



# **UPPER SCHOOL**

# **COURSE GUIDE**

**2018 - 2019**

**Course Registration Calendar**  
*Please Read Carefully*

The scheduling timetable follows:

|  |   |
|--|---|
| January, 2018  | U/S faculty begin student course recs for 2018 - 2019<br>Dept. Chairs edit changes for 2018 – 2019 Course Guide |
| Friday, February 9 <sup>th</sup> , 2018  | 2018 – 2019 Course Guide revisions due to Mr. Gilman  |
| Wednesday, February 21 <sup>st</sup> , 2018  | Student course recs for '18 – '19 due to Ms. Oswald   |
| Wednesday, March 14 <sup>th</sup> , 2018   | Upper School Divisional meeting: Scheduling 2018 – 2019   |
| Thursday, March 15 <sup>th</sup> -<br>Tuesday, March 20 <sup>th</sup> , 2018         | Ms. Oswald and Mr. Gilman: small group meetings with grade 9 –<br>11 advisors - and new faculty                 |
| Friday, March 16 <sup>th</sup> , 2018  | Presentation to students on Scheduling 2018– 2019 during Upper<br>School Community                              |
| Wednesday, March 21 <sup>st</sup> , 2018 &<br>Thursday, April 5 <sup>th</sup> , 2018 | U/S Advisor – advisee meetings: scheduling 2018 – 2019  |
| Wednesday, April 4 <sup>th</sup> , 2018  | Ms. Oswald and Mr. Gilman: meet with Class of 2022 & 8th grade<br>faculty advisors during Life 101              |
| Tuesday, April 10 <sup>th</sup> , 2018   | Parent – Student – Advisor Conferences re: Course Selection for<br>2018 - 2019                                  |
| Tuesday, April 17 <sup>th</sup> , 2018   | U/S finalized Student course selection sheets due to Advisors   |
| Wednesday, April 18 <sup>th</sup> , 2018   | All student course selection sheets due to Beverly Oswald   |
| Wednesday, April 25 <sup>th</sup> -<br>Thursday, April 26 <sup>th</sup> , 2018       | Ms. Kimberly, Ms. Oswald & Mr. Gilman: review Jr - Sr schedules   |
| Thursday, April 26 <sup>th</sup> -<br>Friday, May 11 <sup>th</sup> , 2018            | Student course selections entered for 2018 – 2019   |
| Wednesday, May 16 <sup>th</sup> , 2018   | Student course selection sheets returned to U/S Advisors to review<br>with advisees                             |
| Tuesday, April 17 <sup>th</sup> , 2018   | Department Appeal form available to students  |
| Friday, April 27 <sup>th</sup> , 2018  | Final deadline for student appeal form to Department Chair(s)   |

## SCHEDULING INFORMATION & DIRECTIONS FOR ADVISORS AND STUDENTS

2018 - 2019

- I. Student Course Selection Card:
  - a. The original scheduling card second copy must be signed by you, the advisor, the parent, and the student. This copy must be returned to the Academic Office or the Registrar's Office. It is strongly advised that you create a copy for your records.

**The deadline for returning all students' schedules to the Registrar is noon on Wednesday, April 18<sup>th</sup>, 2018.**

- a. There will be **advisor-advisee meetings** during Community on Wednesday, March 21<sup>st</sup>, and Thursday, April 5<sup>th</sup>, respectively, for scheduling advisees.
  - b. The focus of our upcoming **Advisor-Parent conferences** on Tuesday, April 10<sup>th</sup> is to discuss your advisees' course selections for '18 - '19.
- II. Be sure to check the student transcript (with the student) for the following:
  - a. Department requirements
  - b. All students must carry **at least FIVE CORE courses per semester**. Those courses must **be taken from the English, World Languages, History, Math, and Science departments**.
  - c. Faculty must refer to the student transcript to see the credit requirements for graduation for students entering Porter-Gaud after 9<sup>th</sup> grade.
  - d. Faculty must also refer to the student transcript to check that students have fulfilled required prerequisites for higher-level courses.
- III. If there is to be any change in a department's recommendation(s) for your advisee, pre-approval from the department head must be given. It will be necessary for the department head to initial the change on the schedule card. Any change must be emailed by the department head to Ms. Oswald.
- IV. It is a customary practice to schedule juniors and seniors into a corollary course for the second semester adjacent to the first semester course as noted on the Course of Study sheet unless specifically noted on the recommendation sheet. (e.g. AP Macroeconomics (F) / AP Microeconomics (S)).
- V. Policies:
  - a. Certain, non-AP classes in the Fine and Performing Arts department may be elected as academic subjects for credit toward graduation by juniors and seniors. Students electing those courses as an academic course must have permission from Ms. Stock, Ms. Oswald, Ms. Kimberly, and Mr. Gilman.
  - b. **Fine and Performing Arts Requirements:** All students entering Porter-Gaud at the Grade 9 level must graduate with one year minimum (one credit) of Fine / Performing Arts.
  - c. Participation in either the fall drama production or the winter musical will earn a student a half credit in the Performing Arts department.
  - d. **PE / Athletics:** Participation on a Porter-Gaud JV or Varsity athletic team will earn a student a half credit in the P.E. department.
  - e. Students need permission from Ms. Kimberly or Mr. Gilman to take 7 courses.

- VI. Students pursuing the Accelerated Computer sequence of classes need to create a plan for fulfilling the graduation credit requirements in Fine & Performing Arts, Religion, and PE. Students are strongly encouraged to fulfill these requirements by the end of their junior year.
- VII. Carefully consider and discuss with your advisee all the options when your advisee wishes to take four or more honors / AP courses. You may wish to consult with Ms. Kimberly about the possible negative consequences of taking too many honors courses. In any case, students will need to receive permission from Mr. Gilman if they wish to take more than four honors / AP courses. [see XIII below]
- VIII. Please remind your advisees and their parents that the deadlines for changing courses for 2018 – 2019 are as follows:
- a. *Friday, September 14<sup>th</sup>, 2018: deadline for dropping a first semester-only course;*
  - b. *Friday, September 14<sup>th</sup>, 2018: deadline for changing a year-long English course;*
  - c. *Friday, September 14<sup>th</sup>, 2018: deadline for adding a year-long core course;*
  - d. *Friday, September 14<sup>th</sup>, 2018: deadline for adding a first semester-only course; requires permission of the department head and Head of the Upper School;*
  - e. *Friday, September 28<sup>th</sup>, 2018: deadline for dropping a year-long course;*
  - f. *Friday, January 25<sup>th</sup>, 2019: deadline for dropping a second semester-only course*
- In general, after the four or six week period, a student cannot drop a subject and switch into another discipline (i.e. drop a year-long math course and move into a year-long science course).
- IX. Public Speaking will be required as a semester course for 10th graders. It does not count as an academic core class, but will earn 1/2 credit within the Performing Arts department.
- X. A student may no longer designate Dance I or Dance II as a 1/2 credit course counting toward the graduation requirement in the P.E department.
- XI. **For juniors planning on taking TWO (2) math or science courses, they need to specify a 1st and 2<sup>nd</sup> preference in case of scheduling conflicts.**
- XII. Alternate course selections are required where indicated on the course scheduling card. In addition to semester course alternates, all seniors must indicate an alternate for full-year courses in case a scheduling conflict occurs.
- XIII. All students are encouraged to take Honors and Advanced Placement Courses based on their academic interests, abilities, and past performance in the classroom. Criteria for Honors and AP course selection are included in this Course Guide; students should be certain that they have met their designated responsibilities in order to receive proper consideration for course enrollment. Please see the Department Chair for additional information. **In the 2017 – 2018 academic year, a fee of approximately \$95.00 per AP exam is not included in tuition and must be paid prior to taking the exam.**
- XIV. Students **MUST** provide a summer phone number.
- XV. Final course selections must be written in blue or black ink.
- XVI. The School reserves the right to cancel any course for which there is insufficient enrollment.
- XVII. Additional information can be found in the Upper School curriculum guide on-line @ [www.portergaud.edu](http://www.portergaud.edu).

## DIPLOMA CREDIT REQUIREMENTS BY DEPARTMENT

*(1 credit = successful completion of a year-long course)*

*(1/2 credit = successful completion of a semester course)*

**Computer Science:** ½ credit

**English:** 4 credits

**Fine and Performing Arts:** 1 credit

*(Participation in a U/S drama or musical production will earn ½ credit.)*

**History:** 3 credits: Ancient & Non-Western History, World History, & U.S. History

**Mathematics:** 4 credits

**Physical Education:** P.E. / Health + additional 1/2 credit

*(Participation on an approved Porter-Gaud J.V. or Varsity team will earn ½ credit.)*

**Religion:** ½ credit in New Testament and Ethics

**Science:** 3 credits: Biology, Chemistry & Physics

**World Languages:** 3 credits: must be in the same language

In addition, students must pass all of their Upper School academic classes in order to receive a Porter-Gaud diploma.

### Porter-Gaud Engage

Beginning with the Class of 2021, each Upper School student will participate in cultural activities anchored in the Charleston community. Students will be required to earn three credits per year by choosing one approved event in each of three categories: Cultural, Speaker, and Citizenship. Faculty cultural liaisons will curate a list of appropriate events in the community. Periodically throughout the school year, the Engage Program will sponsor "Marquee Events", with subsidized tickets and organized travel.

In order to receive credit for attending an approved event, students will provide to their advisor:

1. Proof of attendance in the form of a receipt or ticket stub and
2. Write a brief, 250 word reflection about the event and how it connects to their learning at P-G or why such an event was of interest to them. A specific prompt will be provided.

Advisors will track student credits and these will appear on student report cards and final transcripts. In addition, advisors will keep the student's reflections on file for future reference. These reflections will help students reflect on their time at PG when they begin the college application process their senior year.

- Events **must:**
  - Appear on the approved list of events or be pre-approved by the cultural liaisons
  - Occur in Charleston (students may not fulfill credits during travel)
  - **Not** be an event that qualifies for service hours
  - **Not** be a P-G school wide activity other than the US Play or Musical (and student participation in the play or musical will not count)
- Student privileges will be tied to completion of required credits within specific school years
- Credit completion will be reflected on student transcripts
- Students will be required to complete 12 cultural credits (or 3 per year enrolled in P-G US) in order to graduate

## *Credit Hour Requirements*

All students must be enrolled in a minimum of five academic core courses each semester. A student who fails to meet course credit requirements risks meeting the requirements for graduation. Therefore, the following chart highlights the recommended minimum credit requirements for students to fulfill the School's graduation requirements.

|               |   |
|---------------|---|
| Freshmen      | 6.0 credits                                 |
| Sophomores    | 12.0 credits                                |
| Juniors       | 18.0 credits                                |
| Seniors       | 23.5 credits                                |
| Grades 9 – 12 | A minimum total of 20 academic core credits |

Included in the chart above are the following required credit courses:

|              |   |
|--------------|---|
| Freshmen     | ½ credit in PE / health                           |
|              | ½ credit in Computer Science                      |
| Sophomores   | ½ credit in Public Speaking                       |
| Juniors      | ½ credit in New Testament & Ethics                |
| All students | ½ additional credit in the Fine / Performing Arts |
|              | ½ additional credit in PE / Athletics             |

## 2018 2019 COURSE DESCRIPTIONS BY ACADEMIC DEPARTMENT

(Criteria for admission into Honors/AP courses are listed by department before course descriptions.)

### COMPUTER SCIENCE

Computer Science Department Accelerated Admissions Criteria

Students must have proven Computer Science and Math performance. In addition, students should exhibit the following:

1. Self-starter, ambitious, eager, and self-motivated.
2. Willing to work hard and commit to class
3. Willing to explore new unknown technologies
4. Enjoys challenging assignments using leading-edge devices and software
5. Demonstrated clear leadership in technological skills, work ethic, and achievement throughout the 9th grade

Computer Science I course.

1. Can manage multiple simultaneous projects.
2. Can manage projects that span weeks or even months.
3. Collaborates well with classmates
4. Extremely Resourceful
5. Enjoys the challenge of figuring things by and experimenting

Accelerated Computer Science II:

1. Application, interview, and approval from Computer Science Department Chair

Accelerated Computer Science III:

1. Recommendation and approval from Computer Science Department Chair

Honors Computer Science IV:

1. Recommendation and approval from Computer Science Department Chair

**Computer Science I (Fall/Spring)** - This semester course is a required course for all 9<sup>th</sup> graders. Students will explore advanced concepts of problem solving, programming, and software design using a variety of languages and engaging contexts. This is a technology immersion class and is project-oriented: Robotics, Game Programming, app development, and hardware will be explored. This course is targeted towards 9<sup>th</sup> graders.

Prerequisite: None

**Accelerated Computer Science II (Fall/Spring)** - This honors level semester course is the second in a series of 4 classes in the Accelerated Computer Science program. The class will continue to develop problem solving, computation, algorithm, and software development skills as it explores creativity and website design through HTML, CSS, PHP and SQL. Students will also explore C-Sharp through Xbox game design using the gamepad controller and dance-pad. This course is targeted towards 10<sup>th</sup> graders.

Prerequisite: Computer Science I.

**Accelerated Computer Science III (Fall/Spring)** - This honors level semester course is the third of a series of 4 classes in the Computer Science program. The class will build upon problem solving and software development skills as students further their technical side of software development as well as the necessary entrepreneurial skills to bring an idea to market. Students will work on a single project all semester using a motion capture skeleton tracking camera to interpret live gestures, and positioning of a person. This course uses the C-Sharp language through Xbox Monogame library using Visual Studio and C-Sharp. This course is targeted towards 11 th graders.  
Prerequisite: Computer Science I, II

**Honors Computer Science IV** - This full year honors level course is the culminating course of the Computer Science program. The class will continue to build upon problem solving, computation, algorithm, and software development skills as students study higher level Object Oriented Programming, algorithms, and data structures through Apple's Swift language. The class will also focus on foundations of computer networking as well as cybersecurity. The capstone will be a culminating experience including drone programming.  
Prerequisite: Computer Science I,II,III



## ENGLISH

### English Department Honors/AP Admissions Criteria

*Theoretically, any student can take an Honors/AP English course if there is room; however, historically, more students apply than there are spaces. If that is the case, the spaces are filled in the following order:*

**Honors English II: British Literature:** *Ideally, applicants will meet the following criteria for admission:*

1. 8<sup>th</sup> grade averages of 92+
2. 9<sup>th</sup> grade averages of 92+
3. Superior scores on a reading assessment administered by the English Department
4. Completion of an application for the course
5. Their current teacher's recommendation (mandatory)

*Meet all 5 criteria – Approved*

*Meet 3 or 4 of 5 – Approval likely*

*Meet 2 of 5 – Approval unlikely*

*Meet 1 or 0 – Not Approved*

**AP English Language:** *(Honors English II is not a prerequisite.) Ideally, applicants will meet the following criteria for admission:*

1. PSAT critical reading score of 600
2. 10<sup>th</sup> grade averages of 92 in a non AP course or an 88 average in a 10<sup>th</sup> grade AP course
3. 92 average for English I
4. A superior score in a diagnostic reading assessment administered by the English Department
5. Completion of an application for the course
6. Their current teacher's recommendation (mandatory)

*\*\*A PSAT verbal score below 500 precludes acceptance in the course. \*\**

**AP English Literature** *(AP English Language is not a prerequisite.) Ideally, applicants will meet the following criteria:*

1. PSAT verbal score of 600
2. 11<sup>th</sup> grade averages of at least 88 in an AP course
3. 11<sup>th</sup> grade averages of at least 92 in a non-honors course
4. 10<sup>th</sup> grade averages of at least 88 in an honors course
5. 10<sup>th</sup> grade averages of at least 92 in a non-honors course
6. A superior score in a diagnostic reading assessment administered by the English Department
7. Completion of an application for the course
8. Their current teacher's recommendation (mandatory)

*\*\*A PSAT verbal score below 500 precludes acceptance in the course. \*\**

#### *Appeal policy:*

Students who did not receive an initial recommendation for an Honors or AP level class for 2018 – 2019 failed to meet this department's criteria for admission. However, a formal process of appeal exists for students interested in pursuing admission into an Honors or AP course. The following two steps must be followed:

- a. Request from the department chair an appeal's form;
- b. Fully complete by yourself the form and return it to the department chair by the specified deadline. Forms will not be accepted after the published deadline.

Once a student has submitted the request, the following steps will occur:

- a. The appeal will be reviewed by the department chair and department members;
- b. Students will be notified by the department chair of the department's decision;
- c. Notification could be made anytime up to the end of the year if the department wishes to review final grades and the final exam.

**English I - Introduction to Genres:** In this course, students study short stories, poems, two plays, and two novels to continue the development of their skills in the close reading and understanding of literature. Student discussion focuses on basic literary elements of the different genres. Compositions include narrative, analytical, and argumentative genres, and students write at least eight formal compositions, all of which include drafts; in order for students to better understand the narrative forms they are reading, particular emphasis is placed on the narrative form, as students focus on selection and development of precise setting detail, unity, transition, indirect characterization, point-of-view, and use of sensory images. Students continue their vocabulary development and practice grammatical and usage conventions as appropriate to their composition development.

**English II – Genre Study:** This survey course is traditionally offered after the 9th grade for students who are not yet considering Advanced Placement English courses. While the literature component includes a survey of major writers of Anglo-American literature, the course is designed for sophomores who would benefit from further focused instruction in skills of critical reading and writing. Instruction and student practice include vocabulary development with emphasis on contextual meanings, literal and inferential reading comprehension, review of grammar, usage, and mechanics, as well as specific PSAT- and SAT-tested verbal skills. Composition instruction covers exposition, analysis, and argument; the primary focus shifts to exposition, with practice in types of coherent organizational patterns, development of ideas through detail and example, and refinement of stylistic techniques. As in the ninth grade, students write a minimum of eight formal, graded essays, all of which include drafts.

**Honors English II: British Literature - Major British Writers:** This elective course is designed for sophomores with strong skills in both writing and critical reading who are considering Advanced Placement English courses. Although Honors English is NOT a prerequisite for taking AP English courses, the class is fast-paced for students serious about advanced level instruction. The literature component of this course is a survey of Western literary heritage, emphasizing major writers of British literature from the Anglo-Saxon period through the 20th century. Composition instruction and practice emphasize acquiring the expository techniques and methods utilized in college English courses. Course objectives include also vocabulary development, grammar review, and practice in specific PSAT and SAT skills.

## Junior Courses

### English III: American Romanticism (1<sup>st</sup> semester)

This required **first semester** 11<sup>th</sup>-grade course follows the great flowering of American literature from ~1820 until ~1890 and may include the works of Washington Irving, James Fenimore Cooper, Henry David Thoreau, Ralph Waldo Emerson, E.A. Poe, Nathaniel Hawthorne, Herman Melville, Emily Dickinson, and Walt Whitman, among others. Beginning with *Huckleberry Finn* as summer reading, students explore various themes of the movement including the veneration of nature, bi-racial friendships, the gothic, mock gothic, and individualism. Compositions include both narrative and analysis, culminating with a short research paper on *The Scarlet Letter*.

### English III: 20<sup>th</sup>-Century American Literature (2<sup>nd</sup> semester)

In this course, students examine the differing faces of the individual as expressed in literature during the dynamic growth of the United States between 1900 and 2000. Particular attention is paid to the elements of race, gender, and class and the shifting tensions that have existed between them. This course will also introduce students to the wide array of female voices that emerged after 1900 and offer feminine perspectives of the American experience. Topics and works include the Harlem Renaissance; *The Great Gatsby*; the poetry of Pound, Stevens, Williams, Frost, and Ginsberg; the plays of Arthur Miller and Tennessee Williams; and the short stories of Raymond Carver and Tim O'Brien.

Authors covered may include Kate Chopin, Zora Neale Hurston, Willa Cather, Katherine Anne Porter, Flannery O'Connor, Elizabeth Bishop, Sylvia Plath, Toni Morrison, and Alice Walker. Compositions focus on literary analysis, including a research paper on a student-selected poet (prerequisite American Romanticism).

**AP English Language** - This course combines the objectives of the American literature survey course with a college-level writing option. Students strengthen their skills in reading non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts. AP Juniors develop their composition skills in expository writing, focusing on how the conventions and resources of language contribute to effective and persuasive prose. The objective is for students to write effectively and confidently in their college courses across the curriculum as well as in their professional and personal lives. With rare exception, the May AP test is required for all students to earn credit for the course.

## Senior Courses

### English IV: Approaches to World Literature

This course explores world literature from a variety of critical perspectives, including formalism, feminism, and psychoanalytical criticism. After learning the tenets of these critical perspectives, students apply those tenets in essays that analyze works from various genres and cultures. In addition to writing essays, students complete a research project in the winter, present their research, and participate in discussions about the works they read.

**AP English Literature** - Advanced Placement English Literature and Composition: This college-level course involves seniors in the careful reading and critical analysis of imaginative literature. Students develop their understanding of how writers use language to provide both meaning and pleasure to their readers. Students learn to analyze and interpret literature through various critical perspectives. They practice careful observation of textual detail, establishing connections among their observations and drawing inferences from those connections. Writing instruction focuses on the critical analysis of literature, improving student abilities to explain clearly and cogently their understanding and interpretation of the literary works that they read. With rare exception, the May AP test is required for all students to earn credit for the course.

**English elective courses** – These offerings do not meet the English graduation requirement.

**English Studies in Film** - This year-long elective offered to juniors and seniors examines how filmmakers transform visually the written word and how cinematic techniques such as composition, montage, and visual symbolism correspond to literary techniques such as point-of-view, time compression, and verbal symbolism. As such, the course emphasizes a study of those who contributed much to our understanding of cinema and of media literacy as a whole. Students are assigned several written analyses in short and in longer forms, including, among others, a page-to-screen project based on an approved 20<sup>th</sup>- or 21<sup>st</sup>-century novel, due in the fall term, and a spring thesis-based research paper and presentation to the class.

**Publications: Polygon Yearbook** - The Yearbook class, a full year course that meets on Tuesdays & Thursdays from 3:20 until 4:05, covers all facets of publishing a yearbook, including copywriting, theme development, photography, and layout design. Students learn to use an online publishing program as they cover the events of the school year for the yearbook. Each student is responsible for a minimum of eight pages of the *Polygon* and will receive one half of an English elective credit for each year in the class. Students must apply for the staff and be accepted before being admitted to the class.

**Publications: WATCH Magazine** - Born out of a marriage between *The Porter Grits* newspaper and the school's elder *WATCH* Literary Magazine, *WATCH Magazine* is designed to incorporate the best of both of these publications into a newer form that features editorials, interviews, news stories, literary works, and visual art from throughout the campus. Applicants making the small staff will be expected next year to attend class and meetings on Tuesdays & Thursdays from 3:20 until 4:05 and to adhere to all deadlines with careful, polished work. Staff members will earn one half of an English elective credit for each year that they remain on the staff.

**English non-credit courses** – This offering does not meet the English graduation requirement and is not officially scheduled for any credit.

**Individual Literary Exploration** – The independent study through the department is offered in special cases for those students in the Upper School who are independently pursuing an English-based passion project (a novel, a series of poems or short fiction works, a longer, dissertation-like investigation). Students who wish to pursue such a project must submit a proposal to the Department that outlines their project and interest and exhibits their commitment towards meeting with an individual faculty member bimonthly for discussion, review, and critique of their work. Instruction takes place during the school day at the convenience of the instructor and the student.

## FINE ARTS

### Fine Arts Department Honors/AP Admissions Criteria

#### AP Studio Art

1. Students must have taken the prerequisite courses Studio Art I and Studio Art II, earning a grade of 93 or higher.
2. Courses in Studio Art III and/or Honors Art History are strongly recommended.
3. Completed projects from Studio Art II and III will be evaluated to determine if the student is a candidate for AP Studio Art.
4. Teacher recommendation is required.

*Meet all 4 criteria – Approved*

*Meet 3 of 4 – Approval likely*

*Meet 2 of 4 – Approval unlikely*

*Meet 1 – Not Approved*

### Design and Humanities Year-long Courses

**AP Studio Art** - This year-long course continues the development of pieces for the breadth while extending and expanding on the study of a chosen concentration. It is designed for students who are not only seriously interested in the study of art but also, and more importantly, willing to put in a substantial amount of time in developing mastery of the concept, composition, and execution of their artwork. This course's ultimate purpose is to facilitate the completion of a successful Portfolio of work to be submitted for one of the three AP Portfolios (2-D Design, 3-D Design, or Drawing)

Prerequisites: Studio Art I and Studio Art II

**Honors Art History** – This year-long course roughly parallels the content of a college freshman year Art History course. This course offers students the opportunity to explore, in depth the history of art from ancient times to the present, including both European and non-European cultures. Through textbook (Jansen's Art History for Young People) readings, research, power points, videos, DVD's, students will view significant artworks from around the world. Writing skills will be important in the description, analysis, and comparison of these works. Students are encouraged to keep a notebook to record class discussion on significant historical events, art periods/styles, specific artworks, and issues/themes that connect these artworks. No prerequisite is needed. However, Studio Art I & II is recommended.

### Design and Humanities Semester Course Offerings

**Studio I (Fall/Spring)** - This introductory art course teaches students the building blocks (aka "the RULES") needed to create successful pieces of artwork. To do this, students will develop an understanding of the Elements of Design: Line, Shape, Form, Value, Color, Space, Texture, learn how to use these elements to portray the Principles of Design: Balance, Unity, Contrast, Emphasis, Pattern, Movement, Rhythm in their work, and work with a variety of introductory materials including charcoal, pencil, pen and ink, colored pencils, pastels, and acrylics.

**Studio II (Fall/Spring)** - This developmental art course builds upon the foundation laid in Studio Art I while teaching students how to use the rules to guide their personal creativity. This course also introduces students to more advanced materials and techniques while fine-tuning their use of the basic skills previously learned.

Prerequisite: Studio Art I

**Studio Art III (Fall/Spring)** - This advanced art course gives students the time and instruction needed to begin to develop successful pieces that represent the Breadth of his or her artistic knowledge. Through varied explorative assignments students will discover an assortment of artistic problems to solve. Students will also keep a sketchbook in which they can begin to explore options for a Concentration. This course will prepare students to move forward successfully into the AP Studio Art course. Prerequisites: Studio Art I and Studio Art II

## PERFORMING ARTS: THEATRE, DANCE, MUSIC, PUBLIC SPEAKING

**Music Appreciation:** Music Appreciation is a semester course that will expose students to many styles of music. Students will learn about ancient music, classical music, jazz, and contemporary styles as well. There will be lots of listening examples of many varying styles of music to help enhance the overall learning experience.

**Honors Music Theory I:** This year-long course provides an introduction to all aspects of music theory. Areas of study include notes, rhythms, key signatures, time signatures, melody, harmony, and basic 4 part (SATB) composition. Aural skills will be developed through ear training exercises and all composition projects will be constructed digitally through Sibelius music notation software.

**Honors Music Theory II:** This second-year theory course builds upon all of the fundamental aspects of music theory already learned during the first year. A greater emphasis is placed on ear training and melodic and harmonic dictations. Sight Singing in solfege will be practiced every class period. Composition projects will be longer and will expand to include keyboard voicings, more advanced voice leading techniques, and thicker harmonic textures.

**Honors Music Theory III:** The 3<sup>rd</sup> year of theory continues to develop the compositional skills taught during the first 2 years, but now expands to include the world of contemporary, jazz, and popular music. Students will be creating full length compositions. Melodic and Harmonic Dictations will be longer and feature more chromatic melodies and harmonic chord progressions.

**Honors Music Theory IV:** The fourth and final year of music theory allows students to explore advanced composition and writing for various instruments and ensembles. A major goal will be for students to compose original pieces of music that can be performed by Porter-Gaud ensembles. Admission Criteria include the following:

- Students must be willing to sing solo in class and possess the ability to sing on pitch. Students, who are not willing, nor capable of singing on pitch, will not be allowed admission into this course.
- Students must have earned a grade of 93% or better in Music Theory I & II
- Pre-Requisite: Music Theory I & II, or in the case of a transfer student, he or she must take a **MUSIC LITERACY AND SKILLS ASSESSMENT** to determine whether or not the student has a working knowledge of basic music theory.
- Recommendation from current instructor.

### AP Music Theory

1. Students must have taken the prerequisite courses: Honors Music Theory I, Honors Music Theory II, and earned a grade of 93% or better.
2. Students must audition to show the ability to sing on pitch
3. All students must take a music literacy and skills assessment to determine whether or not the student has a working knowledge of basic music theory.
4. A teacher recommendation is required.

*Meet all 4 criteria – Approved*

*Meet 3 of 4 – Approval likely*

*Meet 2 of 4 – Approval unlikely*

*Meet 0 or 1 – Not Approved*

### Theatre and Dance course offerings:

**Introduction to Theatre (Fall/Spring)** – This course will teach the students the following: to use the body and voice expressively, to express character through movement and voice, to understand the formal elements and history of drama, to develop an appreciation of theatre as an art form. Students will get a more detailed understanding of performance and acting technique than in they currently do in rehearsal for a specific performance. The techniques covered in power point lectures and in video, DVD, and movie presentation and practiced in this class will cross the curriculum to music performance as well as public speaking. Students will perform in front of an audience (large and small), cooperate in teams to solve problems, and observe and criticize one another's work.

**Theatre II (Fall/Spring)** – Introduction to Theatre II will elaborate on the skills developed in Intro to Theatre: To prepare and polish two audition pieces, to explore movement for the actor at a more intense level, to work and become more comfortable with improvisation and to explore theatre history on a more detailed level.

Students will get a more detailed understanding of performance and acting technique than they currently do in rehearsal for a specific performance. The techniques covered and practiced in this class will cross the curriculum to music performance as well as public speaking. *Prerequisite: Intro to Theatre*

### **Admission Criteria**

- Grades: 10-12
- Students must be willing to try new things, perform in front of an audience (large or small)
- Be willing to cooperate in teams to solve problems
- Be willing to observe and criticize one another's work
- Conversation with and recommendation from current instructor.

**Introduction to Dance (Fall/Spring)** - This course is open to grades 10-12 and is designed to expose students to a variety of dance forms and techniques while encouraging self-discipline and confidence. The students will develop body control and coordination while learning dance steps, terminology, combinations, and dances. The dancers will experiment with creative movement and be introduced to choreographic principles and processes. As the students learn stage movement concepts and musical theatre styles of dance, it will tie into their stage movement and performance. There will be elements of Jazz, tap and ballet involved in all of the theatre movements and dance as well as LMA (Laban Movement Analysis). Movement for the athlete will also be incorporated into the dance program. This will include strength training, stretching, coordination skills, and drills to improve quickness.

**Dance II (Fall)** – Dance II is a continuation of Dance I. In Dance I a strong foundation of dance basics, stretching and movement techniques were taught. In Dance II the student will be able to expand that basic knowledge and move towards a level involving performance, more difficult choreography, and a better understanding of different styles of dance. The students will be able to move right into this next level with the structure they have been taught in Dance I.

Movement for the athlete will also be incorporated into the Dance II program. This will include strength training, stretching, coordination skills, and drills to improve quickness. Drills and exercises that are currently in the College of Charleston Athletic dance curriculum will be used for the athletes at Porter-Gaud. *Prerequisite: Introduction to Dance*

### **Admission Criteria**

- Grades 10-12
- Introduction to Dance
- Students must be willing to try new things, perform in front of an audience (large or small)
- Be willing to learn and execute dance steps and movement techniques
- Be willing to observe and criticize one another's work
- Conversation with and recommendation from current instructor

### **Musical Performance Groups**

**\*\*\*Please note the Chorus, Jazz Ensemble, and Handbells are graded on a pass – fail basis.\*\*\***

**Chorus (Full Year)** - Students will learn the discipline, skill, and vocal performance within a group. The chorus will study basic techniques of singing while preparing numerous concert selections of various musical styles and periods. All students in grades 9-12, who wish to sing, are welcome to join our chorus. Students are required to participate in all dress rehearsals and concerts. Rehearsal attendance, basic choral theory knowledge, effort, class participation, and music preparation at home will be the determining factors of the student's grade. In the event of an excused or non-excused absence, students missing a concert and/or dress rehearsal must complete an alternate assignment. Chorus meets on Mondays, Wednesdays, and Fridays from 3:20 until 4:05. Uniform Concert Dress is required and must be purchased by the student.

**Jazz Ensemble (Full Year)** - Students will learn the basic techniques of jazz ensemble playing. Students must have a knowledge of their instrument and should have taken or are presently taking private lessons. The Jazz Ensemble meets on Tuesdays and Thursdays before school from 7:15 to 7:55. All students will be required to participate at all concerts. Uniform Concert Dress is required. Director: Hugh Knight

**Handbell Choir (Full Year)** - Students will learn the basic techniques of handbell ensemble playing. The Chamber Handbell Choir, comprised of the most experienced ringers, meets before school on Monday and Friday from 7:15 to 7:55. All students are required to participate at all concerts. The Developmental Handbell Choir is open to 9<sup>th</sup> and 10<sup>th</sup> grade students and meets before school on Tuesday and Thursday from 7:15 to 7:55. Uniform Concert Dress is required. Director: Hugh Knight

**\*Chamber Singers (Full Year)** - Chorus members interested in participating in The Chamber Singers must audition in May of each year. This select ensemble provides singing experience for mixed voices in a small group setting, performing several times during the year. The Singers' repertoire includes both religious and secular music. All students are required to participate in all concerts. Chamber Singers rehearsals take place on Tuesday evenings from 6:30-8:00 PM. Tuxedos and special dresses are required and purchased by the student. Director: Brink Norton

**\*String/Chamber Ensemble (Full Year)** - Students will learn the basic techniques of string ensemble playing, meeting once each week after school. This ensemble is open to Violinists, Violists, Cellists, and Bassists and Pianists. (The actual schedule will be determined at the beginning of the school year). Students are required to participate in all concerts. Uniform Concert Dress is required. Please see Brink Norton for sign-up procedure. Director: Brink Norton

*\*Note: Chamber Singers and String/Chamber Ensemble are non-credit ensembles and will not be scheduled by the Registrar. Students will sign up for these with Mr. Norton or Mr. Knight.*

### **Public Speaking semester course offering: (Required of Sophomores)**

**Public Speaking (Fall/Spring)** - The course objective is to train the student in practical methods for development and delivery of the informative and persuasive public speech, including theoretical bases for speech development, composition and delivery. Exercises and applications include extemporaneous and impromptu speaking; information, persuasion, and introduction speeches; and speeches with visual aids. Students will be evaluated by the instructor as well as by other students. Discussions cover topics such as listening, contemporary speechmakers, and proper audience behavior. Skills required for development of the public speech, such as expository writing style and research methods, have cross applications to other core courses. In addition, speaking before an audience prepares the student for collegiate and business presentations.

## HISTORY

### History Department Honors/AP Admissions Criteria

The following criteria are considered for admission into the 9th grade Honors course:

1. Grade in 8th grade history: 93 minimum
2. Grade in 8th grade English: 90 minimum
3. Recommendation of current history teacher
4. Writing sample

*Meet all 4 criteria – Approved*

*Meet 3 of 4 – Approval likely*

*Meet 2 Of 4 – Approval possible*

*Meet 1 of 4 – Approval unlikely*

*Meet 0 – Not Approved*

The following criteria are considered for admission into an Honors or AP History course:

1. Grade in current history course (90 for non-AP, 83 for AP)
2. Recommendation of current history teacher
3. Writing sample (for rising tenth graders) and/or new concordance PSAT critical reading score of 530 or above (for rising eleventh and twelfth graders)

*Meet all 3 criteria – Approved*

*Meet 2 of 3 – Approval likely*

*Meet 1 of 3 – Approval unlikely*

*Meet 0 – Not Approved*

The following criteria are considered for admission into the **AP Microeconomics/AP Macroeconomics** courses:

1. Grade in current history course (90 for non-AP, 83 for AP)
2. Recommendation of current history teacher
3. PSAT verbal score of 530 or above; PSAT math score of 530 or above (for rising eleventh and twelfth graders)

*Meet all 3 criteria – Approved*

*Meet 2 of 3 – Approval likely*

*Meet 1 of 3 – Approval unlikely*

*Meet 0 – Not Approved*

#### *Appeal policy:*

Students who did not receive an initial recommendation for an Honors or AP level class for 2018 – 2019 failed to meet this department's criteria for admission. However, a formal process of appeal exists for students interested in pursuing admission into an Honors or AP course. The following two steps must be followed:

- a. Request from the department chair an appeal's form;
- b. Fully complete by yourself the form and return it to the department chair by the specified deadline. Forms will not be accepted after the published deadline.

Once a student has submitted the request, the following steps will occur:

- a. The appeal will be reviewed by the department chair and department members;
- b. Students will be notified by the department chair of the department's decision;
- c. Notification could be made anytime up to the end of the year if the department wishes to review final grades and the final exam.

**World History I: Honors / Non-Honors Ancient & Non-Western World History** – In World History I, students study human societies from the Neolithic era through the European Renaissance. This course relies on a combination of factual knowledge and appropriate analytical and writing skills. It also highlights the nature of change in an international framework as well as a comparison between and among civilizations. The honors-level course is designed to establish a foundation for continued advanced coursework in the History Department and is reading and writing intensive.



**World History II: Modern World History** – In World History II, students gain a broad understanding of the political, economic, social, and cultural attributes of world societies from 1500 to the present. Through examination of the significant characteristics of past societies and historical movements, students develop an appreciation for the impact of ideologies, conflict, and globalization on the contemporary world. In addition to exploring the nature of world societies, this curriculum is designed to develop critical reading, writing, research, and thinking skills.

**AP World History (*open to Sophomores and Seniors*)** – Students in AP World History undertake a comparative study of human societies within prescribed historical periods, from the foundations of history to the present, in order to identify the broad patterns and processes that explain change and continuity over time. Organized around specific themes of World History, the course is designed both to provide relevant factual knowledge and to foster analytical and interpretive skills. Together, these attributes will empower students to derive informed conclusions about complex historical themes. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**AP Modern European History (*open to Sophomores and Seniors*)** - This full-year course covers the time period from approximately 1450 to the present and focuses on five main themes: political developments, economic issues, individuals and their role in society, emerging knowledge and ideas, and the interaction of Europe with the world. Students will develop their analytical skills using both primary and secondary sources, as well as gain practice making historical comparisons and utilizing chronological reasoning. This course is designed to be the equivalent of a two-semester introductory college or university European history course. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**US History** – This survey course will cover United States history beginning with the colonial period and stretching into the 1980s. The course will stress American political, social, cultural, and economic history. Intellectually, this course should be a good preparation for the demands of college work, as it will require students to think critically about readings, hone their skills in writing and research, and strengthen their ability to vary perspective and challenge interpretations of events, while analyzing the context of America's contemporary structure.

**AP US History** – This intensive survey expands American historical literacy by way of thematic conceptualization of key historical trends and analysis of instrumental changes over time that have shaped the American identity. The course objectives are to improve each student's analytical and critical-thinking skills, writing skills, study skills, knowledge of significant major events and individuals in U.S. history, including various interpretations of these events, knowledge of geography, research skills, and public speaking skills. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**History elective courses:** AP Macroeconomics and AP Microeconomics may be taken separately as semester courses. **Economics, Foreign Policy, America in the Sixties, and Philosophy: The History of Western Thought** are upperclassmen history electives and may not be used to fulfill the 3<sup>rd</sup> year history requirement.

**America in the Sixties: Society, Politics, and Culture (Fall/Spring)** - This course will address the turbulent and impactful decade of the 1960s starting with the Brown v. Board decision in 1954 and its initiation of the Civil Rights Movement, and ending with the Nixon Administration's fall from grace in 1974, and the end of U.S. involvement in Vietnam. Domestic history will be emphasized through analysis of social movements of protest (Civil Rights, Antiwar, Feminism), political decisions and developments (Civil Rights Acts, Great Society, Warren Court) and cultural impact (counter-culture, political regional alignment, and conservatism). Modeling a college level course, assessments will be writing intensive.

**AP Modern European History (full year)** - This course covers the time period from approximately 1450 to the present and focuses on five main themes: political developments, economic issues, individuals and their role in society, emerging knowledge and ideas, and the interaction of Europe with the world. Students will develop their analytical skills using both primary and secondary sources, as well as gain practice making historical comparisons and utilizing chronological reasoning. This course is designed to be the equivalent of a two-semester introductory college or university European history course. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**AP US Government and Politics (full year)** – AP Government allows students to explore the fundamental institutions that make up American government. The course analyzes how these institutions influence public policy decision-making and fosters the abilities and knowledge necessary to affect change in American Government. This course also analyzes the various influences on American government and helps students wrestle with contemporary topics and issues that require government involvement. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**AP Macroeconomics (Fall)** - AP Macroeconomics is an introductory college course that holistically analyzes economic conditions in the United States and evaluates government responses to those conditions. In particular, it considers how fiscal and monetary policy is used to impact changes in aggregate demand and inflation. There is an emphasis on the construction and analysis of graphs to demonstrate how decisions are made, and favors quantitatively inclined students who think more conceptually. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**AP Microeconomics (Spring)** – AP Microeconomics is an introductory college course that explores the nature of individual and business decision making in the market place. Students will investigate various market conditions that influence such decisions as how much of a good should be produced, and at what price it will be sold. There is particular emphasis on the construction and analysis of graphs to demonstrate how these decisions are made and favors quantitatively inclined students who think more concretely. Congruent with the AP Curriculum, this class culminates in the May AP Exam for potential college credit.

**Economics (full year)** - This course introduces students to the fundamental economic question faced by individuals and society: how do we best utilize our scarce resources? Students will explore core concepts such as opportunity cost, supply and demand, and marginal analysis, in order to make sound individual level decisions. They will apply this knowledge to help them navigate personal finance decisions they will face as adults, such as whether or not to take out a home mortgage, or apply for a credit card. During the 2nd half of the year students will explore the economy as a whole, learning to evaluate the economic health of nations through the study of economic indicators. They will also learn how the government uses fiscal and monetary policy to intervene in order to spur growth or control inflation. With this knowledge they will learn how to invest in stocks and bonds that will allow them to accumulate and protect wealth for retirement, using tax shelters such as the Roth IRA and 401k. The course will include several projects and simulations in order to assess student learning.

**US Foreign Policy (Fall)** - U.S. Foreign Policy will survey the development and conduct of United States foreign policy from 1898 to the present day. Major events in U.S. foreign policy history will be covered, including: the War of 1898, World War I, World War II, the Cold War, the Cuban Missile Crisis, Vietnam, the Gulf Wars, and the War on Terror. American culture, politics, and society's role in driving Americans' engagement with the wider world will also be analyzed. Modeling a college level course, assignments and classwork will include formal essays and policy papers, informal discussions, formal debates, and simulations of important decisions. Students will also complete a significant research project based on primary and secondary sources.

**Philosophy: The History of Western Thought (Honors) (full year)** Beginning with the pre-Socratics, the first semester concludes with Descartes; the second semester continues the philosophical survey through Wittgenstein in the early 20th century. This survey course includes lecture on the chronology and contributions of major thinkers, but its greater emphasis features intensive discussion of primary source material, which spans the fields of mathematics, science, theology, aesthetics, political theory, and ethics. This honors-level elective is reading and writing intensive.

## **Not offered in 2018-19**

**The History of World Religions (full year)**- This honors-level survey of World Religions aspires to challenge students' preconceptions regarding religion as a historical and cultural phenomenon. Study begins with an examination of the critique of the religious foundation, writ large. With a focus on reading the world's great religious scriptures as primary sources, the principal tenets of the major world religions will be explored in greater detail to rebuild an informed religious edifice. The course culminates with students better apprised of the diverse iterations of human religious experience, more capable of reconstructing his or her emerging definition of Religion in the format of a final project. This elective is reading and writing intensive.

## MATHEMATICS

### Math Department Honors/AP Admissions Criteria

It is the goal of the Porter Gaud mathematics department to provide every Porter Gaud student with an opportunity to be successful in their study of mathematics while simultaneously being challenged to reach the highest level of expertise possible. A student's placement in the correct course is extremely important.

Honors and AP Mathematics students are self-motivated, critical thinkers who enjoy exploration, problem solving, and learning mathematics. Invitation for enrollment in Honors and AP math courses are made by the math department as a whole, and are based on, but not limited to, the following criteria:

1. Overall grade in all prior math courses
  - Honors Geometry – 90 or better in Honors Algebra I; 96 or better in Algebra 1
  - Honors Algebra II – 90 or better in Honors Geometry; 96 or better in Geometry
  - Honors Precalculus – 90 or better in Honors Algebra II; 96 or better in Algebra II
  - AP Calculus AB – 80 or better in Honors Precalculus; 85 or better in Precalculus
  - AP Calculus BC – 90 or better in Honors Precalculus
  - AP Statistics – 85 or better in Honors Algebra II, Precalculus or Honors Precalculus; 93 or better in Algebra II
2. Recommendations of current and previous math teachers
3. Midterm and Final exam grades in prior math courses
4. Strong work ethic
5. Standardized test scores (ERB, PSAT, ACT, or SAT)

#### PLEASE NOTE:

- Some placements may require additional preparation/summer work by students to ensure that they are prepared to succeed in the course they seek to take.
- Should a student's performance in his/her current math course change significantly in the second semester the math department reserves the right to amend their initial recommendation in order to best serve the students of Porter Gaud.

#### *Appeal policy:*

Students who did not receive an initial recommendation for an Honors or AP level class for 2018 – 2019 failed to meet this department's criteria for admission. However, a formal process of appeal exists for students interested in pursuing admission into an Honors or AP course. The following two steps must be followed:

- a. Request from the department chair an appeal's form;
- b. Fully complete by yourself the form and return it to the department chair by the specified deadline. Forms will not be accepted after the published deadline.

Once a student has submitted the request, the following steps will occur:

- a. The appeal will be reviewed by the department chair and department members;
- b. Students will be notified by the department chair of the department's decision;
- c. Notification could be made anytime up to the end of the year if the department wishes to review final grades and the final exam.

**Algebra I** – This course is the foundation for Upper School mathematics. Students are first introduced to the language of algebra and functions. Students learn to read, write, and evaluate algebraic expressions. Next, students learn how to work with fundamental operations of polynomials, linear equations, and linear inequalities. The second semester covers linear systems, quadratic expressions and equations, factoring, rational equations, radicals, and radical equations. Graphing calculators are introduced and problem solving is emphasized throughout this course.

Length – First and Second Semesters

Prerequisite – completion of Pre-Algebra

**Geometry** – This course in Euclidean Geometry focuses on reasoning and proof, parallel and perpendicular lines, triangles, quadrilaterals, polygons, circles, and solids. Students discover theorems dealing with congruence, similarity, right triangles, area, and volume for geometric figures. Coordinate geometry, algebra skills, and problem solving are reinforced throughout the year. The geometry course requires fundamental algebra skills and aids in the reinforcement and enrichment of those skills in preparation for Algebra II.

Length – First and Second Semesters

Prerequisite – completion of Algebra I

**Honors Geometry** – This course in Euclidean Geometry focuses on reasoning and proof, parallel and perpendicular lines, triangles, quadrilaterals, polygons, circles, and solids. Students discover theorems dealing with congruence, similarity, right triangles, area, and volume for geometric figures. Coordinate geometry, algebra skills, and problem solving are reinforced throughout the year. Problems in Honors Geometry are more abstract and challenging, and topics are covered at a faster pace. The course requires fundamental algebra skills and aids in the reinforcement and enrichment of those skills in preparation for Honors Algebra II/Trigonometry.

Length – First and Second Semesters

Prerequisite – completion of Honors Algebra I and invitation by the math department

**Algebra II** - Algebra II is designed to reinforce and extend the concepts introduced in Algebra I and Geometry and to cover thoroughly the standard topics of intermediate algebra. The concept of functions, specifically linear and quadratic functions, is more fully developed. New functions such as absolute value, exponential, logarithmic, radical, rational and polynomial functions are then explored. The studies of conic sections, sequences, series, probability, and/or elementary trigonometry complete the course. Problem solving is emphasized throughout this course, and graphing calculators are essential.

Length – First and Second Semesters

Prerequisite – completion of Algebra I and Geometry

**Honors Algebra II/Trigonometry** – Honors Algebra II/Trigonometry is a rigorous fast paced course designed to reinforce and extend the concepts introduced in Honors Algebra I and Honors Geometry, and to cover thoroughly the standard topics of intermediate algebra. The concept of functions, specifically linear and quadratic functions, is more fully developed. New functions such as absolute value, exponential, logarithmic, radical, rational and polynomial functions are then explored. The trigonometric and circular functions are thoroughly covered in this course in addition to the algebra concepts. Problem solving is emphasized throughout this course, and graphing calculators are essential.

Length – First and Second Semesters

Prerequisite – completion of Honors Algebra I and Honors Geometry and invitation by the math department

**Functions, Statistics, and Trigonometry (FST)** – This course is an alternative to Precalculus and is designed for students who intend to take college algebra or elementary statistics in college. Students will explore function theory, statistics, and trigonometry in depth. Topics include data analysis, probability and simulation, normal distributions, sequences and series, trigonometric functions, exponential and log functions, and function transformations. Students will learn the statistical analysis program fathom and Microsoft Excel to aid in their mastery of univariate and bivariate data analysis. Graphing calculators are essential in this course.

Length – First and Second Semesters

Prerequisite – completion of Algebra II

**Precalculus** – This course builds on the skills and concepts cultivated in Algebra I, Geometry, and Algebra II. It is designed to be the first year of a two-year program that concludes with the study of AP Calculus (AB). The course begins by continuing the study of linear, quadratic, logarithmic, exponential, and other functions. Composite and inverse functions are also examined. The trigonometric and circular functions are also introduced in this course. The second semester studies trigonometric equations and identities, non-right triangle trigonometry, conic sections, complex numbers, sequences and series, probability, and vectors.

Length – First and Second Semesters

Prerequisite – completion of Algebra II and invitation by the math department

**Honors Precalculus** – This course is a fast-paced and rigorous introduction to Pre-Calculus. It is designed to be the first year of a two-year program that concludes with the study of AP Calculus (BC). This course is open only to students who have been invited by the mathematics department. The syllabus includes a thorough review of trigonometry as well as standard topics in advanced algebra, including exponential and logarithmic functions, vectors, polar coordinates, and sequences and series. During the second semester, students will be introduced to basic topics of differential calculus such as limits, continuity, the limit definition of the derivative, and techniques of differentiation.

Length – First and Second Semesters

Prerequisite – completion of Honors Algebra II/Trigonometry and invitation by the math department

**Elementary Probability and Statistics** – Students develop the skills to collect, analyze and interpret data, as well as develop proficiency in the use of Microsoft Excel. We are inundated by numbers that communicate powerful messages. As a citizen in today's society, one must be able to interpret the "real" story behind the numbers. Likewise, given the overwhelming amount of data available to us, we must also be able to make sense of the data – to tell its story. This is a course focused on building analytic skills and writing stories about data.

Length – First Semester (**Must be paired with College Algebra**)

Prerequisite – completion of Algebra II

**Discrete Mathematics** – This course focuses on the study of mathematical structures and algorithms. Topics include logic, set theory, modular arithmetic and cryptography, relations, functions, graph theory, verification techniques, basic counting and probability. Discrete math has many useful applications including, but not limited to, computer programming, philosophy, cryptography, and algorithms.

Length – First Semester (**Must be paired with College Algebra**)

Prerequisite – completion of Functions, Statistics, and Trigonometry

**College Algebra** – This course serves as a building block for students planning to excel in or test out of their first college mathematics class. The topics covered include fundamental algebraic operations, radicals, systems of equations, higher order degree equations, inequalities, absolute value, logarithms, matrices, and binomial theorem.

Length – Second Semester (**Must be paired with either Elementary Probability and Statistics or Discrete Mathematics**)

Prerequisite – completion of Functions, Statistics, and Trigonometry

**AP Calculus AB** – AP Calculus AB follows the advanced placement syllabus and concentrates on the skills, concepts, and applications of differential and integral calculus. This is a college level course. It requires deep thinking and problem solving as well as reading and writing. There is a strong emphasis on student responsibility for learning. All students are expected to take the Advanced Placement AB exam in the spring.

Length – First and Second Semesters

Prerequisite – completion of Pre-Calculus and invitation of the math department

**AP Calculus BC** – AP Calculus BC follows the advanced placement syllabus by covering all the material in the AB course, extending the study of some of those topics, and thoroughly covering Taylor series. This is a college level course. It requires deep thinking and problem solving as well as reading and writing. There is a strong emphasis on student responsibility for learning. All students are expected to take the Advanced Placement BC exam in the spring.

Length – First and Second Semesters

Prerequisite – completion of Honors Pre-Calculus and invitation of the math department

**AP Statistics** – AP Statistics follows the advanced placement syllabus and includes data analysis, experimental design, probability, and statistical inference. This course is a college level course. It requires deep thinking and problem solving as well as reading and writing. There is a strong emphasis on student responsibility for learning. All students are expected to take the Advanced Placement exam in the spring.

Length – First and Second Semesters

Prerequisite – completion of Honors Algebra II/Trigonometry or Precalculus and invitation of the math department

**Multivariable Calculus and Linear Algebra** – This course has a prerequisite of AP Calculus BC. Students will continue their study of calculus with the following topics: vectors and matrices, partial derivatives, double and triple integrals, and vector calculus in 2 and 3-space in the first semester. In the second semester the students will study matrix theory as it relates to linear algebraic systems.

Length – First and Second Semesters

Prerequisite – completion of AP Calculus BC and invitation of the math department

## PHYSICAL EDUCATION

**Health & PE 9** – Health and PE 9 is a required semester long course for all students that must be completed in the 9th grade. This is a gender specific course with the objective to help students develop a positive attitude towards health and fitness. The physical education activities will continue to build upon the physical, teamwork, and leadership skills introduced in the Middle School PE curriculum. Through team sports, an emphasis will be placed on active participation and sportsmanship. In the process, the students will develop physical skills, strength, and stamina; and an appreciation of the value of physical exercise and fitness as a lifestyle choice. In health education, students cover topics such as personal fitness, nutrition, alcohol and drug abuse, healthy interpersonal relationships, stress management, and some aspects of physical, mental, and social health for total wellness. Each student will also be taught First Aid and CPR through the CPR in Schools program.

**PE 10** – PE 10 is a course for tenth graders. The course will be coed and meets every day for one semester. Students will have the choice between *Strength Training and Conditioning* and *Lifetime Fitness*.

***Strength Training and Conditioning*** – This course will teach students the major muscle groups and the exercises that will maximize their gain in muscular strength and endurance. Each student will develop his or her program for individual needs. Emphasis of the course is on developing endurance, power, speed, and strength. Students will be required to keep records of their individual progress. This course will also include all aspects of health and wellness for the individual. We will work on the core aspects of nutrition and wellness, as well as incorporating a wide range of daily exercises into our routine. There will be a large focus on the main elements of physical fitness – body composition, flexibility, muscular strength, muscular endurance, and cardio-respiratory endurance. This course is coeducational.

***Lifetime Fitness*** - This course will provide the tools to create and promote a lifetime of fitness and activity. Through a variety of different exercise activities and games, it will cover all aspects of fitness including strength, endurance, flexibility, and weight control. Some methods include: cross-training, traditional weight training, and cardio vascular exercise through lifetime sports participation. This course is coeducational.

**PE Elective Semester Courses** –These coed courses are open to juniors and seniors and may be taken multiple times for credit.

***Strength Training and Conditioning (Fall/Spring/AFT)*** – This course teaches students the major muscle groups and the exercises that maximize their gain in muscular strength and endurance. Each student develops his or her program for individual needs. Emphasis of the course is on developing endurance, power, speed, and strength. Students are required to keep records of their individual progress. This course also includes all aspects of health and wellness for the individual. They work on the core aspects of nutrition and wellness, as well as incorporating a wide range of daily exercises into their routine. The main focus is on the elements of physical fitness – body composition, flexibility, muscular strength, muscular endurance, and cardio-respiratory endurance. **The afternoon option meets every day during either Semester 1 or 2 from 3:20 to 4:05.**

***Lifetime Fitness (Fall/Spring)*** - This course will provide the tools to create and promote a lifetime of fitness and activity. Through a variety of different exercise activities and games, it will cover all aspects of fitness including strength, endurance, flexibility, and weight control. Some methods include: cross-training, traditional weight training, and cardio vascular exercise through lifetime sports participation. This course is coeducational.

## RELIGION

**New Testament/Ethics (Fall/Spring)** - This semester course, required for all juniors, provides an in-depth study of the Gospels of Mark and Matthew, followed by a review of the remaining Gospels and the New Testament Epistles. Focus is given to the Judeo-Christian teachings of Jesus, with their roots in the Hebrew Scriptures, and their application today, particularly in terms of developing a cohesive worldview and ethical decision-making process, as well as in showing how images from the New Testament continue to impact our culture. We will also examine other worldviews and the concept of truth. The course assessments include reflection papers, group exercises, and tests.

**Not offered in 2018 - 2019**

**The Faith & Imagination of C. S. Lewis** - This semester course provides an overview of the life and work of C. S. Lewis, with a focus on the interplay of faith and imagination in his writing. We will read several works by Lewis in their entirety (The Lion, the Witch and the Wardrobe, Perelandra, The Screwtape Letters) as well as excerpts from other works, including an evaluation of the impact of the Inklings (J. R. R. Tolkien and others) on Lewis's work. The Question of God debate between C. S. Lewis and Sigmund Freud, and the influence of Neo-Platonism on Lewis will also be featured. Reflection papers and graded prepared discussion will be the principal assessments.

## SCIENCE

### Science Department Honors/AP Admissions Criteria

#### I. Honors Biology

1. Grade of 92 or above in 8th grade science and recommendation from 8th grade Science teacher
2. English Requirement. Must meet one of the following:
  - ERB Reading Comprehension greater than/equal to 7
  - 8th grade English grade greater than/equal to 90
  - Recommendation from 8th grade English teacher
3. Math Requirement. Must meet one of the following:
  - ERB Math combined average greater than/equal to 7
  - 8th grade Math grade greater than/equal to 90
  - Recommendation from 8th grade Math teacher

#### II. Honors Chemistry

##### Rising Sophomores

1. Grade of 90 or higher in Algebra I
2. Recommendation from current math and science teachers
3. Standardized test scores on ERB of a stanine 6 or higher or other objective measures which show strong achievement and aptitude, primarily in math. *If these scores are unavailable, the first two criteria become much more important and should not only be attained, but exceeded.*

##### Rising Juniors

1. Grade of 88 or higher in Algebra II
2. Recommendation from current math and science teachers
3. PSAT math score of 530 or above

*Meet all 3 criteria – Approved*

*Meet 2 of 3 – Approval likely*

*Meet 1 of 3 – Approval unlikely*

*Meet 0 – Not Approved*

#### III. AP Chemistry

##### Rising Juniors/Seniors

1. Grade of 88 or higher in all math and science courses
2. Recommendation from current math and science teachers
3. PSAT math score of 630 or above
4. Prerequisite of Algebra II

*Meet all 4 criteria – Approved*

*Meet 3 of 4 – Approval likely*

*Meet 2 of 4 – Approval unlikely*

*Meet 0 or 1 – Not Approved*

#### IV. AP Biology

##### Rising Juniors and Rising Seniors

1. PSAT combined ERW + Math score of 1220 (Verbal plus Math) or ERW Verbal score of 630 or higher
2. Grade of 90 or above in previous US Honors or AP science courses, grade of 95 in regular US science course.
3. Recommendation from current math and science teachers

*Meet all 3 criteria – Approved*

*Meet 2 of 3 – Approval likely*

*Meet 1 of 3 – Approval unlikely*

*Meet 0 – Not Approved*



## Science Department Honors/AP Admissions Criteria, continued

### V. AP Physics 1

#### Rising Juniors and Rising Seniors (with no prior Physics course or completion of regular physics)

1. PSAT Math score of 660 or higher
2. Current math course Honors Algebra II or higher
3. Grade average in math and science of 90 or above (88 in AP Science)
4. Strong teacher recommendations from previous and/or current math and science teachers

*Meet all 4 criteria – Approved*

*Meet 3 of 4 – Approval likely*

*Meet 2 of 4 – Approval unlikely*

*Meet 0 or 1 – Not Approved*

### VI. AP Physics 2

#### Rising Seniors (with the AP Physics 1 course taken in Junior year)

1. PSAT Math score of 600 or above
2. Current level of math course Honors Algebra II or above
3. Grade average in math and science of 88 or above
4. Strong teacher recommendations from previous and/or current math and science teachers

*Meet all 4 criteria – Approved*

*Meet 3 of 4 – Approval likely*

*Meet 2 of 4 – Approval unlikely*

*Meet 0 or 1 – Not Approved*

### VII. AP Environmental

1. Senior Requirement: Average Science Grades  $\geq 90$ ;  
Junior Requirements: Average Science Grades  $\geq 90$  (with at least one Honors Science class)  
**SENIORS** who do not meet initial requirements can petition to take the class based on interest.
2. Approval of teacher and department chair

#### *Appeal policy:*

Students who did not receive an initial recommendation for an Honors or AP level class for 2018 – 2019 failed to meet this department's criteria for admission. However, a formal process of appeal exists for students interested in pursuing admission into an Honors or AP course. The following two steps must be followed:

- a. Request from the department chair an appeal's form;
- b. Fully complete by yourself the form and return it to the department chair by the specified deadline. Forms will not be accepted after the published deadline.

Once a student has submitted the request, the following steps will occur:

- a. The appeal will be reviewed by the department chair and department members;
- b. Students will be notified by the department chair of the department's decision;
- c. Notification could be made anytime up to the end of the year if the department wishes to review final grades and the final exam.

**Biology** – Biology provides the student a comprehensive view of fundamental and current topics of life by exploring the interrelationships of organisms within our biosphere. It is the foundation course designed to prepare students for taking AP Biology in their junior or senior year. Beginning with the molecular basis for life and biochemical processes, the student will address energy systems and continue with a survey of genetics, evolution, taxonomy, anatomy, and physiology. The laboratory activities are designed to enhance the students' ability to hypothesize from observations and to synthesize and critically analyze data.

**Honors Biology** - Honors Biology is an introductory course covering the concepts and skills previously described in the Biology course, however the class moves more rapidly and is intended for students who have demonstrated both a strong aptitude and keen interest in the sciences. Honors Biology will challenge students to further analyze and apply information and complete additional research. Laboratories and activities are used to reinforce concepts throughout.

**Chemistry** - Chemistry surveys the core topics found in an introductory chemistry course, from the nature of atoms to chemical reactions. Teachers nurture the abstract reasoning and mathematical skills that lead to independent scientific thought. Hands-on laboratory exercises reinforce the theoretical foundation while training students to work with others in a safe, productive, and scientific fashion.

**Honors Chemistry** - This is an introductory course covering topics normally found in a rigorous first-year curriculum. The class moves through the concepts more rapidly than the previously described chemistry course, and is intended for students who have demonstrated both a strong aptitude and keen interest in the sciences, or who may be interested in a career that requires substantial scientific preparation. Laboratories and activities are used to reinforce concepts throughout.

Prerequisites: Concurrently in Algebra II or higher.

**Physics** – The purpose of this course is to develop a solid capability in physical reasoning at a level of mathematics usage consistent with college bound non-science majors. Emphasis will be placed on in-class activities and demonstrations, software programs, labs, and media presentations to cultivate the student's interest in the sciences and to motivate the student to consider enrolling in introductory science courses in college. Students placed in this laboratory science course will place more emphasis on basic concepts of physics and less emphasis on mathematical applications.

**AP Biology** – AP Biology is a college-level, molecular-based course which examines energetics and metabolism, classical Mendelian and molecular genetics, the diversity and evolutionary development of organisms, population dynamics, and interactions within ecosystems. Laboratory sessions covering topics such as enzyme kinetics, human genetics, cellular respiration/photosynthesis are included in preparation for the AP Biology exam. At the conclusion of this course, students will take the AP Biology exam.

Prerequisites: Biology and Chemistry (Honors or AP)

**AP Chemistry** - This course is designed to be the equivalent of a first-year college general chemistry course for science related majors. The topics include thermodynamics, kinetics, and equilibrium, and the course culminates with the AP exam in the spring. Lengthened lab periods are used for experiments that reinforce lecture topics. The course is open to eleventh and twelfth graders.

Prerequisites: Algebra II and Chemistry (either general or honors).

**AP Environmental Science**– AP Environmental science is a college-level course designed to introduce students to the science behind many of the most controversial and relevant topics today. An informed citizen must discern between media hype and scientific evidence, between biased agendas and positive solutions. This class will give students the scientific background they need to make informed decisions and the information necessary to form opinions on topics related to current environmental issues and the world in which we live. Students will be challenged to identify and analyze environmental problems, as well as examine options for solving them. Each student should leave this course with a strong understanding of current environmental issues, the science background necessary to support that understanding and the critical thinking skills necessary to make informed decisions as a responsible citizen. **Prerequisites:** Biology, Chemistry and prior or concurrent enrollment in Physics.

**AP Physics 1** - AP Physics 1 is designed to be the equivalent of a first semester college General Physics course. This course uses a college text, is more analytical, and carries each topic to a greater depth. Topics covered in this course include linear and rotational motion and forces, work, energy, and power, and momentum, vibrations, waves, and sound, and a study of electrostatics as well as current electricity. The course is open to 11th and 12th graders. At the conclusion of this course, students will take the AP Physics 1 exam.

Prerequisite: Honors Algebra II

**AP Physics 2** - AP Physics 2 is designed to be the equivalent of a second semester college General Physics course and is a continuation of the curriculum covered in AP Physics 1. Topics covered in this course include fluid dynamics, thermodynamics, electrostatics and electrical circuits, magnetism, electromagnetic waves, optics, and quantum, atomic, and nuclear physics. The course is open to 12th graders who have already taken AP Physics 1. At the conclusion of this course, students will take the AP Physics 2 exam.

Prerequisite: AP Physics 1

## Science Full-year Elective Courses

**Applied Physics** - Applied Physics studies the applications of the principles of Physics in the world around us. It examines the underlying physics at work in everyday equipment such as cars and car jacks, computers and printers, televisions, telephones, door knobs, microwave ovens, lasers and optics. We will also explore the mechanical and electrical components as well as the underlying principles of physics of motion and most sports. This course is open to 11<sup>th</sup> and 12<sup>th</sup> graders. **Applied Physics may not be taken in lieu of Physics, Honors Physics or AP Physics to meet the graduation requirement in Science. Limited to Seniors only.**

**Oceanography** - Oceanography is a multi-disciplinary course which explores the Earth's oceans. It will familiarize students with the physical (waves, tides, and currents), chemical (properties of seawater), and biological (marine biology and ecology) aspects of the ocean ecosystems. Students will explore each of these systems using laboratory experiments, a variety of field trips, and hands-on research. The end of the year will primarily focus on the environmental concerns for our oceans. Students will independently research a marine environmental topic of their choice and work on developing solutions. They will be encouraged to become civically engaged throughout the year as well. **Limited to Juniors and/or Seniors.**

## Science Semester Elective Courses (limited to Juniors and/or Seniors)

**Astronomy (Fall/Spring)** - Subjects covered are a brief history of astronomy, coordinates, time, the earth's structure and motion, instruments used in astronomy, the moon, eclipses, comets, meteors, interplanetary medium, stars (binary, variable), star clusters, interstellar matter, galaxies and cosmology. The nature of the origin, evolution, and current state of the solar system and extra-solar systems are reviewed. Celestial mechanics, planetary interiors, atmospheres and solar system debris are covered as well.

**Forensic Science (Fall/Spring)** - The Forensic Science Course is designed to introduce interested students to the many aspects of Forensics incorporating their previously acquired knowledge of Biology, Chemistry and Physics. The course focus is hands-on activities and labs. A selection of activities includes Fingerprint analysis, Blood spatter studies, Fiber and Hair analysis, DNA analysis, Forensic Entomology, and Forensic Anthropology. Videos and films are used to enhance the student's knowledge of a number of topics. Assessment for this course includes, but is not limited to, a book report and a final cumulative project.

**Human Biology (Fall)** – This semester course surveys the basics of human anatomy and physiology, with cursory investigations into each of the 11 human body systems. Real life topics will also be addressed, including the controversies of fetal stem cell research, genetic diseases, diseases such as cancer, HIV, Herpes, the latest in heart disease and prevention, the power of the brain and hormones, the immune system, the effects of alcohol and marijuana, and the stages of pregnancy and fetal development. A student-derived project will culminate the semester.

**Introduction to Organic Chemistry (Fall/Spring)** - This course is for students who are interested in studying the chemistry of carbon-containing molecules and have a basic understanding of chemical principles. Introduction to Organic is designed to be the fundamental study of the chemistry of life for students interested in medicine, environmental science, biology, chemistry, biochemistry, and health science. Topics covered in class include organic nomenclature, the relationship between structure and function of molecules, the major classes of reactions, and the chemistry of common organic molecules. We will also study the societal or industrial importance of specific organic compounds. Micro-scale labs will be incorporated into the class to provide hands on learning opportunity.

**Wildlife Zoology (Spring)** - Zoology is the branch of biology that focuses on the study of animals, all animals, from the sponge to the elephant. Zoologists study everything from the single cell to the entire organism and population of any given species. They also take into consideration the larger environmental conditions in which animals live. From the rain forest, to the ocean or the desert, zoologists study the development and interrelationships between all life on Earth. The class will integrate hands-on experiences in our local ecosystems with an investigative worldwide text. The class will be project based and heavy in field and laboratory investigations/assessments. A student derived project will culminate the semester.

**Psychology (Fall/Spring)** - This course is a project-based, introspective overview of the science of the human mind and behavior. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders.

Not offered in 2018 - 2019

SENIOR RESEARCH COURSE

The Senior Research Course, a non-core, year-long course, will ask seniors to use independent research, collaborative teamwork, and communication skills to explore a real-life issue. Students will begin the semester by researching six possible topics extensively. They will then narrow it down to three topics and present this information to their peers enrolled in the course. Once they choose their final topic, they will then begin to answer their question with an experimental type methodology. They will analyze and sort their results, and extensively write a conclusion. Students will have to write a thesis style laboratory report (~5,000 words), and then finally present their findings to peers and a small group of faculty. Interested students must still meet the requirement of a minimum of five academic core classes.

## WORLD LANGUAGES

### World Language Department Honors/AP Admissions Criteria

AP Chinese – An average of 93 or better in Chinese III and the recommendation of the teacher are required.

Honors French II - An average of 93 or better in French I and the recommendation of the teacher are required.

Honors French III - An average of 90 or better in Honors French II and the recommendation of the teacher are required.

Honors French IV - An average of 90 or better in Honors French III and the recommendation of the teacher are required.

AP French - An average of 90 or better in Honors French IV and the recommendation of the teacher are required.

Honors Latin IV—An average of 93 or better in Latin III and the recommendation of the teacher are required.

AP Latin - An average of 90 or better in Honors Latin IV or an average of 93 or better in Latin IV and the recommendation of the teacher are required.

Honors Spanish II – An average of 93 or better in Spanish I and the recommendation of the teacher are required.

Honors Spanish III - An average of 90 or better in Honors Spanish II and the recommendation of the teacher are required.

Honors Spanish IV - An average of 90 or better in Honors Spanish III and the recommendation of the teacher are required.

AP Spanish Language- An average of 90 or better in Honors Spanish IV and the recommendation of the teacher are required.

AP Spanish Literature- An average of 88 or better in AP Spanish Language and the recommendation of the teacher are required.

\*If a student exceeds the expected proficiency level in a regular level course, he/she may be considered for placement in an honors level course with the recommendation of the student's current teacher.

Because of the sequential nature of language learning and to ensure that our students have the best foundation for success in their chosen language, the World Languages Department will use the following guidelines in student placement:

- If at the end of the year a student's final average falls between 65 and 69, it is strongly recommended that the student either seek remediation before advancing to the next level or repeat the course.
- If at the end of the year a student's final average falls between 60 and 64, it is required that the student repeat the course.

#### *Appeal policy:*

Students who did not receive an initial recommendation for an Honors or AP level class for 2018 – 2019 failed to meet this department's criteria for admission. However, a formal process of appeal exists for students interested in pursuing admission into an Honors or AP course. The following two steps must be followed:

- a. Request from the department chair an appeal's form;
- b. Fully complete by yourself the form and return it to the department chair by the specified deadline. Forms will not be accepted after the published deadline.

Once a student has submitted the request, the following steps will occur:

- a. The appeal will be reviewed by the department chair and department members;
- b. Students will be notified by the department chair of the department's decision;
- c. Notification could be made anytime up to the end of the year if the department wishes to review final grades and the final exam.

**\*Course offerings may vary from year-to-year and are dependent upon student enrollment.\***

## CHINESE

**Chinese I** - This course provides an introduction to the Chinese language and culture and serves as the foundation for subsequent study. With a focus on using the language in real-world situations, and the goal of beginning their journey on the path to proficiency, students will build a basic vocabulary and learn the grammatical structures needed to perform basic communicative functions related to their daily lives. Through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources, students will develop their skills in all modes of communication.

**Chinese II** - In the second level of Chinese, students will continue on the path to proficiency by expanding the topics on which they are able to communicate and increasing the level of sophistication with which they can express their ideas and understand others. Through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources, students will develop their skills in all modes of communication in addition to continuing their study of the Chinese culture.

Prerequisite: Chinese I

**Chinese III** - In the third level of Chinese, students continue to further their proficiency by expanding their vocabulary and incorporating more sophisticated grammatical constructions into their communication. Students will be expected to participate actively using the target language to narrate events in various time frames in oral and written form, and to interpret more advanced print and audio texts. Authentic resources will continue to be used as a means of developing proficiency as well as a greater appreciation for and understanding of Chinese culture.

Prerequisite: Chinese II

**AP Chinese** – This course is for highly motivated students who have a strong interest and ability in the Chinese language and would like to take the AP Chinese test in May. The college-preparatory curriculum is designed to reinforce and sharpen these skills with the goal of achieving mastery in the skills of Chinese (as defined by the College Board's AP Chinese Course Description). This course is taught exclusively in Chinese, will include advanced conversation and discussion, composition, and intensive reading of literary and non-literary texts such as current periodicals.

Prerequisite: Chinese III

## FRENCH

**French I** - This course provides an introduction to the French language and Francophone culture. It is an accelerated version of the middle school curriculum and serves as the foundation for subsequent study. With a focus on using the language in real-world situations, and the goal of beginning the journey on the path to proficiency, students will build a basic vocabulary and learn the grammatical structures needed to perform basic communicative functions related to their daily lives. Through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources, students will develop their skills in all modes of communication.

**French II** - In the second level of French, students will continue on the path to proficiency by expanding the topics on which they are able to communicate and increasing the level of sophistication with which they can express their ideas and understand others. Through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources, students will develop their skills in all modes of communication in addition to continuing their study of the Francophone culture.

Prerequisite: French I

**Honors French II** – This course is designed for the student who is committed to pursuing a more intense study of the French language at the high school level. In Honors French II, students will continue to study the Francophone culture and to develop proficiency in all four modes of communication (listening, reading, writing, and speaking) through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources. They will expand the topics on which they are able to communicate and increase the level of sophistication with which they can express their ideas and understand others while working at an accelerated pace. Students in this course are being prepared to eventually take the AP French Language course.

Prerequisite: French I

**French III** - In the third level of French, students continue to further their proficiency by expanding their vocabulary and incorporating more sophisticated grammatical constructions into their communication. Students will be expected to participate actively using the target language to narrate events in various time frames in oral and written form, and to interpret more advanced print and audio texts. Authentic resources will continue to be used as a means of developing proficiency as well as a greater appreciation for and understanding of the Francophone culture.

Prerequisite: French II

**Honors French III** -- This course is designed for the student who is committed to pursuing a more intense study of the French language at the high school level. Honors French III will be conducted primarily in French. Students will enhance their proficiency through reading comprehension, listening, speaking and writing tasks and study more sophisticated vocabulary and grammar topics in an accelerated manner. Honors French III will prepare students for Honors French IV, which hopefully will lead to AP French. Authentic resources will continue to be used as a means of furthering proficiency as well as a greater appreciation for and understanding of the Francophone culture.

Prerequisite: Honors French II

**French IV** - In the fourth level of French, students will continue to increase their proficiency by adding more precise vocabulary to their repertoire and working to refine their language skills. Through authentic readings and videos in French, students will elevate their interpretive skills and continue to foster a greater appreciation for Francophone history and culture. They will continue to elevate the level of sophistication with which they are able to express themselves both orally and in the written word through classroom discussions, conversations, presentations and compositions. Students will focus on a variety of topics beyond those related to their present daily lives but extending to past experiences, future and hypothetical situations and more abstract topics.

Prerequisite: French III

**Honors French IV** - This course is for highly motivated students who have a strong interest and high level of proficiency in the French language and is a prerequisite for the AP French course. This grammar intensive course focuses on the use of that grammar in the areas of speaking, writing, listening, and reading. The course is taught almost exclusively in French, and students are expected to use the language for general conversation, intense discussion, and grammar review. Students will be asked to prepare various presentations on prepared and spontaneous topics as well as to write extensively developed compositions in French.

Prerequisite: Honors French III

**French V** - This course is designed for motivated 12<sup>th</sup> graders who are interested in further developing their proficiency in the French language at an advanced level. The students will add to their repertoire of vocabulary at an upper level and study grammar topics in context. They will read literary selections and articles in French that pertain to the history and culture of Francophone countries, and watch short and long films and documentaries in French. They are expected to use the target language almost exclusively in formal and informal writing assignments and compositions and to discuss issues in a variety of forums including informal conversation, improvisational dialogues, roundtable discussions, debates, and presentations.

Prerequisite: French IV

**AP French Language** - This course is for highly motivated students who have a strong interest and ability in the French language and would like to take the AP French Language Test in May. The college-preparatory curriculum is designed to reinforce and sharpen these skills with the goal of achieving mastery in the skills of French (as defined by the College Board's AP French Language Course Description.). The course, taught exclusively in French, will include advanced conversation and discussion, composition, and intensive reading of literary and non-literary texts such as current periodicals.

Prerequisite: Honors French IV

## **LATIN**

**Latin I** - This course provides an introduction to the Latin language and to the culture and history of Rome and mythology. It is an accelerated version of the middle school Latin curriculum and serves as the foundation for subsequent study. Essential grammar and vocabulary are introduced, including case endings, verb tenses, conjugations and sentence structure, as students begin to express themselves in Latin and interpret the written word.

**Latin II** – In the second level of Latin, students are expected to have a firm understanding of the basics of Latin sentence structure and word formation, including all noun declensions and regular verb conjugations. Students will continue a survey of more sophisticated Latin grammar, including participles, indirect statement, and the subjunctive mood, as well as expand their vocabulary knowledge in both English and Latin. Students will study the lives of famous Romans such as Cicero and Vergil, and take a more detailed survey of the Roman world.

Prerequisite: Latin I

**Latin III** – In the third level of Latin, students will explore the connections and contrasts between the Roman world and modern day. Advanced topics in grammar and prosody will be introduced. Translation will be enriched by readings in English. Cultural topics considered will include the Classical tradition in epic and satire, as well as the historical and mythological framework for Latin literature.

Prerequisite: Latin II

**Latin IV** – In the fourth level of Latin, students will focus on readings in Caesar's *Bellum Gallicum* and Vergil's *Aeneid*, which are mandatory selections for the AP exam. However, this course will also cover Latin literature beyond the range of the test, including Cicero's *De Re Publica*, selections of Catullus' poetry, and Ovid's *Metamorphoses*. Throughout the course, students will be presented with opportunities to understand the influence that Latin vocabulary and literature play in our lives today.

Prerequisite: Latin III

**Honors Latin IV**-This course is a challenging course for highly motivated Latin students who have a strong interest and proficiency in the Language. Students finalize and refine their understanding of Latin grammar and extend their vocabulary through word studies and translation of ancient authors, including Cicero and Catullus. In addition, students become familiar with important mythological and historical topics in preparation for the AP Latin course. Applicants to this course should demonstrate a firm grasp of earlier Latin concepts as well as a commitment to an accelerated reading pace.

Prerequisite: Latin III

**AP Latin** - This course is for highly motivated students who have a strong interest and ability in Latin and would like to take the AP Latin Test in May. Students in AP Latin will focus on readings in Caesar's *Bellum Gallicum* and Vergil's *Aeneid*, which are mandatory selections for the AP exam. The college-preparatory curriculum is designed to reinforce and sharpen these skills with the goal of achieving mastery in the skills of Latin (as defined by the College Board's AP Latin Course Description.).

Prerequisite: Honors Latin IV

## **SPANISH**

**Spanish I** - This course provides an introduction to the Spanish language and culture of the Spanish-speaking world. It is an accelerated version of the middle school curriculum and serves as the foundation for subsequent study. With a focus on using the language in real-world situations, and the goal of beginning their journey on the path to proficiency, students will build a basic vocabulary and learn the grammatical structures needed to perform basic communicative functions related to their daily lives. Through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources, students will develop their skills in all modes of communication.

**Spanish II** - In the second level of Spanish, students will continue on the path to proficiency by expanding the topics on which they are able to communicate and increasing the level of sophistication with which they can express their ideas and understand others. Through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources, students will develop their skills in all modes of communication in addition to continuing their study of the culture of the Spanish-speaking world.

Prerequisite: Spanish I

**Honors Spanish II** – This course is designed for the student who is committed to pursuing a more intense study of the Spanish language at the high school level. In Honors Spanish II, students will continue to study the culture of the Spanish-speaking world and to develop proficiency in all four modes of communication (listening, reading, writing, and speaking) through the use of readings, listening exercises, videos, internet/computer activities and other authentic resources. They will expand the topics on which they are able to communicate and increase the level of sophistication with which they can express their ideas and understand others while working at an accelerated pace. Students in this course are being prepared to eventually take the AP Spanish Language course.

Prerequisite: Spanish I

**Spanish III** - In the third level of Spanish, students continue to further their proficiency by expanding their vocabulary and incorporating more sophisticated grammatical constructions into their communication. Students will be expected to participate actively using the target language, to narrate events in various time frames in oral and written form, and to interpret more advanced print and audio texts. Authentic resources will continue to be used as a means of developing proficiency as well as a greater appreciation for and understanding of the culture of the Spanish-speaking world.

Prerequisite: Spanish II

**Honors Spanish III** -- This course is designed for the student who is committed to pursuing a more intense study of the Spanish language at the high school level. Honors Spanish III will be conducted primarily in Spanish. Students will enhance their proficiency through reading comprehension, listening, speaking and writing tasks and study more sophisticated vocabulary and grammar topics in an accelerated manner. Honors Spanish III will prepare students for Honors Spanish IV, which hopefully will lead to AP Spanish. Authentic resources will continue to be used as a means of furthering proficiency as well as a greater appreciation for and understanding of the culture of the Spanish-speaking world.

Prerequisite: Honors Spanish II



**Spanish IV** – In the fourth level of Spanish, students will continue to increase their proficiency by adding more precise vocabulary to their repertoire and working to refine their language skills. Through authentic readings and videos in Spanish, students will elevate their interpretive skills and continue to foster a greater appreciation for the history and culture of the Spanish-speaking world. They will continue to elevate the level of sophistication with which they are able to express themselves both orally and in the written word through classroom discussions, conversations, presentations and compositions. Students will focus on a variety of topics beyond those related to their present daily lives but extending to past experiences, future and hypothetical situations and more abstract topics.

Prerequisite: Spanish III

**Honors Spanish IV** - This course is for highly motivated students who have a strong interest and high level of proficiency in the Spanish language and is a prerequisite for the AP Spanish Language course. This grammar intensive course focuses on the use of that grammar in the areas of speaking, writing, listening, and reading. The course is taught almost exclusively in Spanish, and students are expected to use the language for general conversation, intense discussion, and grammar review. Students will be asked to prepare various presentations on prepared and spontaneous topics as well as to write extensively developed compositions in Spanish.

Prerequisite: Honors Spanish III

**Spanish V** - This course is designed for motivated 12<sup>th</sup> graders who are interested in further developing their proficiency in the Spanish language at an advanced level. The students will add to their repertoire of vocabulary at an upper level and study grammar topics in context. They will read literary selections and articles in Spanish that pertain to the history and culture of Spanish-speaking countries, and watch short and long Spanish and Latin American films and documentaries. They are expected to use the target language exclusively in formal and informal writing assignments and compositions and to discuss issues in a variety of forums including informal conversation, improvisational dialogues, roundtable discussions, debates, and presentations.

Prerequisite: Spanish IV

**AP Spanish Language** - This course is for highly motivated students who have a strong interest and ability in the Spanish language and would like to take the AP Spanish Language test in May. The college-preparatory curriculum is designed to reinforce and sharpen these skills with the goal of achieving mastery in the skills of Spanish (as defined by the College Board's AP Spanish Language Course Description). The course, taught exclusively in Spanish, will include advanced conversation and discussion, composition, and intensive reading of literary and non-literary texts such as current periodicals.

Prerequisite: Honors Spanish IV

**AP Spanish Literature** - The AP Spanish Literature and Culture course is for highly motivated students who have a strong interest and ability in the Spanish language and would like to take the AP Spanish Literature test in May. It is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21<sup>st</sup> Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

Prerequisite: AP Spanish Language

## Notes