Prerequisite: Latin IV Honors and departmental approval

The course follows the syllabus published by the College Board AP program and is intended to prepare the student to take the AP exam on Caesar and Vergil. Students read in Latin and in English substantial portions of Caesar's "Commentarii De Bello Gallico" and Vergil's "Aeneid." Class discussions and writing assignments encourage students to consider the value of each text with respect to its literary program, literary models, cultural influence, and historical context. While some time is spent on grammatical and syntactical analysis, we focus on the seven AP themes: Literary Style and Genre, Roman Values, War and Empire, Leadership, Views of Non-Romans, History and Memory, and Human Beings and the Gods..

¿Hablas español?

Spanish I Course 231

**Full Year
1 credit**

This foundational course is for beginners or those with a limited background in Spanish. Students will develop a solid foundation in vocabulary, grammar, and culture as they explore the rich heritage of the Spanish-speaking world. Students will develop and strengthen proficiency in the four skills of reading, writing, listening, and speaking through a variety of activities and assessments that include individual and group work, projects, games, skits, and presentations. The text series, "¡Qué Chévere!," provides students with a wide range of engaging and interactive online content that includes supplemental readers, exciting cultural videos, and access to all levels of the text series.

Spanish II Course 232

**Full Year
1 credit**

Prerequisite: Spanish I

This course develops and reinforces the four language skills of second-year students as they review essential material from Spanish I. Students explore the contextual cultural themes of health and wellness, sports, and leisure activities, with integrated grammatical structures and vocabulary. Students focus on their communicative competence by speaking in the target language and thus gain vital listening and speaking skills. In addition to our text series, "¡Qué Chévere! 2," students engage in a broad range of online Spanish-language activities to improve their oral comprehension and deepen their knowledge of the Spanish-speaking world. Emphasis is on

reading comprehension, oral discussion, written expression, and cultural awareness.

Spanish II Honors

Course 242

Full Year

1 credit

Prerequisites: Spanish I and departmental approval

This accelerated course offers further development of basic skills to students who have demonstrated a strong aptitude in the language. Increased proficiency is acquired through more extensive vocabulary building and expanded study of grammatical structure. Students continue to develop their communicative competence by interacting orally and in writing with other speakers in the target language. Emphasis is on new grammatical structures and vocabulary pertaining to cultural themes of health and wellness, sports, and leisure activities. Students focus on their communicative competence by speaking only in the target language and thus gain vital listening and speaking skills. In addition to our text series, "¡Qué Chévere! 2," students engage in a broad range of online Spanish-language activities to improve their aural comprehension and deepen their knowledge of the Spanish-speaking world.

Spanish III

Course 233

Full Year

1 credit

Prerequisite: MS Spanish 8 or Spanish II

Spanish III provides a stimulating program that builds on the students' foundational knowledge of the language, allowing them to progress to higher levels of communication and comprehension of Spanish. Students focus on their communicative competence by using the target language to discuss relevant topics such as school life, traveling, family, and more. Students also watch engaging shows created for high school students as supplemental ways to increase proficiency in the language. The course's textbook "¡Qué

Chévere! 3," provides a multitude of engaging and interactive content that fosters the students' understanding of the language and culture represented by Spanish-speaking countries.

Spanish III Honors

Course 243

Full Year

1 credit

Prerequisites: MS Spanish 8 or Spanish II Honors and departmental approval

This course is for strong, committed students who have demonstrated superior dedication and ability in Spanish. Like Spanish III, the Spanish III Honors course uses the dynamic "¡Qué Chévere! 3" text and online series. Students learn to use Spanish effectively and authentically in a variety of situations, both written and spoken, while embarking on a deeper study of grammar as well as presentational writing and speaking. Students read magazines and short books that allow them to explore cultural topics in an engaging way. The course provides a stimulating program that explores topics including personal relationships, culture, and the environment. Students focus on their communicative competence by speaking exclusively in the target language to gain vital listening and speaking skills.

Spanish IV

Course 244

Full Year

1 credit

Prerequisite: Spanish III

This course is designed to further develop and elevate students' proficiency in Spanish using the dynamic "¡Qué Chévere! 4" text. Advanced vocabulary and grammatical structures are practiced through communicative activities within contextual themes including social justice and human rights in Latin America as well as food and cooking. Students continue to develop their communicative competence by interacting orally and in writing, understanding oral and written messages in the language, and making oral and

written presentations in the language. Additional contexts include Spanish-speaking families, communities, traditions in the United States and other countries, technology and globalization, and education systems in the Spanish-speaking world.

Spanish IV Honors

Course 247

Full Year

1 credit

Prerequisites: Spanish III Honors and departmental approval

This advanced-level Spanish language course is designed to further develop students' language proficiency while preparing them for the rigor of the AP Spanish course, using the "Tejidos" text as a guide. We emphasize communicative activities in an immersive environment. Advanced vocabulary and grammatical structures are reviewed through the study of popular culture, the news, and history. The focus is on authentic materials highlighting cultural comparisons and connections. Students learn to exchange and support opinions verbally and in writing on a variety of topics related to Hispanic culture, historical events, and current affairs.

Spanish V

Course 250

Full Year

1 credit

Prerequisite: Spanish IV or Spanish IV Honors

In this course, students explore a wide variety of themes such as revolutions, independence, immigration, the history of Afro-Latinos, Andean culture, poetry, and feminism, just to name a few. Students will gain knowledge of these themes by studying historical events from Spanish-speaking countries and analyzing films and articles from a historical perspective. Furthermore, students in Spanish V will do independent research on a topic in which they have an interest and will present their findings to their classmates and to other members of the school community during a gallery-walk style presentation. Students will also

have opportunities to interact with native Spanish speakers virtually through cooking classes, art classes, visiting virtual museums, and more.

AP Spanish Language and Culture

Course 245

Full Year

1 credit

Prerequisites: Spanish IV Honors and departmental approval

This advanced course is designed to engage students in the interpersonal, interpretive, and presentational aspects of communication in Spanish. Students analyze, reflect on, and discuss contemporary issues from throughout the Spanish-speaking world including fair trade practices, traditional medicine, cultural traditions, the effects of globalization on children, migration, and religious trends as well as lighter fare such as contemporary Latin American music. The course prepares students for the Advanced Placement Spanish Language and Culture examination (additional fee) in May.

AP Spanish Literature

Course 255

Full Year - this course is dependent on enrollment

1 credit

Prerequisites: AP Spanish Language and Culture, and departmental approval

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of

its time and place, and students gain insights into the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). The course prepares students for the Advanced Placement Spanish Literature examination (additional fee) in May.

Advanced Spanish Literature and Culture

Course 259

Full Year

1 credit

Prerequisites: AP Spanish Language and Culture, and departmental approval

This honors course is designed for students who have completed AP Spanish Language and Culture. In this advanced literature and history course, students will engage in literary analysis within the socio-historical context of 20th-century Latin America and Spain. This course devotes a unit to each of the four primary literary genres: narrativa, poesía, drama, and ensayo. Students are expected to read and engage in different activities, complete reading quizzes, and produce written argumentative essays that will prepare them for creating an end-of-semester presentation and paper.

MODERN & CLASSICAL LANGUAGES ELECTIVES

Ancient Greek

Course 224

One Semester

½ credit

Ancient Greek literature spanned many centuries and was shared by Homer, Alexander the Great, and St. Paul. This course will serve as an introduction to the language, from the alphabet and pronunciation to conversational phrases and simple sentences. Students will see their understanding of English and other languages grow as a result of studying

the vocabulary and sentence structures of Ancient Greek! The course will also explore other disciplines that were influenced by the societies that spoke Ancient Greek, with a chance to contribute to students' understanding of theater, philosophy, government, art history, and the rise of Christianity.

There is no prerequisite for this course, and no previous exposure to Greek is assumed. It is strongly encouraged for students to have earned at least a B+ in Level 2 or 2 Honors of Spanish, French, Latin, or Chinese.

China: Confucius to Mao

Course 280

One semester

½ credit

What is Chinese culture? This course will survey the major intellectual trends that shape Chinese culture and history, focusing on China's most influential thinkers, including Confucius, Mencius, Laozi, Zhuangzi, and Mao. We will also look at how this culture is portrayed in the West, for example through films like Mulan. Readings and discussions will take place mostly in class only. Open to all students.

Classical Mythology and the Modern World

Course 220

One semester

½ credit

Mythology encompasses the stories that capture the imagination of a society. This course will focus on the mythology of Ancient Egypt, Greece, and Rome, including stories of heroes, monsters, powers and origins of gods, coming of age, and transformations. The course will also explore ways in which modern "mythology" of adventurers and superheroes reflects the symbolism, structures, and archetypes in ancient mythology. Students will not only learn the stories themselves, but also develop the skills to analyze common patterns and themes in ancient and modern myths. Open to all students.

Spanish for the Professions

Course 241

One Semester

½ credit

Prerequisites: Spanish IV and departmental approval

This course is designed to develop students' conversational Spanish skills through the lens of professional vocabulary and cultural competency. Students will learn specialized vocabulary for professions in the medical, legal, business/economics, communications/media, advocacy, and interpretations fields. Students analyze, reflect on, and discuss the cultural perspectives, interactions and expectations of these professions in the Latino and Hispanic communities. Students will participate in scenarios to practice implementing the new vocabulary to prepare them for the global market.

PERFORMING ARTS

The program supports the belief that performing arts are vital to the emotional, social, intellectual, and aesthetic development of students. This philosophy encourages self-expression, creativity, self-discipline, and cooperation. The program builds on the foundation laid in the Lower and Middle Schools, providing more challenging performing opportunities and the development of individual talents. Academic classes and extracurricular opportunities aim to benefit the wide-ranging interests and needs of the student population through intimate experience in a variety of artistic media.

Students may receive a semester of Fine Arts credit for participation in the fall play or the spring musical, which can be applied towards their graduation requirement in the Fine Arts. Alternatively, students may choose to waive one season of P.E. for each major theater production in which they are involved.

Students who are involved in the choral or instrumental program for two years have their P.E. requirement reduced from nine to seven seasons.

Note: All students in performing groups are encouraged to study privately in addition to performing in their ensemble. All groups perform in a variety of settings both on and off campus and in joint programs with local schools.

Concert Choir

Course 750
Grades 9-12
Full Year
1 credit

This interactive course creates an enjoyable atmosphere for students to experience various styles of vocal music. The members range from beginning to advanced students, and all learn the basic fundamentals of music. This group studies vocal technique, music theory, sight-singing, concert etiquette, musical expression, choreography, and stage presence. Students learn how to engage an audience by performing high-quality music in concerts, community events, and music festivals, including performing Evensong at the National Cathedral in February. Enrolled students are also eligible for all-district and all-state ensembles and festivals. From Broadway to Bach, students build their confidence in an encouraging environment to become lifelong music enthusiasts.

Chamber Orchestra

Course 711
Grades 9-12
Full Year
1 credit

This program is open to students demonstrating ability on the violin, viola, cello, or bass, and who have a desire to participate in an ensemble committed to musical excellence. Performances in a wide range of orchestral literature, from the Baroque, Classical, Romantic, and Contemporary periods, are offered. On and off campus

performances are frequent and enrolled students are also eligible for all-district, regional, and all-state ensembles and festivals.

Wind Ensemble

Course 760
Grades 9-12
Full Year
1 credit

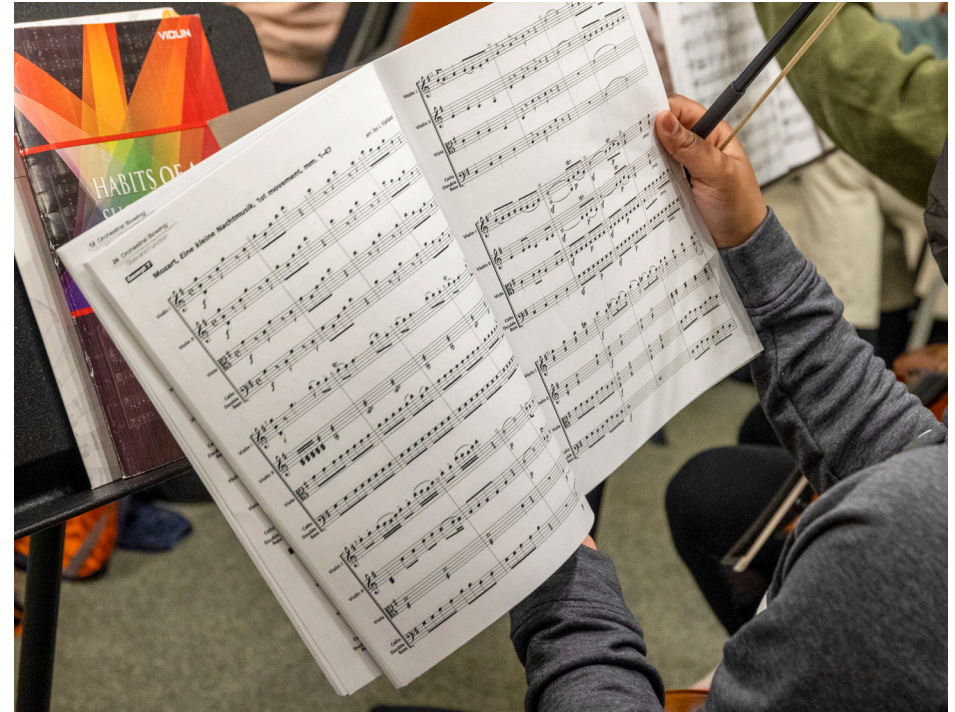
This program is open to all woodwind, brass, and percussion students demonstrating ability on their instruments and who have a desire to participate in an ensemble committed to musical excellence. Performances offer a wide range of band literature, including marches, contemporary literature, and orchestral transcriptions. In addition to performing in the fall and spring concerts, students have opportunities to participate in the Pep Band, which performs at the Homecoming football game; audition for the all-district, regional, and all-state ensembles; and perform solos and ensembles. During the school year, the students join the choir, orchestra, and drama groups on the annual music trip, during which they attend master classes and perform.

Advanced Wind Ensemble

Course 768
Grades 9-12
Full Year
1 credit

Prerequisite: Departmental approval

This program is open to woodwind, brass, and percussion students who demonstrate advanced ability on their instruments and who have a desire to participate in an ensemble committed to musical excellence. Performances offer a wide range of band literature, including marches, contemporary literature, and orchestral transcriptions. On- and off-campus performances are frequent, including the District Band Festival in March. Enrolled students are also eligible for all-district, regional, and all-state ensembles and festivals.



Advanced Wind Ensemble Honors

Course 764
Grades 9-12
Full Year
1 credit

Prerequisite: Departmental approval

With departmental approval, students participating in Advanced Wind Ensemble may also participate in the Jazz Ensemble for Honors Distinction. Their commitment includes at least one 45-minute rehearsal each week on Jazz Ensemble music with the Jazz Ensemble director. Students are also required at all after-school Jazz Ensemble dress rehearsals and concerts.

Jazz Ensemble

Course 709
Grades 10-12; 9th by audition only
Full Year
1 credit

This comprehensive music course is open to

all saxophone, trumpet, trombone, baritone, percussion, keyboard/piano, guitar, and string/electric bass students demonstrating ability on their instruments. The ensemble performs jazz and other contemporary music such as blues, rock, Latin, and fusion. Literature is selected from "big band" charts, with opportunities for smaller ensemble work. All students must have experience reading music prior to enrollment. Enrolled students are also eligible for all-district, regional, and all-state ensembles and festivals. Students entering their ninth grade year must schedule an audition with the teacher before placement in this ensemble is finalized.

Advanced Jazz Ensemble

Course 708
Grades 10-12, 9th by audition only
Full Year
1 credit

Prerequisite: Departmental approval

With departmental approval, students participating in Advanced Jazz Ensemble may also participate in the Wind Ensemble. Their commitment includes at least one 45-minute rehearsal each week on Jazz Ensemble music with the Jazz Ensemble director. Students are also required at all after-school Jazz Ensemble dress rehearsals and concerts.

Jazz Ensemble Honors

Course 720

Grades 10-12; 9th by audition only

Full Year

1 credit

Prerequisite: Departmental approval

With departmental approval, students participating in Jazz Ensemble Honors may also participate in the Wind Ensemble for Honors Distinction. Their commitment includes at least one 45-minute rehearsal each week on Wind Ensemble music with the Wind Ensemble director. Students are also required at all after-school Wind Ensemble dress rehearsals and concerts.

SEMESTER COURSES

Music Technology/Digital Audio Composition

Course 732

Grades 9-12

One Semester

½ credit

Music Technology/Digital Audio Composition is a course that uses the computer as its main tool to understand the composition and recording of many musical styles including beat-making, song-writing, and pod/video-cast sound design. Students will learn by doing, covering topics that include basic use of multi-track mixing and sequencing software, the MIDI (Music Instrument Digital Interface) system, and microphone and mixing board use. This introductory course is open to any student (no music experience necessary) with the desire to learn about the ever-changing world of music technology, sound design, recording techniques, and digital audio composition.

Modern American Popular Music, Culture, and Politics

Course 733

Grades 9-12

One Semester

½ credit

Students will examine the development of American popular music during the 20th and 21st centuries and the significant and lasting impact it has had on American culture. Students will analytically and critically approach popular music, from the Blues to Hip-Hop, through topics that include the ongoing interaction of European American and African American traditions, the influence of mass media and technology (printing, recording, radio, video, and Internet), the role of popular music as a symbol of identity (race, class, gender, and generation), and the conflict and harmony that arises when music mixes with politics.

Music Theory

Course 713

Grades 9-12

One Semester

½ credit

The Music Theory course content covers the fundamentals of music theory. Students will learn the vocabulary needed to communicate with other musicians, as well as the musical terms and symbols to effectively read and write music. Topics include pitch notation, accidentals, simple and compound meter, beat subdivision and syncopation, major and minor scales, intervals, chords, and harmonization. Students will put their knowledge into practice by writing their own songs. This course satisfies a semester of the full-year Fine Art graduation requirement.

Piano

Course: 707

Grades 9-12

One Semester

½ credit

This course is designed for beginning and

intermediate students who are interested in learning to play the piano. Students will be introduced to the basics of playing the piano including note reading, finger placement, hand positioning, and basic music theory. Throughout the course, students will learn to play individual pieces and simple melodies and chords in a variety of styles, including classical, popular, and jazz. In addition to developing basic technical skills, students will be introduced to basic concepts of music theory such as rhythm, harmony, and form. The course will include both individual and group lessons, allowing students to develop their skills in a supportive and collaborative environment. Overall, this course is designed to provide a comprehensive introduction to playing the piano and to inspire a lifelong love of music-making. This course satisfies a semester of the full-year Fine Art graduation requirement.

Theater I

Acting Foundations

Course 721

Grades 9-12

One Semester

½ credit

Theater I is designed to be a fun and challenging introduction to the collaborative work of modern theater acting. Classes focus on hands-on exploration of the creativity, technical skills, and teamwork that theater requires—with inspiration from leading actors of the past and present. Students will learn what goes on “in the spotlight,” gaining stage confidence, foundational acting skills, and a sense of camaraderie. The course progresses through theater games and improvisation into scene study, culminating in partnered performances for the class. Students serve as sounding boards for one another during rehearsals and workshops.

Theater II

Acting Monologues & Soliloquies

Course 723

Grades 9-12

One Semester

½ credit

Prerequisite: Theater I and departmental approval

This course builds and expands on the knowledge gained and skills developed in Acting I, shifting the focus from partnered work to monologue and soliloquy study. Students learn how to fill a stage with their presence, develop a compelling character through a single speech, and act in a variety of styles and genres (e.g., comedy and drama, modern and classical). In addition to professionally scripted monologues and soliloquies, students have the opportunity to write some of their own work. Students serve as sounding boards for one another during rehearsals and workshops. Monologues will be performed in a workshop environment in the Black Box Theater.

Theater III

Acting Physical and Verbatim Theater

Course 726

Grades 10-12

One Semester

½ credit

Prerequisite: Theater I and departmental approval

This course builds and expands on the knowledge gained and skills developed in Acting I, focusing on intensive study of two contemporary dramatic genres: physical and verbatim theater. Students will gain “book” knowledge and practical skills by studying leading theater-makers and plays using these techniques and develop practical skills by engaging in exercises and activities, recreating movement and scripted scenes from published plays, and devising their own physical and verbatim works. Devised pieces will be performed in a workshop environment in the Black Box Theater, using a variety of theatrical elements, including costumes, makeup, props, lights, and sound.



Theater Design I Sets, Lights, & Sound

Course 729
Grades 9-12
One Semester
½ credit

Theater Production provides students with both “book” knowledge and hands-on skills in the elements of theatrical design and technical theater, specifically focusing on the areas of sets, lighting, and sound. While actively collaborating in a creative lab as a production team, students learn foundational information about theater staff, paperwork, equipment, methods, and functions of design areas; learn how to operate our equipment (light board, followspots, soundboard, power tools); and develop how to think like a director and designer by creating and implementing their own designs for the stage.

Theater Design II Props, Costumes, & Make-up

Course 734
Grades 9-12
One Semester
½ credit

Theater Production provides students with both “book” knowledge and hands-on skills in the elements of theatrical design and technical theater, specifically focusing on the areas of props, costumes, and stage make-up. While actively collaborating in a creative lab as a production team, students learn foundational information about theater staff, paperwork, equipment, methods, and functions of design areas; learn how to source, create, and apply materials; and develop how to think like a director and designer by creating and implementing their own designs for the stage.

Playwriting

Course 737
Grades 9-12
One Semester
½ credit

Prerequisite: Theater I or department approval

Through dramatic performance, students learn about the world and develop a deeper understanding of themselves. Dramatization encourages probing into the meaning of life. It takes on big questions and searches for answers. Drama provides multiple avenues to experience, understand, and embrace the world. In this semester-long class, students will use a theme as a springboard for their original writing. The goal is for each student to craft their own original one-act play. The plays written in this class will be eligible to be produced in the school’s yearly One-Act Play Festival open to the public which is held in the spring in the Black Box Theater.

QUARTER COURSES

Religion and Music: Sacred Sound

Course 706
Grades 9-12
One Quarter
¼ credit

This course will explore the numerous roles that music plays in religious and spiritual contexts around the world. We will compare religious musical practice from a global perspective, exploring the connections between religious doctrines, rituals, and cultural performances. The scope of the class will cover the major world religions using listening, analysis, and discussion to develop a foundation of understanding for music’s role in expressing reverence for and connection with the divine.

PHYSICAL EDUCATION

Students must earn nine P.E. credits to fulfill graduation requirements. Students can receive P.E. credit for physical education by enrolling in P.E. classes, Sports Medicine, Anatomy in Clay, or the Breakfast Club, playing on an interscholastic team, being a student athletic trainer, managing a team, getting credit for an outside activity, or obtaining a performing arts waiver as described below.

Performing Arts Waiver: Students may elect to waive one credit of P.E. for each major theater production in which they are involved. Students who are involved in the choral or instrumental program for two years have their P.E. requirement reduced to seven credits.

Outdoor Recreation

Course 916
Grades 9-12
One Semester
2 P.E. credits

This course covers a variety of outdoor activities that are seasonally appropriate. The course will explore the following outdoor sports: mountain biking, hiking, backpacking, kayaking, canoeing, frisbee golf, geocaching, indoor rock climbing, winter camping skills, snowshoeing, cross country skiing, and fishing. The students will learn the fundamentals of each sport, equipment needed, how to repair necessary equipment, environmental awareness, and “leave no trace” philosophy.

Healthy Living

Grades 9-12
Course 927
One Semester
2 P.E. Credits

This course emphasizes an understanding of today’s food and eating trends and gives students the capacity to intelligently evaluate all available sources of nutrition information and



make informed decisions. The class will also explore various exercise modalities such as basic strength training and cardiovascular exercise. Understanding adaptations and changes in physiology will also be explored. In addition, there will be focused exercises on meditation to help with stress reduction.

Strength and Conditioning

Course 923

Grades 9-12

One Quarter

1 P.E. credit

Specify which quarter(s) you want to take the course

This course is designed to teach the basics of proper strength and conditioning protocols. Students will be instructed on variations of Olympic weightlifting movements, fundamental strength training movements, speed and agility, and program design.

Yoga

Course 912

Grades 9-12

One Quarter

1 P.E. credit

Specify which quarter(s) you want to take the course

This course is based on the Hatha Yoga system, an integrated mind-body training method that combines deep stretching exercises and meditative breathing techniques. Students will learn proper body alignment, increase strength, increase flexibility, and learn techniques to release physical stress. This is a beginner, accessible and inclusive yoga class where all bodies and all fitness levels are welcome.

Functional Anatomy - Anatomy in Clay

Course 915

Grades 9-12

One Semester

2 P.E. credits

Students undertake a detailed exploration of the muscles, bones, and joints of the human body. Emphasis is placed on the relationships among muscle attachments, bony landmarks, and prominent joint structures. Students learn about human movement in relation to levers and their association with planes of movement. This course utilizes the anatomically accurate models of the Maniken® Professional system (Anatomy in Clay®) to build three-dimensional musculature out of clay.

Sports Medicine

Course 909

Grades 9-12

One Semester

2 P.E. credits

This course provides students interested in the broad field of medicine with a basic understanding of the allied health professions. It teaches students basic anatomy and pathology of injury, principles of conditioning and nutrition, and preventive taping and wrapping skills. Students will also receive certifications from the American Red Cross in first aid, CPR, and AED for adults, children, and infants.

Breakfast Club

Course 900

Grades 9-12

Three Mornings a Week at 6:40 a.m. Season Course (Fall, Winter 1, Winter 2, Spring)

1 P.E. credit per season

The goal of this program is to provide students with an opportunity to increase their athletic ability and knowledge of human performance through an all-encompassing strength training regimen. Students will gain basic knowledge of strength and conditioning principles including proper warm-up techniques, introduction to Olympic weightlifting movement variations, general strength training movements, plyometrics, form running, and athletic positions. Students are introduced to a competitive team-training environment where they learn to work together with teammates to enhance the training experience.

Outside Athletic Credit

The school recognizes the commitment needed to excel in a sport or athletic endeavor and gives credit in Physical Education to those students pursuing an outside sport not offered by the school. Students in grades 9-12 may apply for an outside credit in Physical Education if the outside sport meets the following criteria:

- Sport must be instruction-based.
- Sport must be at least an eight-hour-per-week commitment, including practices and competitions.
- Students must submit a proposal using a form obtained from the Athletic Office and due no later than one week into that sports season.
- Sport should be one that we do not offer here at SSSAS. Few exceptions will be made.

Students must participate in a P.E. class until given written notice that an exemption has been granted. The student-athlete is then responsible for keeping a complete record of the outside activity. A timesheet can be picked up in the Athletic Office. It must be signed by the instructor and is due by the end of that season.

RELIGION

The Religion program encourages each student to become the people God created and calls them to be. With the Bible as its foundation, the program seeks to nurture students personally and to challenge them intellectually and spiritually.

Five quarters of religion are required for graduation: Sophomore Ethics, Senior Ethics, New Testament Survey (a semester class), and one other religion class.

New Testament Survey - Christianity, Modernity, and Justice

Course 566

Grades 9-11

One Semester

½ credit

This is a required course.

This course will introduce students to Christianity as a cultural, relational, and political force shaping the world, particularly the modern United States. The course examines how Christian scriptures and traditions have contributed to American public life and how diverse groups of Christians have drawn upon faith to address the most pressing social problems of their day. Our focus will be on conceptions of justice in human relationships derived from faith, tradition, reason, and experience. The goal of the course is to prepare students to think critically about religion in the world, and to equip them for their own work in facing the challenges of the 21st century.

Sophomore Ethics

Course 567

Grade 10

One Quarter

¼ credit

This is a required course.

This course focuses on the specific moral decisions of life in the Upper School: lying, cheating, stealing, drinking, and relationships, among others.

Senior Ethics

Course 552

Grade 12

One Quarter

¼ credit

This is a required course.

The course explores the ethical implications of faith. Themes of human disobedience and God's justice, and the ethical foundations for developing guidelines for a responsible believer are explored.

Creative Prayer

Course 553

Grades 10-12

One Quarter

¼ credit

Prayer is what connects us to the source of our being—a source that is infinitely creative and loves each one of us just as we are. And yet many people assume prayer is serious and boring and rote, and that our prayer should look and sound the same. This course is designed to help students dig into prayer in creative ways and experience a connection to God in new, and maybe surprising, ways. Each class, we will learn about and then try for ourselves a different form of prayer. After each experience, students will reflect on their experiences through discussion and journaling.

New Testament 8 - Christian Themes in Films

Course 548

Grades 10-12

One Quarter

¼ credit

This course focuses on recognizing and analyzing Christian themes that appear in films, such as redemption, sin, repentance, human freedom, and love. Films range from "Freedom Rider" to "Chariots of Fire."

American Religions

Course 505

Grades 10-12

One Quarter

¼ credit

Over the past half-century, the United States of America has simultaneously become more religiously diverse and less religious overall. For the first time in American history, less than half the adult population of America identifies as Protestant. At the same time, the percentage of Americans identifying as Buddhist, Muslim, Hindu, Sikh, Jain, Jewish, Agnostic, Atheist, and "None" has grown, accounting for over 30% of the American population. This demographic shift has

been accompanied by the resurgence of perennial debates in American history: Which religions are authentically American, welcome in America, or compatible with American life? In this course, we will explore these debates in relation to identity formation, community building, and negotiating life as a religious minority in a pluralistic society.

Religion and Music: Sacred Sound

Course 706

Grades 9-12

One Quarter

¼ credit

This course will explore the numerous roles that music plays in religious and spiritual contexts around the world. We will compare religious musical practice from a global perspective, exploring the connections between religious doctrines, rituals, and cultural performances. The scope of the class will cover the major world religions using listening, analysis, and discussion to develop a foundation of understanding for music's role to express reverence for and connection with the divine.

SCIENCE

The program's goal is to encourage and stimulate each student's wonder, discovery, amazement, and respect for and knowledge of the natural world. The curriculum and faculty help the student learn to think independently, creatively, analytically, and critically, and to communicate those thoughts effectively. Students develop a willingness to ask and answer questions using the tools and techniques of modern science and gain a comprehensive grounding in the important theories and models in major areas of modern scientific thought. Because scientific inquiry is at the core of the department's teaching philosophy, science courses reinforce and build on the independence and skills developed in our eighth-grade Principles of Science course. Advanced Placement offerings allow students considering a degree in science to take a year course at a collegiate level. Other senior

electives afford all students the opportunity to explore diverse science topics.

Physical Science

Course 411

Grade 9

Full Year

1 credit

Physical science is an integrated coverage of physics and chemistry with mathematics through text, inquiry activities, and a variety of hands-on experiences. Through guided laboratory experiments and activities, students will become proficient at using and applying the scientific method and present their conclusions in the appropriate forms using correct scientific vocabulary. The end goal of the course is to build an in-depth understanding of the big ideas of the physical world. The secondary goal is to build a toolkit of problem-solving techniques and lab skills that can be utilized in future science classes. The course is built through modules centering on a common phenomenon that students have observed or seen in their daily lives.

Physics 9

Course 464

Grade 9

Physics for Upper Levels

Course 460

Grades 10-12

Full Year

1 credit

Algebra I forms the basis of the mathematical concepts of this course, but opportunities are presented to apply more advanced mathematics. Students cover the topics of waves and sound, optics, classical mechanics, energy, electricity, and magnetism. This course emphasizes a conceptual understanding of the material and introduces algebra-based problem solving, as appropriate. This course employs regular laboratory exploration, emphasizing basic laboratory skills of measurement, data collection and analysis, and includes computer-based data collection.

Chemistry With Algebra Applications

Course 440

Chemistry With Conceptual Emphasis

Course 439

Chemistry Honors

Course 441

Grades 10-11

Full Year

1 credit

Prerequisite: Physics

Chemistry Honors Prerequisite: Minimum grade of A- in Physics, a Physics final assessment score of A- or better, teacher recommendation, and departmental approval

Students will be placed in the appropriate chemistry course based on their math level and performance in physical science or physics. The topics in the levels are similar, though the order and emphasis may differ. Students successfully completing chemistry gain an understanding of and proficiency in basic chemical properties, chemical reactions, and major chemical concepts, principles, and theories. Laboratory work is closely coordinated with regular classwork. The chemistry program includes both quantitative and qualitative applications. There is an emphasis on developing problem-solving and higher-level thinking skills. Laboratory reports focus on data organization and analysis. This course provides a solid foundation for students who take Biology in their junior year.

Note: Chemistry Honors examines topics in more depth, at a faster pace, and with more advanced mathematical applications. To be considered, students must achieve the qualifying grade in physics and receive department approval to enroll in the honors section.

Biology

Course 431

Biology Honors

Course 432

Grades 11-12

Full Year

1 credit

Prerequisite: Chemistry

Biology Honors Prerequisite: Minimum grade of A in Chemistry 439, A- in Chemistry 440, or B+ in Chemistry Honors, earn a Chemistry final assessment score of B+ or better, successful score on the placement test, teacher recommendation, and departmental approval

The goal of this biology course is to give students enough information to interpret for themselves the remarkable connection between molecular change, evolution, and their own lives. During this course, students explore principles of cellular life, inheritance, and evolution. Using these concepts as a foundation, students study the biodiversity of life with a special focus on the specifics of how plants and animals work. Students practice microscope skills, lab techniques (dissections, bacterial culturing, electrophoresis, etc.), and data collection as they perform experiments. Upon completion of this course, students will be armed with the tools necessary to understand and interpret scientific information presented in the media.

Note: Biology Honors requires a deeper exploration of topics based on critical thinking, creative lab design, and problem-solving approaches. Students are pushed to make supportable inferences from experimental data and to tie data to the main concepts of the course. This course motivates students to ask the "why?" questions in the field of biology. Students must achieve the qualifying grade in chemistry, complete an application and placement test, and receive department approval to enroll in the honors section.

AP Biology

Course 436

Full Year

1 credit

Prerequisites: Minimum grade of B+ in Biology Honors or A in Biology, a minimum grade of B+ in Chemistry, earn a final assessment score of a B+ or better in Biology Honors or A or better in Biology, successful score on the placement test, and departmental approval



This course is the equivalent of two semesters of an introductory college biology course taken by biology majors. It is designed to provide the student with the conceptual framework, factual knowledge, and analytic skills necessary to deal with the rapidly changing science of biology. The curriculum pushes students to really "get" the big ideas and to demonstrate their understanding by making predictions, justifying phenomena, or using mathematical processes to explain concepts. Topics include molecular biology, genetics, evolutionary biology, biodiversity, and ecological systems. In addition to preparing students for the AP examination, there is a strong emphasis on independent work, developing research and experimentation skills, practicing effective writing, discussing important unanswered questions, and independent critical analysis. Throughout this course, the student gains a better appreciation and understanding of the variety and complexity of life around us.

AP Chemistry

Course 445

Full Year

1 credit

Prerequisites: Minimum grade of A in Chemistry 440 or B+ in Chemistry Honors, successful completion of Biology or concurrent enrollment in Biology, and departmental approval

This course covers many of the topics in the regular course in more depth and presents additional work to prepare the student for the AP exam. This course requires students to read chapters from a college-level text, answer questions on the material, and work on numerous problems. There is a strong emphasis on independent work, developing experimentation skills, and practicing effective writing on theoretical topics.

AP Physics I

Course 468

Full Year

1 credit

Prerequisites: Minimum final grade of B- in Physics, Pre-Calculus or concurrent enrollment in Pre-Calculus, a minimum average in math of B, and departmental approval

This course prepares students to take the AP Physics I exam and corresponds to a typical first semester of introductory college physics. Students explore principles of Newtonian mechanics (including rotational motion) and fluid dynamics. This course is based on six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. There is a strong emphasis on experimental work and conceptual reasoning.

AP Physics C (Mechanics and E&M)

Course 465

Full Year

1 credit

Prerequisites: Minimum grade of B+ in Physics, Calculus or concurrent enrollment in Calculus, a minimum average in math of B, and departmental approval

This course prepares students to take the AP Physics level C exams (Mechanics and Electricity and Magnetism). Primarily for those planning college-level study in physics, engineering, or other sciences, this course is designed both to deepen existing understanding of the physical world and to introduce mathematical applications of the material at a college level. The use of calculus increases as the course progresses.

AP Environmental Science

Course 485

Full Year

1 credit

Prerequisites: Average grade of B or better in all prior science courses, successful completion of

Biology or concurrent enrollment in Biology, and departmental approval

This course is designed to be the equivalent of a one-semester introductory college course in environmental science but is offered as a full-year course at the high school level. Students study the principles that govern ecosystem function and apply these principles to various environmental problems, both natural and human-made. The relative risks associated with these environmental problems are evaluated and alternative solutions are examined. Topics include human population growth, deforestation, biodiversity, climate change, air and water pollution, and renewable and nonrenewable energy resources. This course includes laboratory and fieldwork in addition to extensive reading.

AP Psychology

Course 473

Grade 12

Full Year

1 credit

Prerequisites: Average grade of B or better in all prior science courses, successful completion of Biology, and departmental approval

This course is designed to be the equivalent of an introductory college course in psychology. Students are introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals in context. The course of study focuses on topics from the major schools of psychology including psychobiology, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, personality, abnormal psychology, and social psychology. Students learn about major figures in psychology, perspectives, terminology, research findings, and associated psychological phenomena. Ethics and research methods used in psychological science and practice are emphasized in demonstrations and through the use of articles on historical psychological experiments. This course includes laboratory activities and demonstrations as well as extensive reading.

FIRST SEMESTER

Note: All courses are subject to adequate enrollment.

Forensic Science

Course 480

Grades 10-12

One Semester

½ credit

Prerequisite: Chemistry (Chemistry may be taken concurrently)

Forensic science is the application of science to solve crimes using evidence that will be admissible in a court of law. As a multidisciplinary subject, the course brings together the fields of biology, chemistry, and physics through experiential and analytical work. Topics of study may include fingerprinting, qualitative analysis of substances (hair, metal, soil, glass, and fibers), toxicology, serology, DNA evidence, historical case studies, and current events. Lab experiences, presentations, class discussion, and collaboration are essential components of the course.

Marine Biology

Course 401

Grades 10-12

One Semester

½ credit

Prerequisite: Chemistry (Chemistry may be taken concurrently)

This is a one-semester, lab-based elective where students learn about the living (biotic) and non-living (abiotic) interdependent characteristics of marine ecosystems. One quarter is devoted to learning about the structure and classification of marine animals including invertebrates, sharks and bony fishes. Students will perform dissections of preserved specimens to better understand the internal and external structures that define the different phyla. The second quarter focuses on the global distribution of specific ecosystems such as coral reefs, mangroves, and marshes. Field trips to local parks and waterways will give the students

several opportunities to measure water quality and capture specimens for observation.

Psychology in Film

Course 474

Grades 11-12

One Semester

½ credit

This course offers an introduction to major psychological principles of behavior and mental processes. Students will learn to understand, define, and apply these principles in the context of the modern world. This knowledge will help them analyze the portrayal of psychological concepts in the various films that they watch. This will lead to deeper discussions of the impact of popular film on society and reflection on how perspective and biases dictate our behaviors.

Wetlands Biology

Course 470

Grade 11-12

One Semester

½ credit

Prerequisite: Biology (Biology may be taken concurrently)

Enrollment is limited to 10 students and preference is therefore given to seniors.

Through observation and identification processes, students learn about the characteristic flora and fauna and their interrelationships in the various wetland communities found between the Atlantic Ocean and the Virginia Piedmont. This field-oriented course involves off-campus trips to local wetlands along with one all-day trip to a salt marsh. Classwork includes required readings from a variety of texts and journals, and discussions of the methods used to do field research.

SECOND SEMESTER

Note: All courses are subject to adequate enrollment.

Biological Adaptation

Course 471

Grades 10-12 (priority given to upperclassmen)

One Semester

½ credit

Prerequisite: Biology (Biology may be taken concurrently)

Enrollment is limited to 10 students and preference is therefore given to seniors.

This course offers a more in-depth look at adaptation and evolution. This course will look at the selective pressures that have shaped adaptations and behaviors of the flora and fauna that we study. Adaptations necessary to survive winter, and plant development from water to land are used to illustrate the evolutionary process. This field-oriented course involves off-campus trips to local habitats along with one all-day trip to the Eastern Shore. Classwork includes required readings from a variety of texts and journals and discussions of the methods used to do field research.

Core Concepts in Sustainability

Course 409

Grades 10-12

One Semester

½ credit

Prerequisite: Chemistry (Chemistry may be taken concurrently)

The emphasis of this course will be on anthropogenic/ecological impacts that have affected our environment, both positively and negatively, from the Industrial Revolution onward. Both the freshman and sophomore science experiences will be folded into this course, as students grapple with the physics and engineering of renewable technologies, as well as the chemical interactions and implications of fossil fuel use on our atmosphere and waterways. In addition, this course will explore the history of environmental

consciousness and sustainability in our modern world, as well as methods being implemented across the globe to combat the climate crisis—both on the micro and macro scale. The course will combine class discussion with laboratory activities and likely include some off-campus field trip(s) and/or field work.

Meteorology

Course 406

Grades 11- 12

One Semester

½ credit

Prerequisites: Physics and Chemistry

The focus of this one semester course is the study of weather and weather prediction. Students will gain an understanding of the underlying science behind the weather. A number of hands-on activities, demonstrations, and computer simulations will be used to reinforce concepts. Topics may include: differential heating, general circulation of air, what causes seasons, air masses and weather fronts, clouds, jet streams, rain and snow events, severe weather such as thunderstorms, tornadoes, and hurricanes. The impact of weather and climate on human populations will also be examined. Students will maintain a school weather station as well as create forecasts and share them with the school.

Sports Psychology

Course 476

Grades 11-12

One Semester

½ credit

This course will introduce students to psychological principles of behavior and mental processes and how they influence performance in athletics. Students will explore topics of sports psychology including, but not limited to, motivation, emotion and attribution, health and wellbeing, leadership, and the influence of gender and race on sports. Students will also learn psychological skills that will benefit their development as both participants in and consumers of sports. Through their ability

to understand, define, and apply these concepts, students will be able to analyze their own relationship with sports.

VISUAL ARTS

Two-dimensional (2D) and three-dimensional (3D) studio coursework builds upon the fundamental artistic skills and expressions explored in earlier grades. Students are introduced to a variety of media, techniques, and processes that foster imagination and creativity, stimulate observation, and heighten analytical thinking skills. Students are equipped with the appropriate tools to translate individual ideas into personal visual expressions.

The arts curriculum inspires and empowers students to develop a visual language. Student work is displayed in exhibit spaces and school publications within the community as a recognition of artistic achievements.

Advanced 2D Art

Course 657

Grades 11-12

Full Year Course

1 credit

Prerequisites: One year of 2D Visual Arts courses and departmental approval

This course is specifically designed for serious, productive, and dedicated students who want to explore in-depth two-dimensional media such as drawing, painting, collage, and printmaking. Instruction emphasizes composition, creativity, originality, and increased technical competence. Higher-order thinking skills, such as analysis, problem-solving, and evaluation will be emphasized throughout this course. A student's performance is evaluated by the completion of all projects in the specified time, process documentation, effort, quality, and creativity of artwork produced.

Advanced 3D Art

Course 658

Grades 11-12

Full Year Course

1 credit

Prerequisites: One year of 3D Visual Arts courses and departmental approval

Class size limited to 14

This course is specifically designed for serious, productive, dedicated students who want to explore in-depth three-dimensional media such as clay, cardboard, plaster, gauze, wire, and more. Extensive material investigations and alternative sculptural approaches such as performance art, site-specific installation, and the use of digital media will be encouraged. A student's performance is evaluated on the completion of all projects in the specified time, process documentation, effort, quality, and creativity of artwork produced.

AP Studio Art 2D

Course 660

Grade 12

Full Year Course

1 credit

Prerequisites: Successful completion of Advanced 2D Art and portfolio submitted for departmental approval

The AP program in Studio Art is intended for highly motivated students who are seriously interested in studying art. This course accommodates students who express an interest in either AP Drawing OR AP 2D Design. Through direct teacher instruction, students will produce a portfolio of fifteen digital images within all three sections of the portfolio: Sustained Investigation, Written Evidence, and Selected Works. Students will develop and demonstrate mastery of concept, composition, and execution of their personal ideas and themes through drawing and/or digital design. A portfolio must be submitted to the AP Committee at the completion of the course.



AP Studio Art 3D

Course 670

Grade 12

Full Year Course

1 credit

Prerequisites: Successful completion of Advanced 3D Art and portfolio submitted for departmental approval

The AP program in Studio Art is intended for highly motivated students who are seriously interested in studying art. Through direct teacher instruction, students will produce a portfolio of fifteen digital images within all three sections of the portfolio: Sustained Investigation, Written Evidence, and Selected Works. This course addresses a broad interpretation of sculptural issues in space and depth. Elements and concepts such as mass, volume, form, plane, light, and texture may be articulated through additive, subtractive,

and fabrication processes. A portfolio must be submitted to the AP Committee at the completion of the course.

SEMESTER COURSES

Introductory 2D Art

Course 611

Grades 9-12

One Semester

½ credit

This 2D studio art course is a comprehensive introduction to foundational drawing and painting techniques. Instruction emphasizes higher-order thinking skills such as analysis, problem-solving, and evaluation. Projects are designed to aid in the acquisition and development of basic observational skills. Students explore line, color, value, form, space, and composition through

the use of a variety of media: graphite, charcoal, paint, collage, and printing methods. Student performance is evaluated by technical growth and development, process-documentation, effort, quality, and creativity of artwork produced.

Introductory 3D Art

Course 620

Grades 9-12

One Semester

½ credit

Class size limited to 14

This 3D studio art course explores the various tools and materials used to create ceramics and sculpture. Students learn how to use the elements and principles of design to construct 3D forms using materials such as clay, wood, metal, plaster, and wire. Students are encouraged to examine geometric, abstract, representational, and organic forms. Student performance is evaluated by technical growth and development, process-documentation, effort, quality, and creativity of artwork produced.

Intermediate 2D Art

Course 635

Grades 10-12

One Semester

½ credit

Prerequisite: Introductory 2D Studio Art

This course emphasizes the elements and principles of design and their conscious application within two-dimensional media. Students learn how to manipulate a variety of materials, such as graphite, charcoal, ink, chalk pastel, watercolor, acrylic paint, oil pastels, and printmaking. This course gives students the opportunity to find solutions within a wide range of drawing and painting media. Instruction emphasizes design, composition, creativity, originality, and increased technical competence. Student performance is evaluated by technical growth and development, process documentation, effort, quality, and creativity.

Intermediate 3D Art

Course 621

Grades 10-12

One Semester

½ credit

Prerequisite: Introductory 3D Studio Art

Class size limited to 14

This course emphasizes the principles of design and their conscious application within three-dimensional media. Students learn how to manipulate a variety of materials, such as clay, wood, metal, plaster, wire, and glass. This course gives students the opportunity to examine geometric, abstract, representational, and organic sculpture. Instruction emphasizes space, form, craftsmanship, originality, and increased technical competence. Student performance is evaluated by technical growth and development, process documentation, effort, quality, and creativity.

Introductory Graphic Design

Course 807

Grades 10-12

One Semester

½ credit

This course offers a comprehensive introduction to the computer as a graphic design tool. Using professional graphics software, primarily Adobe Photoshop, students explore and apply principles of visual literacy to produce content relevant to today's global multimedia society. Students learn industry-relevant technical skills and have the opportunity to work with digital photography, design software, and editing tools. Students design, print, and present professional-grade images. Performance is evaluated by technical growth and development, effort, quality, and creativity of artwork produced.

Intermediate Graphic Design

Course 604

Grades 10-12

One Semester

½ credit

Prerequisite: Introductory Graphic Design

This course continues to emphasize the principles of design and their conscious application. Students dig deeper into the unique capabilities of the Adobe Creative Cloud software. Successful completion of Introductory Graphic Design and consent of the instructor are prerequisites for the course. Photoshop CC is our primary software, but students will also be introduced to Illustrator CC. Instruction emphasizes design, composition, creativity, originality, and increased technical competence. Student performance is evaluated by technical growth and development, effort, quality, and creativity of artwork produced.

Advanced Graphic Design

Course 609

Grades 11-12

One Semester

1/2 credit

Prerequisite: Intermediate Graphic Design

Graphic design is the art of visual communication and representation of ideas and concepts. This advanced course reinforces a full range of design and production methods, from publication layout to computer-generated prepress files. Using the Adobe Creative Suite, the industry-standard professional graphics software, students explore various problems to challenge their understanding of digital design and production. Areas of study include researching industry history, terminology, design elements and principles, typography, and portfolio development. Emphasis is placed on technical skills, layout design, and the creation and manipulation of graphic images.

EXTRA CURRICULAR PROGRAMS

The school offers a variety of extracurricular activities designed to promote student leadership. These include Student Council, the Honor and Disciplinary Board, Athletic Council, Arts Council,

Social Entrepreneurship, The Voice (newspaper), Traditions (yearbook), and Fire & Stones (literary magazine). Representatives to the Student Council and the Honor and Disciplinary Board are elected by the student body. Editors of the publications are chosen by the faculty sponsors; all students are welcome and encouraged to contribute.

Students may also choose from among a large number of active clubs such as:

- Active Minds
- Animal Welfare Club
- Anime/Manga Club
- Book Buddies
- Black Student Union
- Body Positivity Promotion
- Bonsai Club
- Branching Out
- Chesapeake Bay Watershed
- Ecojustice Club
- Fantasy and Sci-Fi Book Club
- Green Saints
- Gender and Sexuality Alliance
- Girls Who Code
- Marvel Club
- French, Latin, & Spanish Clubs
- March for Our Lives
- Sailing Club
- Saints For Veterans
- Science Club
- Social Impact Club
- Special Olympics Club
- Student Tutors
- Tabletop Gaming Club

Events and efforts sponsored by these organizations and clubs are many and varied including: dances and pep rallies, student-faculty games, weekly discussions of multicultural issues, stream and park cleanups, after-school volunteering, tutoring, service days, Thanksgiving and Saints Mission Day, the fall play and the spring musical, the One-Act Play Festival, Evening of the Arts, and Multicultural Night.

Student groups and clubs also raise money for organizations that support an orphanage in Honduras, prevent and treat breast cancer, and protect the South American Rainforest, to name a few.

The school's active athletic program fields teams in baseball, basketball, cross country, field hockey, football, golf, ice hockey, lacrosse, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

GLOBAL PROGRAMS

At SSSAS, we prepare our students to be citizens of a global world, valuing and respecting cultures and engaging responsibly. We prepare students to compete and to cooperate at a global level. We achieve this through ensuring our students are exposed to and understand world religions, cultures, and economies. We focus on global issues and access information using a variety of sources. Most importantly, their global education should serve a local purpose, and their local education should serve a global purpose.

Our school is guided by an international vision that is an extension of our mission statement. If we should see everyone as children of God, our graduates should also see the humanity in all places and people they encounter.

PROGRAMS AND PARTNERSHIPS HOSTED BY US DEPARTMENTS:

- Normandy (Modern and Language Exchange) - 30+ Year partnership with Lyceé Jeanne D'arc in Bayeux, France
- China (Modern and Classical Language Exchange) - Partnership with Chengdu Foreign Languages School in Chengdu, China
- Spain (Modern and Language Exchange) - Partnership with Colegio Villa de Griñón in Griñón, Spain

- Denmark (Academic Exchange) - Partnership with Haderslev Cathedral School in Haderslev, Denmark
- Bahamas (Science Department) - Partnership with Gerace Research Center, College of the Bahamas
- Camino de Santiago (Religious and Spiritual Pilgrimage)

STUDENTS SHOULDER-TO-SHOULDER

SSSAS is part of a small consortium of schools called Students Shoulder-to-Shoulder (SStS). It is an organization committed to ethical engagement and service-learning. Through SStS, the school has access to projects partnering with well-vetted community and NGO partners around the world. Furthermore, we have access to the curricular preparation and planning that Shoulder-to-Shoulder provides in order to ensure students are prepared to learn and grow in their travel.

Courses offered in collaboration with Students Shoulder-to-Shoulder have included those below:

- Immigration and Border Studies - San Diego, USA
- Environmental Justice - New Orleans, USA
- Native American Rights - Pine Ridge Indian Reservation, USA
- Marine Biology and Community Development - Bocos del Toro, Panama
- The Environment and Tourism - Rancho Quemado, Costa Rica

OFFICIAL EPISCOPAL CHURCH PARTNERSHIP: ST. PAUL'S PARISH AND SCHOOL IN MONTROUIS, HAITI

SSSAS has partnered with St. Paul's Parish and School in Montrouis for over a decade. For over half a decade, we sent students to Montrouis to work with the students of the St. Paul's community and to provide a week long summer camp experience. Students returned from Haiti and raised awareness of our Haitian partners through events such as

our annual Change for Haiti Benefit, an event that provides the funds to feed the students at St. Paul's three days a week during the school year. This partnership allows students to see and explore the true meaning of our commitment to seeing every child as a child of God.

Note: Global programs are offered based upon community conditions and are informed by travel restrictions and global, national, and local metrics.

LIBRARY

The Upper School library curriculum builds upon Lower and Middle School techniques for gathering and interpreting information with an emphasis on helping students become competent, thorough, and discerning independent readers and researchers. Individual and class instruction are integrated into the various courses at points of need, introducing skills as they are pertinent to assigned papers or projects. Students will become proficient in identifying, locating, and incorporating primary and secondary sources into their work while using proper citation formats. The library's collections of targeted databases, audiovisual materials, and books—in print and electronic formats—support the curricula of the other departments and ensure access to a broad range of information, literature, opinion, and cultures.

SENIOR PROJECT

The Senior Project, a requirement for graduation, is an individual adventure, usually pursued in the week prior to graduation, that is designed to help seniors discover more about themselves and their specific interests. Each project falls under one of the following strands: Career Exploration, in which students receive hands-on experience in a field of their choice; Service Learning, in which students develop and implement their own service plan to address real needs in their community; Masterworks, in which students create a project

that demonstrates mastery of a specific skill or field; and Capstone, in which students pursue a specific academic interest culminating in a peer-reviewed paper. Examples of past projects include internships with judges, ad agencies, and local companies; compositions of symphonies and novellas; environmental research in national parks and wildlife preserves; and aid and assistance at local homeless shelters. The Senior Project offers a wonderful opportunity for seniors to accomplish something independently driven, particularly personal, and, consequently, particularly meaningful.

WIDER COMMUNITY ENGAGEMENT

Meaningful engagement with the greater community is a vital dimension of a St. Stephen's and St. Agnes School education. Rooted in the value of real-world experiential learning, cross-cultural engagement, and service-learning, we will develop strong, focused, strategic partnerships that extend beyond our campuses. These relationships will have a positive impact on the broader community and will inspire a lifelong commitment to serving others.

SERVICE LEARNING

Service Learning—what happens when students apply what they have learned in order to uplift our community and world—is the embodiment of our pursuit of goodness as well as knowledge. Our school requires our students to engage in service to their community, and through that service, we hope that they apply what they have learned and learn even more. We hope that students build a sense of themselves in the world and the personal gifts that they have to contribute to it. We hope that students can form real relationships with those in their communities to partner, co-create, and implement their visions of a more just and



equitable future. Echoing our school's mission statement, this pathway enables students to see all citizens of the world, locally and globally, more fully as children of God, making sure that they know they have an active role in creating a caring community. We believe all our Saints have the ability and social responsibility to be agents of change in our local and global community.

This process starts with awakening the innate ability of each student to be curious about their world, to question and challenge that which does not make sense. It continues through their engagement and after as the students engage in critical reflection and inquiry at each step of their journey. Through reflection, students gain the understanding that the needs of others

in our world are fluid and that empathy and understanding are ongoing commitments. With this understanding, they can have an enduring sense of how they can act within systems of care beyond our walls so that they can become engaged citizens of their communities and world.

Our service requirement has an hours and process requirement in order to achieve the goals above. Students must complete a minimum of 40 hours of service before the first day of their senior year. Students must track and reflect on their work as it is being completed. During their freshman, sophomore, and junior years, students will reflect on their experiences with their advisors. During their senior year, they will complete a final in-person reflection. These reflections will ensure



our students connect their actions back to their sense of purpose and the unique gifts they have to contribute to the world.

If you have additional questions about this requirement, please contact Mr. David Yee at 703-212-2938 or by email at dveye@ssas.org.

GLOBAL ENGAGEMENT: ACTION RESEARCH CERTIFICATE

Students who are undertaking (or plan to undertake) sustained and goal-orientated work with organizations in our community and world may apply to take part in an action research study to plan and shape our Global Citizenship Program. Over the course of the year, students will also come together as a support cohort so they can share progress, help each other overcome obstacles, and contribute ideas to a longer Global Citizenship Certification that focuses on the following essential questions:

- How do my sets of knowledge and skills connect in order to help me understand the experiences of those in the world around me?
- What am I uniquely positioned to contribute to my community and world?
- How do I act as a Global Citizen in a complex and changing world towards justice and peace?

Applications will be distributed and collected in late April 2023.