



FRANCIS
PARKER
SCHOOL

Upper School
2022-23 Curriculum Guide
Classes of 2025-26
Spring - 2022

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TABLE OF CONTENTS

	<u>Page</u>
GENERAL INFORMATION	4
Academic Advising	
Four-Year Plan	
Coursework	
Credit/Non-Credit	
Honors/Advanced Placement (AP)	
Independent Study	
Pass/Fail	
Summer School	
GRADUATION REQUIREMENTS	6
COURSE LIST	7
<i>ENGLISH</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	9
COURSE DESCRIPTIONS	10
<i>WORLD LANGUAGE</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	13
COURSE DESCRIPTIONS	16
<i>MATHEMATICS</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	23
COURSE DESCRIPTIONS	26
<i>COMPUTER SCIENCE</i>	

COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	29
COURSE DESCRIPTIONS	30
<i>SCIENCE</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	31
COURSE DESCRIPTIONS	32
<i>SOCIAL STUDIES</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	35
COURSE DESCRIPTIONS	37
<i>PERFORMING ARTS—MUSIC</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	40
COURSE DESCRIPTIONS	42
<i>PERFORMING ARTS—THEATRE AND DANCE</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	45
COURSE DESCRIPTIONS	46
<i>VISUAL ARTS</i>	
COURSE SEQUENCES AND DEPARTMENTAL CRITERIA	48
COURSE DESCRIPTIONS	49
<i>PHYSICAL EDUCATION / ATHLETICS</i>	
COURSES	55
COURSE DESCRIPTIONS	56
<i>OTHER COURSES</i>	
COURSE DESCRIPTIONS	58
FILLABLE 4-YEAR PLAN	59

GENERAL INFORMATION

Academic Advising

Grade Level Deans in grades 9 – 12 help serve as academic advisors. In the junior year, each student is assigned alphabetically to one of the College Counselors, who will then work in conjunction with the Grade Level Dean as academic advisor. The Grade Level Deans, Associate Head of Upper School for Academics, College Counselors and members of the Student Support Team handle academic issues when they arise and monitor graduation requirements. The student, College Counselor, and Grade Level Dean together examine the student’s educational and personal goals in relation to special interests, strengths, and weaknesses. They choose an academic program to fulfill those goals. Students ultimately assume responsibility for their course selections and their academic performance with academic advisors guiding and supporting them through the process.

Four-Year Plan

Course Loads

Students are encouraged to take a balanced program. A student’s transcript for college admission should reflect both depth and breadth. Each student in Francis Parker’s Upper School is expected to take and attend five courses each trimester. It is strongly recommended that a student take a course in each of the core academic areas — English, math, social studies, science and world language — every year in the Upper School. It is also typical for students to take one or two electives and physical education/athletics. The usual four-year plan college prep program is the following; however, students may choose to take more than one course in a subject area: English, science, social studies, or world languages.

Grade 9	Grade 10	Grade 11	Grade 12
English 9	English 10	English 11 #	English 12 #
Global History I	Global History 2 #	United States History #	Social Studies #
Math #	Math #	Math #	Math #
Biology	Chemistry #	Physics #	Science #
World Language #	World Language #	World Language #	World Language #
Art* / Elective # / PE	Art* / Elective # / PE	Art* / Elective # / PE	Art* / Elective # / PE
Life Skills	PE or free	PE or free	PE or free

* One course selected from the Music, Visual Arts, or Performing Arts Departments

Honors and/or AP course offered

Coursework

Credit / Non-Credit

Life Skills, Grade 9 Academic Skills, independent study courses, and seminar courses are graded on a Credit / Non-Credit basis. These courses may not be used to satisfy a graduation requirement. The grades for these courses will not be included in the GPA calculation. Note: A grade of Non-Credit (NC) excludes a student from Honors or Honors with Distinction status for all courses.

Honors / Advanced Placement (AP)

Advanced Placement is a program of college level courses. Students earning grades of C- or better in Honors and AP courses receive weighted credit. AP and Honors courses receive the same weighted credit. Colleges may grant credit for scores of 3 or higher on the Advanced Placement exam; however, colleges and universities should be contacted for their individual policies regarding the awarding of Advanced Placement credit. Enrollment in an Advanced Placement course requires commitment to the rigors associated with the coursework. The demands and workload that often accompany an AP course are not appropriate for all high school students. The School Policy is that all students enrolled in AP courses are required to take the AP exam. If a student does not take the AP exam the course's AP designation will be removed from the student's transcript, the GPA will be recalculated without weight points, and if the student is a senior, the college will be notified of the change. However, due to the extenuating circumstances surrounding the Covid virus, please refer to this [revised policy](#). Note: AP and Honors courses often require more homework than regular courses, and AP students may be required to attend mandatory review sessions after school and/or on weekend(s) in late April or early May before the AP exam.

Independent Study

A student may choose to enroll in an independent program of study to pursue an interest beyond the traditional curriculum. Independent study courses may not be used to satisfy any of the graduation requirements and will be graded on a Credit / Non-Credit basis. Note: All "Special Projects" courses are considered to be Independent Study.

Pass / Fail

A junior or senior may elect to take one course, not required for graduation, on a Pass / Fail basis. Approval must be granted prior to the end of the trimester grading period. A student wishing to exercise this option should consult with the Associate Head of Upper School for Academics, the College Counselor, and the appropriate departmental chairperson. A grade of C or better is generally required to meet a university's subject-area requirement. A PASS grade may not meet the subject area grade requirement of some colleges and universities. Note: Pass / Fail excludes a student from Honors or Honors with Distinction status.

Summer School

Summer school at Francis Parker is designed to meet the needs of the Upper School student by offering courses for both enrichment and / or credit. Students typically take summer school courses at Parker for the following reasons:

- Focus on one subject.
- Acceleration in a specific subject area. (See below).
- Make-up of a low grade earned during the year.
- Enjoyment; personal growth.

Only year-long Summer School courses and trimester(s) of a course being repeated for credit recovery are eligible to receive academic credit. Please note that a grade earned in an AP or Honors course being repeated for credit recovery will not be weighted.

Courses receiving academic credit in summer school are work intensive. One year of class work is completed in six weeks. Only under the following circumstances may students take Upper School math / science courses during summer school:

- Students are eligible to enroll in a math or science course if they meet the Course Placement Requirements for that course.

Students may not take a course required for graduation or advancement in the program at another institution, but they may take a course for enrichment.

GRADUATION REQUIREMENTS

Although students typically take four years each of English, world language, mathematics, science and social studies, the minimum requirements for graduation from Parker are 132 credits (1 year = 6 credits; 1 trimester = 2 credits) taken in grades 9–12, including satisfactory completion of the following:

	Entered US in 9 th Grade	Entered US in 10 th Grade	Entered US in 11 th Grade	Entered US in 12 th Grade
English	4 years (24 credits) at Francis Parker	4 years (24 credits) in grades 9–12	4 years (24 credits) in grades 9–12	4 years (24 credits) in grades 9–12
World Language	3 successive years (18 credits) of the same language at Francis Parker	3 successive years (18 credits) of the same language in grades 9–12	3 successive years (18 credits) of the same language in grades 9–12 or 2 years (12 credits) of the same language at Francis Parker	3 successive years (18 credits) of the same language in grades 9–12 or 1 year (6 credits) of the same language at Francis Parker
Mathematics	3 years (18 credits) at Francis Parker during the regular school year, including Algebra 2 and Geometry	3 years (18 credits) in grades 9–12 during the regular school year, including Algebra 2 and Geometry	3 years (18 credits) in grades 9–12 during the regular school year, including Algebra 2 and Geometry	3 years (18 credits) in grades 9–12 during the regular school year, including Algebra 2 and Geometry
Science	3 years (18 credits) at Francis Parker, including one course in Biology, one course in Chemistry and one course in Physics	3 years (18 credits) in grades 9–12, including one course in Biology, one course in Chemistry and one course in Physics	3 years (18 credits) in grades 9–12, including one course in Biology, one course in Chemistry and one course in Physics	3 years (18 credits) in grades 9–12, including one course in Biology, one course in Chemistry and one course in Physics
Social Studies	3 years (18 credits) at Francis Parker, including a US History class	3 years (18 credits) at Francis Parker, including a US History class	3 years (18 credits) at Francis Parker, including a US History class	3 years (18 credits) at Francis Parker, including a US History class
Arts	2 years (12 credits) at Francis Parker	2 years (12 credits) in grades 9–12	2 years (12 credits) in grades 9–12	2 years (12 credits) in grades 9–12 or 1 year (6 credits) at Francis Parker
Life Skills	1 year (6 credits) at Francis Parker	No Requirement	No Requirement	No Requirement
Physical Education	6 trimesters (12 credits) in grades 9–12	6 trimesters (12 credits) in grades 9–12	6 trimesters (12 credits) in grades 9–12 or 4 trimesters (8 credits) in grades 11–12	6 trimesters (12 credits) in grades 9–12 or 2 trimesters (4 credits) in grade 12
CPR	Life Skills	Certification	Certification	Certification
Community Service	Grades 9 - 11: 20 hrs. per year; Grade 12: Project	Grades 10 and 11: 20 hrs. per year; Grade 12: Project	Grade 11: 20 hrs.; Grade 12: Project	Grade 12: Project
Interim	Completion each year	Completion each year	Completion each year	Completion each year
Advisory	Completion each year	Completion each year	Completion each year	Completion each year
Diversity and Inclusion	Full-day attendance each year	Full-day attendance each year	Full-day attendance each year	Full-day attendance each year
Citizenship	Good standing	Good standing	Good standing	Good standing

Note: Parker students may not take any courses required for graduation from Francis Parker School at another institution.

Course List

2021-22

English	Credits	Notes
English 9	6	
English 10	6	
English 11	6	
AP English Language and Composition	6	W
English 12	6	
English 12 Honors	6	W
AP English Literature and Composition	6	W
Creative Writing 1, 2, 3, 4	6	
Journalism (Scribe) 1, 2, 3, 4	6	a

World Language	Credits	Notes
French 1	6	
French 2	6	
French 3	6	
French 3 Honors	6	w
French 4	6	
French 4 Honors	6	W
French 5	6	
AP French Language and Culture	6	W
French Literature and Culture	6	
French Literature and Culture Honors	6	W
Mandarin 1	6	
Mandarin 2	6	
Mandarin 3	6	
Mandarin 3 Honors	6	w
Mandarin 4	6	
Mandarin 4 Honors	6	W
Mandarin 5	6	
Chinese Language and Culture I Honors	6	W
AP Chinese Language and Culture	6	W
Spanish 1	6	
Spanish 2	6	
Spanish 3	6	
Spanish 3 Honors	6	w
Spanish 4	6	
Spanish 4 Honors	6	W
Spanish 5	6	
AP Spanish Language and Culture	6	W
Spanish Literature and Culture I	6	
Spanish Literature and Culture I Honors	6	W
Spanish Literature and Culture 2	6	
Spanish Literature and Culture 2 Honors	6	W

Computer Science	Credits	Notes
AP Computer Science A	6	W
Advanced Programming 1, 2	6	w
Advanced Robotics Programming 1, 2	6	w

Mathematics	Credits	Notes
Algebra I	6	
Algebra IB	6	
Geometry	6	
Geometry Honors	6	w
Algebra 2	6	
Algebra 2 Honors	6	w
Pre-Calculus	6	
Pre-Calculus Honors	6	W
Statistics	6	
Calculus	6	
AP Calculus AB	6	W
AP Calculus BC	6	W
AP Statistics	6	W
Multivariate Calculus and Linear Algebra	6	W

Social Studies	Credits	Notes
Global History I	6	
Global History 2	6	
Global History 2 Honors	6	w
United States History	6	
United States History Honors	6	W
AP United States History	6	W
AP Art History	6	W
AP Economics	6	W
AP Government and Politics	6	W
AP Human Geography	6	W
AP Psychology	6	W
Human Geography	6	
Social Justice	6	
Artifacts and Artifice: F,W,S	2	tri
Race and Gender: F,W,S	2	tri

Science	Credits	Notes
Biology	6	
AP Biology	6	W
AP Environmental Science	6	W
Physiology Honors	6	w
Marine Science	6	
Chemistry	6	
AP Chemistry	6	W
Organic Chemistry Honors	6	w
Physics	6	
AP Physics 1	6	W
AP Physics 2	6	W
AP Physics C: Mechanics	6	W
AP Physics C: Mechanics and Elec. & Magnet.	6	W
Engineering Honors 1, 2, 3	6	w

Perf.Arts: Theatre & Dance	Credits	Notes
Theatre 1, 2, 3, 4	6	A
Theatre 2, 3, 4 Honors	6	A,W
Dance 1, 2, 3, 4	6	A
Advanced Dance 1, 2, 3, 4	6	A

Perf.Arts: Music	Credits	Notes
Classical Guitar Ensemble I	6	A
Classical Guitar Ensemble Advanced 1, 2, 3, 4	6	A
Contemporary Guitar Ensemble 1, 2, 3, 4	6	A
Pep Band 1, 2, 3, 4	6	a
Instrumental Ensemble 1, 2, 3, 4	6	A
Instrumental Ensemble 1, 2, 3, 4 Honors	6	A,W
String Ensemble 1, 2, 3, 4	6	A
Lancer Orchestra Honors 1, 2, 3, 4	6	A,W

Visual Arts	Credits	Notes
2-D Art and Design 1, 2	6	A
2-D Digital Art and Design 1, 2	6	a
2-D Digital Art and Design 1, 2, 3, 4	6	A
3-D Art and Design 1, 2, 3, 4	6	A
Motion Media 1, 2, 3, 4	6	A
Photography 1, 2	6	A
AP Studio Art – 2-D: Photography*	6	A,W
AP Studio Art – Drawing and 2-D Design*	6	A,W
Special Projects in 2-D Art*	2	
Special Projects in 3-D Art and Design*	2	
Special Projects in Motion Media*	2	
Special Projects in Photography*	2	
AP Art History	6	A,W
Journalism (Scribe) 1, 2, 3, 4	6	a
Yearbook 1, 2, 3, 4	6	a

Physical Education	Credits	Notes
Dance	2	
Independent P.E.	2	
Sports Management	2	
Next Level Lancer Performance Training	2	
Sports Medicine	2	
Strength and Conditioning: Physical Education	2	
Student Athletic Training	2	
Yoga	2	

Other	Credits	Notes
Grade 9 Academic Skills	2	tri
Life Skills	6	
Student Government 1, 2, 3, 4	6	

Athletics: Fall	Credits
Boys' Sand Volleyball*	2
Boys' Water Polo*	2
Cheerleading*	2
Cross Country*	2
Dance Team*	2
Football*	2
Girls' Golf	2
Girls' Tennis*	2
Girls' Volleyball*	2
Sailing*	2
Surfing	2

Athletics: Winter	Credits
Boys' Basketball*	2
Boys' Soccer*	2
Cheerleading*	2
Dance Team*	2
Girls' Basketball*	2
Girls' Soccer*	2
Sailing*	2
Surfing*	2
Girls' Water Polo*	2
Boys' Rugby*	2

Athletics: Spring	Credits
Baseball*	2
Boys' Golf*	2
Boys' Lacrosse*	2
Boys' Tennis*	2
Boys' Volleyball*	2
Cheerleading*	2
Dance Team*	2
Girls' Lacrosse*	2
Girls' Sand Volleyball*	2
Sailing*	2
Softball*	2
Track and Field*	2

Legend:

W = weighted for UC, CSU, and Francis Parker GPA

w = weighted for Francis Parker GPA only

A = satisfies UC and Parker arts requirement

a = satisfies Parker arts requirement

SS only = offered in the summer only

* = course may be repeated for credit

tri = trimester course

Course Sequences and Departmental Criteria

English

21-22 Course	Requirement	Next Course
English 9	Passing	English 10
	A or higher	AP Literature and Composition* <i>*Taken as second English</i>
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year</i>
English 10	Passing	English 11
	B+ or higher	English 11 or AP English Language and Composition
	A or higher and departmental approval	AP Literature and Composition* <i>*Taken as second English</i>
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year</i>
English 11	Passing	English 12
	A- or higher	English 12 or English 12 Honors
	A- or higher and departmental approval	AP Literature and Composition* <i>*Taken as second English</i>
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year</i>
AP English Language and Composition	Passing	English 12
	B- or higher	English 12 or English 12 Honors
	A- or higher and departmental approval	AP Literature and Composition* <i>*Taken as second English</i>
	No prerequisite	Creative Writing* / Journalism (Scribe)* <i>*Taken as second English and may be taken more than one year</i>

Course Descriptions

English

2021-22

English 9

This course serves as an introduction to the study of literature and high school writing. Utilizing a wide variety of representative, age-appropriate texts, from classical works to Shakespearean plays to contemporary fiction and poetry, the English 9 curriculum takes Grade 9 students on a journey toward growth, confidence, maturity, and increased self-knowledge. The core texts, and the additional works chosen by the specific instructor, are used as catalysts for both class discussion and written reflection. As the year progresses, the course targets specific skills in areas that will be valuable to students not only in future English courses but also in a variety of courses across the curriculum: critical reading, informed listening, analytical thinking, oral communication and clear and elegant writing. In a broader sense, the course is designed to encourage and inspire students to take the first steps toward intellectual independence.

Writing Emphasis: The overarching goal of the writing component for English 9 is preparation for high school writing. As a result, writing tasks are many and varied. Students write both formally and informally: personal narratives or poems, analytical or persuasive essays, short journal entries, casual notes, memos, tweets, and everything in between. In addition to preparing freshmen for future writing challenges, the wide variety of assignments serves to push them away from the security of formulaic writing and toward written expression that demonstrates independence, creativity, originality, and a true personal voice. The course also covers and reviews the fundamentals of proper citation form, grammar, punctuation, usage, and vocabulary development.

English 10

The course will emphasize works from other cultures and other worlds in order to help broaden students' perspectives and cultivate an appreciation for the global human experience. The texts of the course -- a wide selection of novels, drama, and poetry -- will be studied for their internal value as works of art and as windows into the larger historical circumstances in which they were created. Ultimately, the course is designed to help students foster a lifelong love of literature and embrace the rich powers that stem from reading and writing. The discussion-based format of the class will emphasize informed listening and respectful engagement, as students will be strongly encouraged to develop and articulate their own unique points of view.

Writing Emphasis: The writing component of the course is directed principally toward thesis-driven argumentation and academic scholarship. As they engage a wide variety of challenging texts, students are asked to develop, articulate, support and sustain original and analytical interpretations of the text. Special emphasis is placed on structure, organization, and appropriate use of textual support. As they investigate specific works in depth, students are encouraged to explore the world of ideas and search for deeper and more nuanced structures of meaning. In addition to academic writing, students will also engage the rich texts of the course through creative works, imitative assignments, and a variety of reflective essays.

English 11

Students in this survey course will read a wide variety of representative poetry, fiction, drama, and nonfiction of all the main periods of American literature. Special emphasis will be placed on inclusiveness, as a wide variety of voices and perspectives will be encountered, from Native American storytelling to classic novels to contemporary poetry. The breadth of the curriculum will lead students to view literature as a window into the larger ideas and themes that are unique to the American experience. This discussion-based course is designed to build on the independent thinking skills honed in Grades 9 and 10, and help students build on their skills as informed listeners, independent thinkers, and effective writers.

Writing Emphasis: Students will continue to write analytical essays about literature, but they will also be introduced and reintroduced to other modes of written expression: persuasion, synthesis, comparison and reflection. Assignments will vary, but all will push students toward thinking independently, reading the text closely and carefully, and writing with passion and purpose. Additionally, reflective works and practice college essays will push students toward finding and embracing their own voices as writers.

AP English Language and Composition (II) - *Weighted*

This survey course examines representative poetry, fiction, drama, and nonfiction of all the main periods of American literature, from the Colonial period to the present day. Students will consider the broadest themes of the American experience, keeping a close eye on how the chosen texts are reflective of the historical moments in which they are written. Many perspectives will be considered, from the traditional voices of American letters (such as Emerson, Whitman, Dickinson, Hawthorne, Fitzgerald) to less well known voices speaking for entirely different perspectives (such as Zora Neale Hurston, Olaudah Equiano, Kate Chopin, Toni Morrison). The course will utilize a rich variety of texts to prepare students for the AP Language and Composition exam.

Writing Emphasis: The writing component of this course builds on the strong analytical base of English 10. Students will continue to write analytical essays about literature, but they will also be introduced and reintroduced to modes of written expression that are specific to the exam: persuasion, synthesis, and stylistic analysis. One of the most important goals of the class is to help students increase their stylistic range as writers. The writing tasks of the course will send them in a number of directions, from analyzing the great works of American Literature to breaking down the dynamics of a particular prose style to imitating the style of a chosen author. Additionally, reflective works and practice college essays will push students toward finding and embracing their own voices as writers.

English 12

The focus of this course is to connect the themes and meanings of contemporary and classic literature to life as we know it. The year will start off with a heavy focus on writing the college essay and encouraging each student to find his/her voice. Portfolio work will be the crux of the class; the students will graduate in June with a year's worth of writing as a "file" to have as they embark upon writing in college. Reading will include anything from nonfiction to memoir to fiction to the latest New York Times best seller. The reading workshop will follow a seminar format with an emphasis on theme and personal connections, with students leading the discussion as a way to embrace and reflect upon the works at hand. The writer's workshop will follow suit; there will be writing groups and peer analysis and all will contribute to the writing portfolio. Ultimately, this course is geared to challenge and excite even the most reluctant readers and writers all the while building confidence and promoting a passion for lifelong reading, writing, and learning.

English 12 Honors - *Weighted*

N.B. Juniors may take these as a second English class with Departmental Approval

Freed from the confines of a survey course and the obligation to prepare directly for the AP exam, teachers in these elective courses have the flexibility to investigate subjects with more depth and thoroughness. As students study literary works centered on specific ideas in depth, exciting opportunities for advanced levels of critical reading and writing abound. While the 9th-11th grade curriculum will continue to focus on a wide variety of age-appropriate texts, the senior year curriculum pushes for depth and introduces students to the kinds of advanced levels of analytical scholarship that are required in college English and writing courses. The work of the class will culminate with an independent, self-generated, multimedia capstone project that will allow each student to match his or her interests and passions with the curriculum of the course.

Writing Emphasis: While there are vast differences between the courses in terms of content, the major writing assignments are the same. Students in all courses will write two major analytical papers (8-12 pages). The purpose of this type of extended essay is to allow students to investigate a particular work or series of works with the kind of depth and thoroughness expected in college English courses. In addition to analytical writing, students will complete a wide variety of writing tasks specific to the themes of the course, from creative works to reflective essays to imitative exercises.

English Electives

2021-22

AP English Literature and Composition (10-12) - Weighted

Does not fulfill English graduation requirement

AP English Literature and Composition will serve as a supplemental English class for highly motivated students in grades 10–12 whose love of reading, writing, and literary discussion is strong enough to take two simultaneous courses. Students will take the Advanced Placement literature exam, which requires careful reading and critical analysis of representative texts from various genres and periods, so the terrain of the course will involve a wide variety of classic literature, from Shakespeare to Dickens to much more contemporary work, including a good deal of poetry.

Creative Writing 1 (9-12)

Does not fulfill English graduation requirement

In this full-year workshop students will write a good deal of fiction, poetry, and drama, and critique that of their peers. Reading in each of the genres will provide a guide for student work, but will be far less extensive than in a traditional English course. The emphasis will remain always on the students' own work and revision, culminating in public readings and submission to various literary magazines and contests.

Creative Writing 2 (10-12)

Does not fulfill English graduation requirement

In this course, students build on their foundations from the previous year and take on more independence.

Creative Writing 3 (11-12)

Does not fulfill English graduation requirement

In this course, students build on their foundations from the previous year and take on more independence.

Creative Writing 4 (12)

Does not fulfill English graduation requirement

In this course, students build on their foundations from the previous year and take on more independence.

Journalism (Scribe) 1 (9-12)

Does not fulfill English graduation requirement

In this year-long course, students will learn the forms and techniques of journalistic writing. Students will also gain a firm understanding of effective interviewing, research and editing techniques. Finally, students will gain exposure to journalistic photography, layout and graphic design. This course is the required prerequisite for students wishing to participate in Scribe (Journalism 2-4).

Journalism (Scribe) 2 (10-12)

Does not fulfill English graduation requirement

In this course, students build on their foundations from the previous year and take on more independence and editor roles.

Journalism (Scribe) 3 (10-12)

Does not fulfill English graduation requirement

In this course, students build on their foundations from the previous year and take on more independence and editor roles.

Journalism (Scribe) 4 (10-12)

Does not fulfill English graduation requirement

In this course, students build on their foundations from the previous year and take on more independence and editor roles.

Course Sequences and Departmental Criteria

World Language - French

21-22 Course	Requirement	Next Course
French 1	C- or higher	French 2
French 2	C- or higher	French 3
	A or higher	French 3 or French 3 Honors
French 3	C- or higher	French 4
	A or higher	French 4 or French 4 Honors
French 3 Honors	C- or higher	French 4
	B+ or higher	French 4 or French 4 Honors
French 4	C- or higher	French 5
	A or higher	French 5 or AP French Language and Culture
French 4 Honors	C- or higher	French 5
	B+ or higher	French 5 or AP French Language and Culture
French 5	C- or higher	French Literature and Culture
	A or higher	French Literature and Culture, French Literature and Culture Honors or AP French Language and Culture
AP French Language and Culture	C- or higher	French Literature and Culture
	B+ or higher	French Literature and Culture or French Literature and Culture Honors
French Literature and Culture Honors	B+ or higher	AP French Language and Culture

Course Sequences and Departmental Criteria

World Language - Mandarin

21-22 Course	Requirement	Next Course
Mandarin 1	C- or higher	Mandarin 2
Mandarin 2	C- or higher	Mandarin 3
	A or higher	Mandarin 3 or Mandarin 3 Honors
Mandarin 3	C- or higher	Mandarin 4
	A or higher	Mandarin 4 or Mandarin 4 Honors
Mandarin 3 Honors	C- or higher	Mandarin 4
	B+ or higher	Mandarin 4 or Mandarin 4 Honors
Mandarin 4	C- or higher	Mandarin 5
	A or higher	Mandarin 5 or Chinese Language and Culture I Honors
Mandarin 4 Honors	C- or higher	Mandarin 5
	B+ or higher	Mandarin 5 or Chinese Language and Culture I Honors
Mandarin 5	B+ or higher	Chinese Language and Culture I Honors or AP Chinese Language and Culture
Chinese Language and Culture I Honors	B+ or higher	AP Chinese Language and Culture or Chinese Language and Culture 2 Honors

Course Sequences and Departmental Criteria

World Language - Spanish

21-22 Course	Requirement	Next Course
Spanish 1	C- or higher	Spanish 2
Spanish 2	C- or higher	Spanish 3
	A or higher	Spanish 3 or Spanish 3 Honors
Spanish 3	C- or higher	Spanish 4
	A or higher	Spanish 4 or Spanish 4 Honors
Spanish 3 Honors	C- or higher	Spanish 4
	B+ or higher	Spanish 4 or Spanish 4 Honors
Spanish 4	C- or higher	Spanish 5
Spanish 4 Honors	C- or higher	Spanish 5
	B+ or higher	Spanish 5 or AP Spanish Language and Culture
Spanish 5	C- or higher	Spanish Literature and Culture I
	A or higher	Spanish Literature and Culture I or AP Spanish Language and Culture
AP Spanish Language and Culture	C- or higher	Spanish Literature and Culture I
	B+ or higher	Spanish Literature and Culture I or Spanish Literature and Culture I Honors
Spanish Literature and Culture I	C- or higher	Spanish Literature and Culture 2
	A or higher	Spanish Literature and Culture 2 or Spanish Literature and Culture 2 Honors
Spanish Literature and Culture I Honors	C- or higher	Spanish Literature and Culture 2
	B+ or higher	Spanish Literature and Culture 2 or Spanish Literature and Culture 2 Honors

Course Descriptions

World Language — French

2021-22

French I

This is a novice low through intermediate mid level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to build a strong foundation in reading, writing, listening and speaking within the context of the emerging vocabulary and grammar knowledge. To this end, they will learn major verbs groups, basic greetings and theme-based vocabulary, so that students can handle most basic daily communicative necessities. Students will also be introduced to French and some Francophone geography, history, and culture. Through thematic units, grammar lessons, writing assignments, speaking and listening exercises, along with project-based learning, students will develop both cultural awareness and communicative skills.

French 2

This is an intermediate mid through advanced low level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. French II reinforces the basics learned in French I and introduces proper uses of past tenses and the future as well as more complex grammatical structures. Oral and written expression is emphasized along with various cultural readings. Students will exercise all language skills through different activities that will include authentic sources such as films, fiction and nonfiction readings, and podcasts.

French 3

This is an advanced low through advanced mid level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. French III continues the work begun in French 2. All four skills (listening, speaking, reading and writing) as well as cultural appreciation are emphasized. Oral and written expression is emphasized along with cultural readings. Students will exercise all language skills through different activities that will include authentic sources such as films, fiction and nonfiction readings, and podcasts. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

French 3 Honors - *weighted*

This is an honors through advanced mid level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course emphasizes enrichment of vocabulary and idiomatic expressions and the development of a solid level of proficiency in speaking, understanding and reading French. Students will undergo a thorough review of all major grammar concepts and an appreciation of the cultural aspects of Francophone countries. Many of the readings in this course will discuss everyday life in those countries. In contrast to French III, more time is dedicated to the development of writing and reading analysis skills. The majority of the class is conducted in French and students are encouraged to only use French in the classroom. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

French 4

This is an advanced mid level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. French 4 seeks to capitalize upon the knowledge and skills acquired in French 1, 2 and 3. In this course, students will continue to solidify their grammar and syntax as they acquire vocabulary and idiomatic expressions related to everyday life in France and Francophone countries. Students will develop an increasing level of fluency through project-based learning. Current events will serve as the basis for a comparison between French and Francophone culture and that of the United States.

French 4 Honors - *Weighted*

This is an advanced high level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to further develop proficiency in conversation, composition, reading and listening comprehension and analysis. Vocabulary building, grammar review, and critical thinking are embedded within a comprehensive exploration of French culture and civilization. France's contributions to the wealth of Western civilization from the 16th through the 21st Century will be explored through historical readings, fiction and French cinema. This course is suitable as preparation for the SAT subject test, and the Honors French Literature course.

French 5

This is an advanced-mid level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages). This course is designed for students who wish to deepen their study of the French language through the development of the four language skills: reading, writing, listening, and speaking. This course will continue to develop the skills that the students have acquired in French 1, 2, 3 and 4. Listening, intermediate to advanced reading and writing skills, and oral communication will be used as tools to achieve these objectives. Students will develop an increasing level of fluency through project-based learning. Current events will serve as the basis for a comparison between French and Francophone culture and that of the United States.

AP French Language and Culture - *Weighted*

This AP French Language and Culture course is intended for students who have successfully completed four years of French study and demonstrated the enthusiasm and aptitude necessary for a college-level course. These students have demonstrated significant competence in the interpersonal, interpretive and presentational modes of communication. This course will be structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will further develop their cultural knowledge of the Francophone World and sharpen their critical thinking skills as they are called upon to make connections between their own culture and that of La Francophonie. French will be the exclusive language used in the classroom by both teachers and students. Upon taking the AP test in this course, a student may be eligible for the Global Seal of Biliteracy.

French Literature and Culture

This is a high level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course requires an extensive knowledge of grammar and vocabulary and fluency in conversation. Students will be exposed to French literary history and further develop their writing skills by learning a variety of writing styles, and acquire the basic concepts and terminology of textual analysis. Students will be introduced to representative works of prose, poetry and drama from different literary periods. Authors such as Ronsard, Voltaire, Molière, Rousseau, Hugo, Balzac, Flaubert, Zola, and 20th C. writers will enable students to acquire a fuller appreciation of the art and the societal impact of literature.

French Literature and Culture Honors - *Weighted*

This is an advanced high level French course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course requires an extensive knowledge of grammar and vocabulary and fluency in conversation. Students will be exposed to French literary history and further develop their writing skills by learning a variety of writing styles, and acquire the basic concepts and terminology of textual analysis. Students will be introduced to representative works of prose, poetry and drama from different literary periods. Authors such as Ronsard, Voltaire, Molière, Rousseau, Hugo, Balzac, Flaubert, Zola, and 20th C. writers will enable students to acquire a fuller appreciation of the art and the societal impact of literature.

World Language — Mandarin

2021-22

Mandarin 1

This course develops the fundamentals of listening, speaking, reading and writing the Chinese language, emphasizing the Pinyin Romanization system, and tones. Students will learn basic grammar, including sentence structures, measure words, radicals, past and future tense. This class will also introduce Chinese culture, such as Chinese food, ethnicities, traditional holidays, customs, history and geography through language and class activities. This course moves students from ACTFL Novice mid levels into Novice high levels of communication in reading, writing, speaking and interpretive communication modes.

Mandarin 2

This is a novice-mid through novice high level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. The course is a continuation of Mandarin Chinese I and focuses on learning tasks that are in the three modes of communication: interpersonal, interpretive and presentational. Students will continue to gain oral proficiency through a variety of language activities including games, dialogues, oral presentations, and imaginative tasks. Meanwhile, efforts will be continuously made to improve the accuracy of the student's pronunciation and the ability to convey meaning. Reading and writing skills will be taught in meaningful contexts. The culture and language integration at this level will be focused on the "way of life" study, and the student will develop an appreciative acquaintance with Chinese culture.

Mandarin 3

This is a novice high through intermediate low level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. The course is a continuation of Mandarin 2. This course has four main goals. Students will build on the knowledge of Mandarin 2 to make significant progress in listening, speaking, writing and reading with new topics. Students will comprehend more complicated sentence structures. Students will further develop the knowledge of Chinese culture. Furthermore, students will have exposure to Chinese literature and develop a basic understanding and appreciation of a variety of Chinese literature and the customs and life in modern China. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

Mandarin 3 Honors - weighted

This is a novice high through intermediate low level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. The course is a continuation of Mandarin 2. This course has four main goals. Students will build on the knowledge of Mandarin 2 to make significant progress in listening, speaking, writing and reading with new topics. Students will comprehend more complicated sentence structures. Students will further develop the knowledge of Chinese culture. Furthermore, students will have exposure to Chinese literature and develop a basic understanding and appreciation of a variety of Chinese literature and the customs and life in modern China. Compared to the Mandarin 3 course, this course includes more listening, speaking, reading, and writing materials. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

Mandarin 4

This is an intermediate low through intermediate-mid level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This honors course is a continuation of Mandarin 3. This course has four main goals. Students will build on the knowledge of Mandarin 3 to make significant progress in listening, speaking, writing and reading with new or similar topics. Students will comprehend more complicated sentence structures. Students will further develop and deepen the knowledge of Chinese culture. Furthermore, students will continue to learn Chinese literature, and develop more understanding and appreciation of a variety of Chinese literature and Chinese culture.

Mandarin 4 Honors - *Weighted*

This is an intermediate low through intermediate-mid level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This honors course is a continuation of Mandarin 3 Honors. This course has four main goals. Students will build on the knowledge of Mandarin 3 Honors to make significant progress in listening, speaking, writing and reading with new or similar topics. Students will comprehend more complicated sentence structures. Students will further develop and deepen the knowledge of Chinese culture. Furthermore, students will continue to learn Chinese literature and develop more understanding and appreciation of a variety of Chinese literature and Chinese culture. Compared to the Mandarin 4 course, this course includes more listening, speaking, reading, and writing materials.

Mandarin 5

This course is a continuation of Mandarin Chinese 4. Following the guidelines of ACTFL (American Council of the Teaching of Foreign Languages) standards, this course has four main goals. Students will build on the knowledge of Mandarin Chinese 4 to make significant progress in listening, speaking, writing and reading with new or similar topics. Students in this course will strive to achieve intermediate high to advanced low proficiency in all modes of communication. Students will comprehend more complicated sentence structures, and utilize them. Students will further develop and deepen the knowledge of Chinese culture and modern life in China.

Chinese Language and Culture I Honors - *Weighted*

This is an intermediate-mid through intermediate high level Mandarin Chinese course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This honors course is a continuation of Mandarin Chinese 4 Honors. The students will be able to demonstrate significant competence in the interpersonal, interpretive and presentational modes of communication. Students will be able to understand Chinese grammar further by highlighting similar or easily confused structures. Students will be able to understand and discuss the Chinese culture and literature. Students will further develop their cultural knowledge of the Chinese-speaking world and sharpen their critical thinking skills as they compare and make connections between their own culture and that of Chinese culture. Mandarin Chinese will be the exclusive language used in the classroom by both teachers and students.

AP Chinese Language and Culture - *Weighted*

AP Chinese Language & Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese, and provide students with various opportunities to further improve their proficiency in listening, speaking, reading, and writing skills to be ready for the AP Chinese exam held every May. Students cultivate their understanding of Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to personal and public identities, families and communities, beauty and aesthetics, science and technology, contemporary life, and global challenges. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. The AP Chinese course also provides students with opportunities to demonstrate their proficiency at the Intermediate-High to Advanced-Low range based on the ACTFL proficiency guideline. Upon taking the AP test in this course, a student may be eligible for the Global Seal of Biliteracy.

World Language — Spanish

2021-22

Spanish 1

This is a novice through intermediate low level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course introduces students to the language and culture of the Spanish-speaking countries. The main goal of the course is to build a strong foundation of the language through basic reading, writing, listening, and oral activities, as well as acquiring the essential grammatical tools which will enable students to communicate at a basic level. Lastly, students will gain an understanding of the Hispanic culture, customs, and traditions of Spanish-speaking countries.

Spanish 2

This is an intermediate mid-level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. Students are able to function in a classroom where Spanish is the main language, with a goal of the continual increase in the use of the target language. There is considerable emphasis on new grammatical forms and structures which allow students to communicate effectively beyond the present tense. In this course students will begin to read more complex texts. Lastly, students will continue to gain an understanding of the Hispanic culture, customs and traditions of Spanish-speaking countries through a variety of authentic sources.

Spanish 3

This is an intermediate high-level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course focuses on advanced grammar structures and vocabulary to increase the students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read more complex texts. A strong emphasis is placed on the use of the Spanish language during class meetings. Lastly, students will continue to gain an understanding of the Hispanic culture, customs, and traditions of Spanish-speaking countries through a variety of authentic sources. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

Spanish 3 Honors - *weighted*

This is an intermediate high-level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course focuses on advanced grammar structures and vocabulary to further increase the students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read more complex texts. Spanish is the main language during class meetings. Lastly, students will continue to gain an understanding of the Hispanic culture, customs, and traditions of Spanish-speaking countries through a variety of authentic sources. Upon taking the AAPPL test in this course, a student may be eligible for the Global Seal of Bilingualism.

Spanish 4

This is an advanced level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course focuses on highly advanced grammar structures and vocabulary to further increase students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read increasingly complex and authentic texts. Spanish is the main language used during class meetings, and students are expected to express themselves and communicate their thoughts and opinions in Spanish. Students will continue to gain an understanding of, and communicate about the culture, customs, and traditions of Spanish-speaking countries. Students will continue to be exposed to culture through authentic sources.

Spanish 4 Honors - *Weighted*

This is an advanced honors Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course focuses on highly advanced grammar structures and vocabulary to further increase the students' ability to communicate in the target language in authentic situations. Students will continue to develop both oral and written communication skills, as well as read increasingly complex and authentic texts. Spanish is the main language used during class meetings, and students are expected to express themselves and communicate their thoughts and opinions in Spanish. Students will continue to gain an understanding of, and communicate about the culture, customs, and traditions of Spanish-speaking countries. Students will continue to be exposed to culture through authentic sources.

Spanish 5

This is an advanced intermediate level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to help students apply and enhance the language skills students have already learned in Spanish levels 1, 2, 3 and 4. In this course students will be immersed in the marvelous world of Spanish and Latin American culture. The main topics of the course include history, geography, literature, art, cinema and music. While we will learn and review some grammar, this is not the primary focus of the course.

AP Spanish Language and Culture - *Weighted*

This course is designed to review, refine and expand oral proficiency, reading, writing and listening comprehension and further explore the civilization, culture, history, and literature of the Spanish-speaking world. This is achieved through group, partner and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals, requiring a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources, and authentic materials. This class is structured to prepare students for the AP Exam in May. Upon taking the AP test in this course, students may be eligible for the Global Seal of Biliteracy.

Spanish Literature and Culture I

This is an advanced level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This class will further advance students' creative and critical thinking abilities. Through student-teacher interaction, class discussions, and debates on topics of current interest and/or universal appeal, students will gain global perspective and understanding. This class will be centered around the discussion of the reading material and films viewed in class. Active participation is required. Films and documentaries will be viewed and discussed in class.

Spanish Literature and Culture I Honors - *Weighted*

This is an advanced level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course will present Spanish literature in conjunction with different cultural topics encompassing all Spanish-speaking countries. Through discussion, assigned readings, music and film, students will examine the history and culture of Latin America and Spain. In this course, grammar, reading, writing, speaking and listening skills will be exercised in depth. The classroom experience will provide an appreciation and development of cultural awareness through different media resources and authentic materials. In order to develop oral proficiency, this course will be conducted entirely in Spanish.

Spanish Literature and Culture 2

This is an advanced level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to introduce a variety of genres and literary movements in Spanish literature starting in the medieval age to the present day. Emphasis is focused on analyzing literature and discussing this analysis in both written and spoken Spanish. Students have the option to take the AP Test in Spanish Literature.

Spanish Literature and Culture 2 Honors (AP Spanish Literature equivalent) - *weighted*

This is an advanced level Spanish course which corresponds to ACTFL (American Council of the Teaching of Foreign Languages) standards. This course is designed to introduce students to the formal study of a representative body of texts from Peninsular, Latin American and U.S. Hispanic literature. It will also explore the six themes traditionally included in the AP Spanish Literature and Culture curriculum: las relaciones interpersonales, la construcción del género, las sociedades en contacto, el espacio y el tiempo, la dualidad del ser, y la creación literaria. It is an advanced Spanish class that will teach students to read critically, write analytically, and reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. Emphasis will be placed on approaching the study of literature through a global, historical, and contemporary cultural context. Students will be exposed to a variety of writings, including poems, short stories, essays, plays, and novels. Class activities will include discussion, analysis, interpretation, and writing essays. We will watch selected literary films. Students will be required to use advanced vocabulary and grammatical structures. In order to develop oral proficiency, the course will be conducted entirely in Spanish.

Course Sequences and Departmental Criteria

Mathematics

21-22 Course	Requirement	Next Course
Algebra I	Passing	Geometry
	A or higher	Geometry or Geometry Honors
Algebra IB	Passing	Geometry
Geometry	Passing	Algebra 2
	A or higher	Algebra 2 or Algebra 2 Honors
Geometry Honors	Passing	Algebra 2
	B or higher	Algebra 2 or Algebra 2 Honors
Algebra 2	C+ or higher	Pre-Calculus
	A	Pre-Calculus or Pre-Calculus Honors
	Passing	Statistics (Grade 12 only)
Algebra 2 Honors	Passing	Pre-Calculus
	B or higher	Pre-Calculus or Pre-Calculus Honors
Pre-Calculus	Passing	Calculus
	B or higher	Calculus or AP Calculus AB
	A+	Calculus, AP Calculus AB or (with departmental approval) AP Calculus BC
	Passing	Statistics (Grade 12 only)
	A or higher	Statistics or AP Statistics
Pre-Calculus Honors	Passing	Calculus
	C+ or higher	Calculus or AP Calculus AB
	B or higher	Calculus, AP Calculus AB or AP Calculus BC
	Passing	Statistics (Grade 12 only)
	C+ or higher	AP Statistics

20-21 Course	Requirement	Next Course
AP Calculus AB	Passing	Statistics (Grade 12 only)
	C+ or higher	AP Statistics
	B or higher	AP Calculus BC
AP Calculus BC	Passing	AP Statistics
	B or higher	Multivariate Calculus and Linear Algebra

Course Descriptions

Mathematics

2021-22

Algebra I

Algebra I is designed to give all students a solid algebraic foundation before moving on to higher-level mathematics courses. Topics address the algorithmic, conceptual, and graphical understandings of both numbers and variables in algebraic expressions and equations. Learning targets include linear equations and their graphs, inequalities and their graphs, systems of equations and their graphs, polynomials, factoring, quadratic equations and their graphs, radicals expressions and equations, and rational expressions and equations. Problem solving and real-world application opportunities throughout the year give students a deeper understanding of algebra concepts and sharpen their critical thinking skills. Cross-curricular units and projects further enrich the Algebra I course. Placement into Algebra I is determined by diagnostic testing, previous coursework, and teacher recommendation.

Algebra IB

This completes the full-year Algebra I course content (following Algebra Ia) and introduces concepts for second-year algebra. Topics covered include functions, graphs, linear, exponential and quadratic equations with an introduction to the trigonometric ratios and algebraic fractions. Students will experience real-world problems that are designed to improve their critical thinking and organizational skills. Upon successful completion of this course, students are ready to take on the higher-level thinking necessary for success in all future math courses.

Geometry

This is a traditional Euclidean Geometry course. The topics covered include angles, parallel and perpendicular lines, congruent triangles, proofs, quadrilaterals, similarity and proportions, right triangles, triangle trigonometry, circles, polygons, three-dimensional solids and coordinate geometry.

Geometry Honors - *weighted*

Geometry emphasizes the study of the properties and applications of common geometric figures in two and three dimensions. It is a critical component of a mathematics education because students are required to relate concepts from Algebra to geometric phenomena. Deductive reasoning skills are developed by using theorems to solve problems and create formal proofs. Topics covered in plane geometry include angles, lines, triangles, polygons, circles, congruence, similar figures, area, volume, trigonometric ratios, logic and constructions. The course is supplemented with projects designed to re-emphasize a particular approach to problem solving or to introduce another approach to examining geometric or mathematical thinking. Two-column proofs are emphasized and students are expected to attempt the most challenging work available, independently and critically.

Algebra 2

This course provides students an opportunity to broaden and deepen students' understanding of functions and numeracy while developing problem-solving skills using graphs and models. Students will build on concepts introduced in Algebra I and Geometry by extending their repertoire of functions beyond linear equations to include absolute value equations, rational functions, radical functions, exponential functions, logarithmic functions, conic sections, and inequalities. They will also graph functions more frequently and with more detail in order to describe asymptotes, function behavior, inverses, composites, zeros, domain and range. Students will become more adept at solving equations involving polynomials, quadratics, exponents and logarithms over the set of real and complex numbers in order to prepare for Pre-Calculus. Students will develop their mathematical modeling skills by relating the functions to real life applications. Identifying the appropriate model to represent situations and making adjustments are integral parts of the discussion. The conversation of real life applications and modeling is carried throughout the course.

Algebra 2 Honors - weighted

This honors course is designed for students who have completed Algebra I Honors. This course provides an in-depth study of advanced topics in algebra such as additional factoring techniques, functions and relations, irrational expressions, quadratic equations, polynomial functions, rational polynomial expressions, real number exponents, complex numbers, exponential and logarithmic functions, inverse functions and relations, analytic geometry with an emphasis on conic sections, sequences and series, and an introduction to unit circle trigonometry utilizing trigonometric functions and identities.

Pre-Calculus

This course is designed to prepare students for calculus in college and to prepare students for Calculus. Algebraic topics, such as equation solving, polynomial and rational functions, logarithmic and exponential functions, are thoroughly reviewed and depth is added. Unit circle trigonometry and related topics are covered in detail. Additional topics introduced are matrices, determinants, sequences and series.

Pre-Calculus Honors - Weighted

This honors course is designed for students who have completed Geometry Honors and Algebra 2 Honors. This course provides an in-depth study of advanced topics in algebra such as equation-solving, rational and polynomial functions, logarithmic and exponential functions, and inverse functions and relations. Trigonometry is studied in detail, with emphasis placed on graphical analysis and the fundamental identities. Additional topics studied include vectors, DeMoivre's Theorem, counting and probability. Students will be introduced to limits and the beginning fundamentals of Calculus. The extensive practice and insight of this course gives the students a solid foundation for Calculus.

Statistics

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data with the objective to prepare them for success in future college level statistics courses. Students are exposed to the vocabulary, methods and applications of statistics. Topics include data distributions, correlation, regression, study design, probability and statistical inference. Each topic is enhanced with real world examples to make relevant connections with the student. A textbook is used combined with online tools to modify or augment learning. Both individual and collaborative work are incorporated to give each student a positive experience and firm foundation in statistics.

Calculus

This introductory course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also emphasized. The course includes a review of elementary functions and their inverses, limits, continuity, derivatives of algebraic and transcendental functions, antiderivatives and definite integrals, and applications of both derivatives and integrals.

AP Calculus AB - Weighted

This rigorous, in-depth course develops the students' understanding of the concepts of calculus. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are emphasized for deeper understanding. This course provides students with an understanding of advanced topics such as limits, continuity, derivatives of algebraic and transcendental functions, antiderivatives and definite integrals, and applications of both derivatives and integrals.

AP Calculus BC - Weighted

This course includes infinite series, vector functions, polar coordinates, parametric equations, and integration by trigonometric substitution and by partial fractions, Simpson's Rule, work and improper integrals, in addition to all topics from Calculus AB.

AP Statistics - Weighted

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes. In “Exploring Data”, students observe patterns and departures from patterns. “Planning a Study” helps students learn what and how to measure. In “Anticipating Patterns”, students produce models using probability theory and simulation. And in “Statistical Inference”, students confirm models.

Multivariate Calculus and Linear Algebra - *weighted*

This course picks up where AP Calculus BC leaves off. Students will study the calculus of three variables, then differential equations, and finally an introduction to linear algebra and matrix theory. Topics for the calculus of three variables will include lines, planes and surfaces in space, cylindrical and spherical coordinates, partial derivatives, differentials, directional derivatives, gradients, Lagrange multipliers, double and triple integrals, vector fields, surface integrals and divergence. For differential equations, students will cover exact first-order, first-order linear, and second-order homogeneous and nonhomogeneous equations. The introduction to linear algebra will include a discussion of eigenvalues and eigenvectors, Gaussian elimination, and operations with matrices.

Course Sequences and Departmental Criteria

Computer Science

21-22 Course	Requirement	Next Course
AP Computer Science A	B+ or higher	Advanced Programming I or Advanced Robotics Programming I
Advanced Programming I	B+ or higher	Advanced Programming 2 or Advanced Robotics Programming I
Advanced Robotics Programming I	B+ or higher	Advanced Robotics Programming 2 or Advanced Programming I

Course Descriptions

Computer Science

2021-22

AP Computer Science A (9-12) – Weighted

This course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), and the analysis of potential solutions. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

Advanced Programming I (10-12) - weighted

Advanced Programming introduces students to the exciting world of web design and web programming. Students will learn to develop sites using HTML, CSS, JavaScript, PHP, and SQL. Students will also learn to use WordPress as a Content Management System and how to develop their own server-side applications using the same technologies employed by WordPress. Other topics covered will include designing and programming games/experiences for the web in JavaScript, regular expressions, using command-line tools, and version control systems (Git in particular).

Advanced Programming 2 (11-12) – weighted

Advanced Programming introduces students to the exciting world of web design and web programming. Students will learn to develop sites using HTML, CSS, JavaScript, PHP, and SQL. Students will also learn to use WordPress as a Content Management System and how to develop their own server-side applications using the same technologies employed by WordPress. Other topics covered will include designing and programming games/experiences for the web in JavaScript, regular expressions, using command-line tools, and version control systems (Git in particular).

Advanced Robotics Programming I (10-12) - weighted

Advanced Robotics Programming introduces students to programming topics and technologies that incorporate a “beyond just a computer” experience. Whether it be programming robots (FIRST Robotics) or satellites (Zero Robotics), incorporating the use of novel human interface devices into their software, or designing and programming their own devices using an Arduino or Raspberry Pi, students will focus on sensor-based, data-driven projects that incorporate a variety of technologies. The specific physical hardware mentioned below will have to change with time so that students can work on the cutting-edge of technology.

Advanced Robotics Programming 2 (11-12) – weighted

Advanced Robotics Programming introduces students to programming topics and technologies that incorporate a “beyond just a computer” experience. Whether it be programming robots (Vex Robotics), incorporating the use of novel human interface devices into their software (Leap Motion Controller), or designing and programming their own electronics using a microcontroller (Arduino), students will focus on sensor-based, data-driven projects that incorporate a variety of technologies. The specific physical hardware mentioned will have to change with time so that students can work with new and exciting technologies

Course Sequences and Departmental Criteria

Science

21-22 Course	Requirement	Next Course
Biology	Passing	Chemistry
Chemistry	Passing	Physics or Marine Science
	B+ or higher	AP Chemistry
	B+ or higher and Biology B+ or higher	AP Biology or Physiology Honors
	B+ or higher and Algebra 2 enrolled or completed	AP Physics I
Physics	B+ or higher and Algebra 2 enrolled or completed	AP Physics I
	B+ or higher and Pre-Calculus enrolled or completed	AP Physics 2
	B+ or higher and AP Calculus AB enrolled or completed	AP Physics C: Mechanics
	B+ or higher and AP Calculus BC enrolled or completed	AP Physics C: Mechanics and Electricity and Magnetism

Course Descriptions

Science

Biology (9)

This college-preparatory course is designed to give the student the core knowledge of scientific methodologies and the three major theories of biology: the theory of evolution, cell theory, and the gene theory on both the cellular and molecular levels. Life, from the microscopic scale of cells to the global scale of the biosphere, is studied through lecture, lab, projects, and student presentations. Laboratory exercises demonstrate and enhance learning the principles covered. The course is organized by themes so the students can connect the details to the concepts and the world around them. Students are expected to use the language of science in reading, writing, and discussion to further develop their understanding of biology. The overall goal of the course is to produce scientifically literate, lifelong learners of science.

AP Biology (10-12) - *Weighted*

This course is fast-paced and focuses on biotechnology and major themes identified by the College Board. Students will explore the topics of chemistry, cellular function and energetics, cell communication and growth, heredity, gene expression and regulation, evolution and ecology. Through inquiry-based activities and experiments, students will build on their understanding of biological processes. They will learn to design experiments in order to test a hypothesis, collect and analyze data, and support a scientific claim with evidence. Students will be eligible to take the AP exam at the end of the year. They will be prepared to continue into AP Environmental Science, Physiology Honors or Marine Science.

AP Environmental Science (10-12) – *Weighted*

A.P. Environmental Science builds upon the content learned in biology and chemistry by applying student understanding to our natural world and discovering humanity's relationship to our Earth's systems. Students will learn how to identify and analyze environmental problems, evaluate risks associated with these problems, and design preventative solutions to current environmental issues. The science practices implemented throughout the course will include written and oral concept explanation, text analysis, experimental design, data analysis using common mathematical routines (for example, the rule of 70), and formulating environmental solutions using graphs and other visual aids to support the efficacy of the solutions. The major themes of the course include ecology and biodiversity, populations, biogeochemical cycling, Earth systems and resources, energy resources and human consumption, pollution, and global change. While learning the content of the major themes, students will evaluate the essential question: is environmental justice different from social justice? The classroom portion of this course will be complemented with firsthand observation experiences both in the laboratory and field. Students will be prepared to take the AP exam at the end of the year.

Physiology Honors (10-12) - *weighted*

Why is the human body the way that it is? In this rigorous introductory course of anatomy and physiology students will explore such topics as function and structure of human organs, their integration into organ systems, homeostasis, growth and development, movement and locomotion, stress, disease and lifestyle choices, as well as reproduction. Embryological development and gestation will be integrated across all units. The course will engage the students in hands-on microscopy and detailed study of prosected mammalian (cat/rabbit) cadavers and dissection, in small group format.

Marine Science (10-12)

Students will explore the marine environment by studying the organisms found in marine communities and the physical and chemical factors of the marine environment. The course is designed to train students in using the scientific method and in using proper scientific methodology for collecting, recording, analyzing and presenting data.

Chemistry (10)

Chemistry reinforces the scientific, mathematical, and logical foundations of science. In this course, students will study atomic structure, molecular properties, and chemical reactivity in both the liquid and gaseous phases. This course will support and promote critical thinking skills, scientific methodologies, and advancement in laboratory techniques through a variety of inquiry-based experiments. Finally, students will explore ethical questions in chemistry, seeing how social and environmental responsibility are critical components of scientific practice.

AP Chemistry (10-12) - *Weighted*

AP Chemistry is a course that builds off of knowledge gained from an introductory chemistry course. This course is designed to provide students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, equilibrium, and electrochemistry. Furthermore, students will develop laboratory skills such as performing analytical titrations, spectrophotometry, and gravimetric analysis; building calorimeters and galvanic cells; and processing data with spreadsheets. This course was developed using the AP curriculum framework.

Organic Chemistry Honors (10-12) – *weighted*

Organic chemistry is the study of carbon-based molecules, which are central to a host of chemical and biological processes. Topics covered include synthesis and characterization of organic molecules; mechanisms of common reactions; and analysis of electronic, steric, and orbital interactions. This course drives students to appreciate the breadth of organic chemistry by facilitating an understanding of the principles, and the practice of applying them, to gain a working knowledge of organic structure and reactivity.

Physics (10-12)

This course is all about measuring, describing, and predicting interactions in the physical world. We begin with mechanics, learning how to describe how objects translate through space, respond to forces, rotate, and collide. Next we'll explore waves and how they are used in communication and in transporting energy from place to place. Finally, we'll investigate the phenomena of electricity and magnetism, with a special focus on electrical circuits, electric power and technologies based on magnetism. Physics principles are taught via several methods, and a major component of the course involves the students demonstrating their understanding by preparing projects related to the curriculum material. Modern data acquisition techniques, such as frame-by-frame video analysis, are built into the course to allow students to practice, and build confidence in, both applied mathematics and classical physics concepts.

AP Physics I (10-12) - *Weighted*

This year-long course is equivalent to the first semester of most introductory, algebra-based, college-level physics courses. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. At the end of this course, students will take the AP Physics I exam.

AP Physics 2 (10-12) - *Weighted*

This dynamic course mirrors the second semester of many college-level, algebra-based physics courses. Topics include waves, optics, Newtonian mechanics, fluids, electricity, magnetism, thermodynamics, atomic/nuclear physics (including medical physics), and wave-particle duality. Students can expect to be well prepared for the AP Physics 2 and SAT Physics exams upon completion. After the AP exams, students will explore computer-based, numerical techniques to expose them to more modern strategies for solving and animating problems in physics and other fields, including chemistry, biology, engineering, and economics .

AP Physics C: Mechanics (10-12) - Weighted

This course mirrors calculus-based, college-level courses in Newtonian mechanics that are taken by undergraduates majoring in physical science or engineering. Students will be able to quantify how objects translate and rotate as a result of the forces and torques that act upon them. The fundamental concepts of energy, linear and angular momentum, and inertia are also used to predict how objects will translate, rotate, collide, oscillate, and/or orbit. This course continues to encompass the AP Physics C curriculum; students can expect to be well-prepared for the AP Physics C Mechanics exam upon completion. The course concludes with exposure to computer-based methods to solve and animate situations in physics and other fields, including biology, chemistry, engineering and economics. Because the topics of thermodynamics, optics, nuclear, and atomic physics are not discussed in Physics C, students who plan to take the SAT Physics Subject Physics exam may find the AP Physics 2 course to be more appropriate.

AP Physics C: Mechanics and Electricity & Magnetism (10-12) - Weighted

The first half of this course mirrors calculus-based, college-level courses in Newtonian mechanics that are taken by undergraduates majoring in physical science or engineering. Students will be able to quantify how objects translate and rotate as a result of the forces and torques that act upon them. The fundamental concepts of energy, linear and angular momentum, and inertia are also used to predict how objects will translate, rotate, collide, oscillate, and/or orbit. The second half of the course builds students' understanding of electric and magnetic fields, and how they are created by charge densities and current densities, respectively. Students also learn how electric power can be generated by changing the magnetic flux through a conductor and how to predict how circuits made of resistors, capacitors, and inductors will behave. This course continues to encompass the AP Physics C curriculum; students can expect to be well-prepared for both the AP Physics C Mechanics and AP Physics C: Electricity & Magnetism exams upon completion. The course concludes with exposure to computer-based methods to solve and animate situations in physics and other fields, including biology, chemistry, engineering and economics.

Engineering Honors I (10-12) - weighted

Students will work through designing and building systems, heavily supported by CAD (Computer Aided Design). During this process they will learn key STEM principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom. This modular and project-based course teaches the design process in an engaging, hands-on manner that challenges, motivates, and inspires students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning. Additionally, students will gain familiarity with CAD software, to the extent that they will be prepared to attempt Solidworks certification at the end of their year in the course.

Engineering Honors 2 (11-12) - weighted

Prerequisites: Solidworks Associate Certification (Strongly Recommended) and Satisfaction of Departmental Criteria from "Course Sequences and Departmental Requirements" Chart Above

In this course, students build on their foundations from the previous year and take on more independence.

Engineering Honors 3 (12) - weighted

Prerequisites: Solidworks Associate Certification (Strongly Recommended) and Satisfaction of Departmental Criteria from "Course Sequences and Departmental Requirements" Chart Above

In this course, students build on their foundations from the previous year and take on more independence.

Course Sequences and Departmental Criteria

Social Studies

21-22 Course	Requirement	Next Course
Global History I	Passing	Global History 2
	A- or higher	Global History 2 or Global History 2 Honors
	A or higher	AP Art History / AP Human Geography
	Passing	Race and Gender / Human Geography (with Departmental approval)
Global History 2	Passing	United States History
	A- or higher	United States History or United States History Honors
	A or higher	United States History, United States History Honors or AP United States History
	A or higher	AP Art History / AP Human Geography
	A or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Human Geography / Trimester Courses
Global History 2 Honors	Passing	United States History
	B+ or higher	United States History or United States History Honors
	A- or higher	United States History, United States History Honors or AP United States History
	A- or higher	AP Art History / AP Human Geography
	A- or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Human Geography / Trimester Courses

21-22 Course	Requirement	Next Course
United States History	A- or higher	AP Art History / AP Human Geography / AP Government and Politics / AP Psychology
	A or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Human Geography / Trimester Courses
United States History Honors	B+ or higher	AP Art History / AP Human Geography / AP Government and Politics / AP Psychology
	B+ or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Human Geography / Trimester Courses
AP United States History	B or higher	AP Art History / AP Human Geography / AP Government and Politics / AP Psychology
	B or higher and Pre-Calculus enrolled or completed	AP Economics
	Passing	Social Justice / Human Geography / Trimester Courses

Course Descriptions

Social Studies

2021-22

Global History I (9)

In this course students will explore the history of major civilizations from 10,000 BCE to 1200 CE in a sequential, thematic approach. In each of five historical eras, students will survey a range of themes to gain a “big picture” idea of the varieties of human experience worldwide. To supplement this panorama, students will take a closer look at how one theme plays out inter-regionally in each era and across time. Finally, in each era, students examine the continuities within the traditions of particular cultures, with attention to the development of ideas and institutions. There are four major units of study and one long-term project, a research paper.

Global History 2 (10)

This course offers a combined chronological and topical view of modern world history from the Renaissance to the present. Students will pursue a factual and thematic knowledge of the emerging world culture while developing analytical, interpretive, and critical thinking skills to enhance their understanding. The course includes lectures, discussions, group projects, and oral presentations. Essay writing and research techniques will also be developed and refined throughout the year.

Global History 2 Honors (10) - *weighted*

This course explores the history of major civilizations from 1600 CE to present day in a sequential, thematic approach. In each of three historical eras, students will survey a range of themes to gain a “big picture” idea of the varieties of human experience worldwide. To supplement this panorama, students will take a closer look at how one theme in each era plays out inter-regionally and across time. Finally, in each era they will study at least one topic in depth, examining the continuities within the traditions of that time period, with attention to the development of ideas and institutions. In addition to the three units of study, students will develop skills in research, public speaking, debate, assessing the reliability of sources, corroboration, analytical reading and writing, and critical thinking.

United States History (11-12)

This course presents a chronological overview of American history from the pre-colonial period to the present. Students will develop a command of systematic factual knowledge and the ability to analyze that knowledge. The course will include lecture, discussion, essay writing, objective testing, critical examination of sources, documentary material, graphs and charts. Major movements including Nationalism, Agrarianism, Expansionism, Conservatism, Liberalism and Urbanization are studied. In addition, a research paper and outside reading in economics will be required.

United States History Honors (11) – *Weighted*

This survey course in United States History presents a chronological overview of American history from the pre-colonial period to the present. The course will address political, social, economic, intellectual and cultural history. As an honors level course, there will be a heavy emphasis placed on writing. The students will be expected to gather factual knowledge and to be able to respond effectively and persuasively to interpretive and analytical questions. Topics covered will include the Colonial Period, the American Revolution and the Constitution, the Jeffersonian Era, American Nationalism, the Jacksonian Era, the Civil War and Reconstruction, Populism and Progressivism, the New Deal, Foreign Policy, The World Wars, the Cold War, and Modern Times.

AP United States History (11-12) - Weighted

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and weigh the evidence and interpretations presented in the historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in essay format.

AP Art History (10-12) - Weighted

This course is a chronological survey of world art, designed to prepare students for the Advanced Placement Exam. Beginning with Paleolithic art and ending with postmodernism, students will study art works in their original context in order to achieve an understanding of their purpose and meaning in the society that produced them. Key historical documents will provide unique insights into interaction between culture and the creative process. Artwork will reflect the influence of historical media, techniques, and processes. Students will also visit local and online museums, view films and digital images of artworks. Short research projects will promote development of skills in research, writing and reasoning about the interaction between art and its historical context.

AP Economics (11-12) - Weighted

This introductory college-level course includes the study of macroeconomics and microeconomics. Students will master fundamental ideas of economics through the investigation of the principles of economics, supply and demand, economic systems, fiscal and monetary policies, the financial sector, international trade and finance, firms and market structure, and factor markets. Students will apply economic concepts to real-world situations and will develop skills in economic analysis. Students will also analyze the role of economics in perpetuating or disrupting race, gender, and socio-economic power dynamics. Following the course, students will be prepared to take both the Macroeconomics and Microeconomics AP Exams.

AP Government and Politics (12) - Weighted

This course is designed to give students a critical perspective on politics and government in the United States. Study of general concepts used to interpret American politics and analysis of specific case studies are included. The course requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Students will examine the constitutional underpinnings of American government, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of the national government, as well as civil rights issues.

AP Human Geography (10-12) - Weighted

The course introduces students to the importance of spatial organization — the location of places, people, and events, and the connections among places and landscapes — in the understanding of human life. Geographic concepts emphasized in the course are location, space, scale, pattern, regionalization and place. Students will also study population growth and movement, patterns of culture, economic use of Earth, political organization of space, human settlement patterns and urbanization of cities. Mapwork, mathematical formulas, models and qualitative geographical data are included in the coursework.

AP Psychology (12) - Weighted

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Human Geography (10-12)

The course introduces students to the importance of spatial organization – the location of places, people, and events, and the connections among places and landscapes – in the understanding of human life. Geographic concepts emphasized in the course are location, space, scale, pattern, regionalization and place. Students will also study population growth and movement, patterns of culture, economic use of Earth, political organization of space, human settlement patterns and urbanization of cities. Mapwork, mathematical formulas, models and qualitative geographical data are included in the coursework.

Social Justice (11-12)

This survey course explores justice issues throughout the world with the goal of understanding and critically evaluating causes and solutions for suffering. Topics will range from the AIDS pandemic in Africa to homelessness in San Diego. Students will be encouraged to take an active role in promoting change within the school community and beyond. In order to acquire a deeper understanding of complex social issues, students will be required to develop independent projects, read from a variety of novels and journals, research different models for activism, and participate in classroom and community forums. The first trimester project will center around a collaborative multimedia project that focuses on our region.

Trimester Course Sequence: Artifacts and Artifice: A Human History of Technology (11-12)

Artifacts and Artifice: A Human History of Technology is a trimester sequence seminar course that traces the development of key technologies that have changed the course of history. The first trimester considers how technology may be seen as an extension of human nature, and examines the beginnings of culture, the differences between the human-built world and the natural world, and the sociological and psychological impacts of the things we create and own. The second trimester focuses on how technology has extended human ability and power in such areas as work and warfare, and how it has changed aspects of daily life such as the food we eat and the homes in which we live. The third trimester completes the series by exploring how technology extends our potential for the future, critically looking at the transformations of our minds and the cultural implications of modern media, computers, genetics, and robotics. Each trimester can be taken independently; when all three are taken together they constitute a yearlong Social Studies elective.

Trimester Course Sequence: Race and Gender: This is Us (9-12)

“This is US” is a trimester sequence that explores important facets of identity in today’s America. Each trimester has a different emphasis. The first trimester explores the nature of identity, and lays out a foundation for defense of this work. Then it moves on into an exploration of the socio-economic realities faced by Americans. The second trimester explores race and ethnicity in the United States, and particularly what it means and has meant to be African-American, Latinx, Asian-American and (inasmuch as they are often treated like races) Muslim and Jewish. The third trimester explores sex and gender, and students craft a final capstone project exploring an important feature of identity for them. “This is US” grounds the present in historical circumstances, but it is most concerned with our world, now. We reach understanding through book chapters, television episodes, documentary and fictional film, court cases, articles, discussion and speakers. Each trimester can be taken independently; when all three are taken together they constitute a yearlong Social Studies elective.

T1: This is US: Socio-economic identity

T2: This is US: Race and Ethnicity Identity

T3: This is US: Sex and Gender Identity

Course Sequences and Departmental Criteria

Performing Arts - Music

Course	Prerequisite
Classical Guitar Ensemble I	Ability to play basic guitar and read standard notation in first position and Departmental Approval
Classical Guitar Ensemble Advanced I	Departmental Approval
Classical Guitar Ensemble Advanced 2	Classical Guitar Ensemble Advanced I
Classical Guitar Ensemble Advanced 3	Classical Guitar Ensemble Advanced 2
Classical Guitar Ensemble Advanced 4	Classical Guitar Ensemble Advanced 3
Contemporary Guitar Ensemble I	Ability to play basic guitar and read standard notation in first position and Departmental Approval
Contemporary Guitar Ensemble 2	Contemporary Guitar Ensemble I
Contemporary Guitar Ensemble 3	Contemporary Guitar Ensemble 2
Contemporary Guitar Ensemble 4	Contemporary Guitar Ensemble 3
Pep Band I	Contemporary Guitar Ensemble I or Departmental Approval
Pep Band 2	Pep Band I
Pep Band 3	Pep Band 2
Pep Band 4	Pep Band 3
Instrumental Ensemble I	Ability to play a woodwind, brass, or percussion instrument and Departmental Approval
Instrumental Ensemble 2	Instrumental Ensemble I
Instrumental Ensemble 3	Instrumental Ensemble 2
Instrumental Ensemble 4	Instrumental Ensemble 3

Course	Prerequisite
Instrumental Ensemble Honors 1	Departmental Approval — audition required
Instrumental Ensemble Honors 2	Instrumental Ensemble Honors 1
Instrumental Ensemble Honors 3	Instrumental Ensemble Honors 2
Instrumental Ensemble Honors 4	Instrumental Ensemble Honors 3
String Ensemble 1	Basic string instrument experience, knowledge of right and left-hand techniques, ability to read music and Departmental Approval
String Ensemble 2	String Ensemble 1
String Ensemble 3	String Ensemble 2
String Ensemble 4	String Ensemble 3
Lancer Orchestra Honors 1	Departmental Approval — audition required
Lancer Orchestra Honors 2	Lancer Orchestra Honors 1
Lancer Orchestra Honors 3	Lancer Orchestra Honors 2
Lancer Orchestra Honors 4	Lancer Orchestra Honors 3

Course Descriptions

Performing Arts – Music

2021-22

Classical Guitar Ensemble I

Prerequisite: Departmental Approval

This full-year course requires experience in the basics of guitar along with the ability to read standard notation in first position. The areas of instruction will include the study of classical guitar through ensemble literature. These will be offered from the Renaissance, Baroque, Classical, and Modern eras. Specific areas of instruction will include apoyando (rest strokes), tirando (free strokes), dynamic markings, complex rhythms and various left and right hand techniques.

Classical Guitar Ensemble Advanced I

Prerequisite: Departmental Approval

This full-year course requires experience in the basics of guitar along with the ability to read standard notation in multiple positions on the guitar. The areas of instruction will include the study of classical guitar through ensemble literature. These will be offered from the Renaissance, Baroque, Classical, and Modern eras. Specific areas of instruction will include those listed in Classical Guitar Ensemble along with advanced left and right hand techniques and effects, ornamentation and harmonics. Students will continue to master various note and scale positions on the fretboard.

Classical Guitar Ensemble Advanced 2

In this course, students build on their foundations from the previous year and take on more independence.

Classical Guitar Ensemble Advanced 3

In this course, students build on their foundations from the previous year and take on more independence.

Classical Guitar Ensemble Advanced 4

In this course, students build on their foundations from the previous year and take on more independence.

Contemporary Guitar Ensemble I

Prerequisite: Departmental Approval

This full-year course is a prerequisite for Pep Band, and requires experience in the basics of sight-reading and guitar technique. Specific areas of instructions will include: scales, chord theory, improvisation, soloing, and basic blues forms. The class format consists of two parts: ensemble and individual groups. During the ensemble portion, the entire class performs song arrangements in four and five part harmony (Lead, Soprano, Alto, Tenor, Bass). Each part has multiple players performing single line melodies. The ensemble portion repertoire is wide-ranging, including: modern and classic rock, jazz, blues, and classical pieces performed in a rock style. The ensemble performs at Music Assemblies, the Holiday Program, and Arts Night. During the individual group portion, the class is divided up into smaller “bands,” each consisting of three or four students. These bands select their own songs to learn, and/or choose songs from the Pep Band repertoire, and then perform their song selections during lunch-time concerts.

Contemporary Guitar Ensemble 2

In this course, students build on their foundations from the previous year and take on more independence.

Contemporary Guitar Ensemble 3

In this course, students build on their foundations from the previous year and take on more independence.

Contemporary Guitar Ensemble 4

In this course, students build on their foundations from the previous year and take on more independence.

Pep Band 1

Prerequisite: Contemporary Guitar Ensemble or Departmental Approval

The demands of this full-year ensemble are greater than that of a beginning class and it requires a higher level of musicianship with regards to ensemble playing and improvisation. There are numerous accompanied solo opportunities based on playing ability and the overall performance level of the ensemble. This class is designed to challenge the individual abilities of each participant and the entire ensemble. This ensemble performs at all home football, basketball, and volleyball games and various events throughout the year. Grading is based on class and game participation.

Pep Band 2

In this course, students build on their foundations from the previous year and take on more independence.

Pep Band 3

In this course, students build on their foundations from the previous year and take on more independence.

Pep Band 4

In this course, students build on their foundations from the previous year and take on more independence.

Instrumental Ensemble 1 / Instrumental Ensemble 1 Honors - Weighted

Prerequisite: Departmental Approval; Audition Required for Honors

This full-year course is open to all woodwind, brass, and percussion students and leads the way to advanced musical performance of small to medium size instrumental groups. The course may be offered under the subtitle, "Jazz Ensemble" or "Jazz Combo" with music that features rhythmic patterns and harmonies unique to that style. The course may also be offered under the subtitles "Concert Band" or "Chamber Music" with music from the standard band literature, movie themes, classical pieces, and popular songs. The Instrumental Ensemble performs at homecoming, Holiday Concert, music festivals, Spring Arts Night, Commencement, and other school and community events throughout the year. Areas of instruction may include: scales, chords, intervals, rhythms, intonation, dynamics, musical interpretation, and sight-reading. Improving the musicianship of each individual and building a first-rate performing ensemble are the primary goals of the course. Students in Instrumental Ensemble Honors are expected to achieve a higher level of technique on their instruments and demonstrate a knowledge of music theory by being able to write and identify intervals, key signatures, scales, and chords. There is also a final project for students receiving honors credit. There is also a final project for students receiving honors credit.

Instrumental Ensemble 2 / Instrumental Ensemble 2 Honors - Weighted

In this course, students build on their foundations from the previous year and take on more independence.

Instrumental Ensemble 3 / Instrumental Ensemble 3 Honors - Weighted

In this course, students build on their foundations from the previous year and take on more independence.

Instrumental Ensemble 4 / Instrumental Ensemble 4 Honors - Weighted

In this course, students build on their foundations from the previous year and take on more independence.

String Ensemble 1

Prerequisite: Basic string instrument experience — knowledge of right and left-hand techniques, ability to read musical notation
This full-year course is open to all string players (non-audition). This ensemble seeks to refine musical and technical skills through the study and performance of a variety of musical styles and genres. Students will perform as a chamber orchestra in on and off campus performances, and will also perform with all string musicians in the MS Advanced program and the Lancer Orchestra. Students will be responsible for learning all musical repertoire and completing all assignments.

String Ensemble 2

In this course, students build on their foundations from the previous year and take on more independence.

String Ensemble 3

In this course, students build on their foundations from the previous year and take on more independence.

String Ensemble 4

In this course, students build on their foundations from the previous year and take on more independence.

Lancer Orchestra 1 Honors - Weighted

Prerequisite: Departmental Approval – Audition required

Lancer Orchestra is an auditioned orchestral ensemble. Students admitted into this ensemble must have prior knowledge of musical history, composers, and chamber music repertoire. In addition, students must have experience performing at an advanced level in solo and ensemble settings. Students are encouraged to take private lessons outside of class and to play in youth symphonies. Students must demonstrate a commitment to daily individual practice in order to succeed in the course.

Lancer Orchestra 2 Honors - Weighted

In this course, students build on their foundations from the previous year and take on more independence.

Lancer Orchestra 3 Honors - Weighted

In this course, students build on their foundations from the previous year and take on more independence.

Lancer Orchestra 4 Honors - Weighted

In this course, students build on their foundations from the previous year and take on more independence.

Course Sequences and Departmental Criteria

Performing Arts - Theatre and Dance

Course	Prerequisite
Theatre 1	No prerequisite
Theatre 2	Theatre 1
Theatre 3	Theatre 2
Theatre 4	Theatre 3
Theatre 2 Honors	B+ or higher in Theatre 1 — Audition required
Theatre 3 Honors	B+ or higher in Theatre 2 Honors
Theatre 4 Honors	B+ or higher in Theatre 3 Honors
Dance 1	No prerequisite
Dance 2	Dance 1
Dance 3	Dance 2
Dance 4	Dance 3
Advanced Dance 1	Departmental Approval — Audition required
Advanced Dance 2	Advanced Dance 1
Advanced Dance 3	Advanced Dance 2
Advanced Dance 4	Advanced Dance 3

Course Descriptions

Performing Arts – Theatre and Dance

2021-22

Theatre 1 (9-12)

This is a beginning theatre course with emphasis on performance. Acting techniques, script analysis, improvisation, character development and theatre history will be a daily part of the curriculum. Students will explore many different acting techniques and methods through theatre games, improvisation, group work, monologues, and short scenes. This course will introduce students to the art and skill of play analysis. They will learn the building blocks of dramatic structure and analyze how structure contributes to our understanding of a play. Students will participate in two Upper School showcases in the year.

Theatre 2 (10-12)

In this course, students build on their foundations from the previous year and will also explore playwriting.

Theatre 3 (11-12)

In this course, students build on their foundations from the previous year and will also explore the Uptown Brigade form of improvisation.

Theatre 4 (12)

In this course, students build on their foundations from the previous year and will also explore Shakespeare's plays and sonnets.

Theatre 2 Honors (10-12) - Weighted

This is an advanced acting class that will build off of the knowledge learned in Theatre 1. Students will fine-tune their acting skills using a variety of acting techniques while working on scenes, monologues and one-acts. Students will be taught different acting methods (ie; Laban, Meisner). Theatre history, playwriting and an introduction to directing will be covered through the year. Students will then study directing and make choices about scripts, script analysis, casting, focus of scenes, and the mood, rhythm, pace and main ideas of a production. This course also includes an introduction to directing theatre. The director's concept and responsibilities are studied through scene work, and the production of a 10-minute play. Students will participate in two Upper School showcases in the year.

Theatre 3 Honors (11-12) - Weighted

Theatre 3 Honors is a continuation of the work covered in Theatre 2 Honors in an advanced context. Students will engage in more intensive preparation of their craft. The creative physical, emotional, and mental aspects of performance are studied through scene work, monologues, and improvisations. Auditioning techniques will be examined as well. Students will also have the opportunity to prepare for college auditions, learn audition techniques and study a variety of theatre genres. In addition to what is mentioned above, students will continue to explore different acting techniques and develop their acting skills. Students will have the opportunity to create/direct a devised piece. Students will participate in two Upper School showcases in the year. Students will develop a capstone project in theatre (senior thesis). This is an opportunity for the advanced acting student to create and develop a project that embodies all that they have learned in the previous two years of acting class. Preparation for the senior thesis begins in the spring of their junior year as students meet with the theatre teacher and choose a play that either they will direct, design or act in for the following season. Students typically begin independent research in the fall with the performance happening in the spring.

Theatre 4 Honors (12) - Weighted

This is a course for the acting student who has taken the previous honors acting classes and includes advanced work on characterization, improvisation, scene study, directing and other areas of study that vary from year to year. Students will develop a capstone project in theatre (senior thesis). This is an opportunity for the advanced acting student to create and develop a project that embodies all that they have learned in the previous three years of acting class. Preparation for the senior thesis begins in the spring of their junior year as students meet with the theatre teacher and choose a play that either they will direct, design or act in for the following season. Students typically begin independent research in the fall with the performance happening in the spring.

Dance 1, 2, 3, 4 (9-12)

This full-year course is designed for students who have minimal to intermediary dance experience, and are striving to reach an advanced level. Students will spend class time working on technique from various dance styles, along with learning about choreographic concepts. They will perform group dances created by the instructor as well as work with their peers on creating original works. They will also learn the basics of video editing by creating a continuity dance film. There are two annual performances, including Progressive Steps, in which students have the opportunity to perform with a local, professional dance company. Students may take this class for Arts (UC approved) or PE credit.

Advanced Dance 1, 2, 3, 4 (9-12)

This class is designed for students who have advanced dance training. Students will spend class time working on technique from various dance styles. They will spend time learning pedagogical concepts, and have the opportunity to create and teach a technique class for their peers. They will perform group dances created by the instructor as well as work with their peers on creating original works. They will also create a dance for film. There are two annual performances, including Progressive Steps, in which students have the opportunity to perform with a local, professional dance company. Students may take this class for Arts (UC approved) or PE credit.

Course Sequences and Departmental Criteria

Visual Arts

2021-22

Course	Prerequisite
2-D Art and Design 1	No prerequisite
2-D Art and Design 2	2-D Art and Design 1
2-D Digital Art and Design 1	No prerequisite
2-D Digital Art and Design 2	2-D Digital Art and Design 1
AP Studio Art: Drawing and 2-D Design	Portfolio and Departmental Approval
3-D Art and Design 1 - Ceramics, Sculpture or Wood	No prerequisite
3-D Art and Design 2 - Ceramics, Sculpture or Wood	3-D Art and Design 1
3-D Art and Design 3 - Ceramics, Sculpture or Wood	3-D Art and Design 2
3-D Art and Design 4 - Ceramics, Sculpture or Wood	3-D Art and Design 3
Photography 1	No prerequisite
Photography 2	Photography 1
AP Studio Art: Photography	Portfolio and Departmental Approval
Motion Media 1	No prerequisite
Motion Media 2	Motion Media 1
Motion Media 3	Motion Media 2
Motion Media 4	Motion Media 3
Yearbook 1	No prerequisite
Yearbook 2	Yearbook 1
Yearbook 3	Yearbook 2
Yearbook 4	Yearbook 3

Course Descriptions

Visual Arts

2021-22

To maximize the experience for our artists, we are placing our younger students who are continuing in the program from middle school into courses before we are placing a senior who has not yet taken a particular course.

2-D Art and Design I (9-12)

This introductory level 2-D Art course explores drawing, painting, and design through the exploration of art materials, creation of artwork, and critique. Students will learn the proper, safe, and productive way to function in the 2D art studio. The course will guide the students through a series of projects that provide an intro level understanding of graphite, charcoal, marker, watercolor/ink, acrylic, cut paper, collage, and mixed-media. Students will learn to use the Elements of Design (line, shape, color, texture, value) to compose thoughtful artwork that carefully considers the Principles of Design (Contrast, Balance, Emphasis, movement, space, proportion/scale, hierarchy, repetition, Rhythm, Unity, and Variety). The course focuses on four major components that contribute to a successful work of art: Composition, Creativity, Concept, and Craftsmanship/Skill. Students are encouraged to investigate art from various cultural and historical contexts as we explore representation, abstraction, and non-objective aesthetic sensibilities. The students will work toward developing their own unique visual language, a language they feel confident expressing their ideas with. The course demands artwork that is a reflection of the individual, as well as who we are as a people. The pursuit of ideas and creative thinking will be continually challenged, in conjunction with the expansion of sound technical skills.

2-D Art and Design 2 (9-12)

Prerequisite: 2-D Art and Design 1 and Departmental Approval

This course continues to build on individual artistic skills with an ongoing investigation of formal and conceptual issues, the creation of artworks using informed and critical decision making, and the fostering of innovative thinking with advanced technical skills.

2-D Digital Art and Design I (9-12)

This foundational level 2-D Art course is an introduction to digital illustration and image manipulation. Students will learn how to use the computer as a medium to create artwork and communicate design objectives using industry appropriate Adobe software (Photoshop and Illustrator). The course will guide students through a series of projects that provide an introductory level understanding of digital photo editing, illustrating with vector graphics, digital painting, and preparing digital files for print. Students will have the opportunity to fuse traditional drawing skills with digital technology, encouraging them to experiment with mixed media. Students will work toward developing a digital portfolio, in their own unique style, that focuses on Creativity, Concept, and Craftsmanship/Skill.

2-D Digital Art and Design 2 (9-12)

Prerequisite: 2-D Digital Art and Design 1 and Departmental Approval

This course continues to build on individual artistic skills with an ongoing investigation of formal and conceptual issues, the creation of artworks using informed and critical decision making, and the fostering of innovative thinking with advanced technical skills.

3-D Art and Design 1 - Ceramics (9-12)

This course explores technical and conceptual three-dimensional art skills through manipulation of clay, the ceramic process, and mixed media as appropriate. The course guides students through research, planning, production and critique. Although technical skills of students might be limited, the range of work they can choose to explore is intentionally as broad as possible, student driven, and process based. Three-dimensional art issues, both historical and contemporary, are investigated with the support of visual and written research. Students will investigate art from various cultural, social and historical backgrounds and be introduced to the contemporary world of 3-D art. They will also expand their individual, technical and artistic abilities and interests. As the course progresses, students continue to explore the medium and choose content and form that best fits their vision and requirements. The elements of art, principles of design, issues of intention, representation, bas relief, installation, and conceptual art are explored specific to each student and project.

3-D Art and Design 2 - Ceramics (9-12)

Prerequisite: 3-D Art and Design 1 and Departmental Approval

Advanced students are challenged to build increasingly sophisticated techniques, a process-based artistic vision, and awareness of contemporary and historic context. Advancing students will model studio etiquette and superior work habits and are expected to be studio leaders by example.

3-D Art and Design 3 - Ceramics (10-12)

Prerequisite: 3-D Art and Design 2 and Departmental Approval

Advanced students are challenged to build increasingly sophisticated techniques, a process-based artistic vision, and awareness of contemporary and historic context. Advancing students will model studio etiquette and superior work habits and are expected to be studio leaders by example.

3-D Art and Design 4 - Ceramics (10-12)

Prerequisite: 3-D Art and Design 3 and Departmental Approval

Advanced students are challenged to build increasingly sophisticated techniques, a process-based artistic vision, and awareness of contemporary and historic context. Advancing students will model studio etiquette and superior work habits and are expected to be studio leaders by example.

3-D Art and Design 1 - Sculpture (9-12)

Student-artists will investigate analogue three-dimensional thinking, problem solving, craftsmanship and storytelling. The course is designed to develop a knowledgeable understanding of concepts, materials, processes, such as carving, welding and casting, and history of three-dimensional design and sculptural practices through hands-on projects, readings and slide lectures. The class endeavors to facilitate within every student proficiency the thoughtful application and creative potential of the language and processes of three-dimensional design and sculpture as a means of organizing space and defining a point of view. The first trimester will focus on the foundations of three-dimensional design. The second trimester will emphasize metal sculpting, using MIG welders, the plasma cutter and oxygen-acetylene torches. The final trimester will concentrate on bronze foundry, from mold-making, the lost wax process and pouring molten bronze.

3-D Art and Design 2 - Sculpture (9-12)

Prerequisite: 3-D Art and Design 1 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

3-D Art and Design 3 – Sculpture (10-12)

Prerequisite: 3-D Art and Design 2 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

3-D Art and Design 4 - Sculpture (10-12)

Prerequisite: 3-D Art and Design 3 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

3-D Art and Design 1 – Wood (9-12)

This one-year woodworking course is offered to students in Grades 9 thru 12. The course is designed to provide students with the skills and knowledge needed to correctly perform woodworking operations using hand and power tools and woodworking equipment. The curriculum is student centered, and therefore is designed to meet the individual needs of each student. Instructional emphasis is placed on the safe and proper operation of equipment found in the woodshop. Students will be introduced to the care of woodworking equipment, selection of materials, understanding woodworking processes, and the importance of design. The successful completion of introductory projects will lead to more challenging endeavors such as furniture construction.

3-D Art and Design 2 - Wood (9-12)

Prerequisite: 3-D Art and Design 1 and Departmental Approval

A student may enroll in the 3D Art and Design (Wood) course each of their four years in the Upper School with the expectation that they continue to challenge themselves with more complex projects each year, while employing an increasing degree of proficiency in craftsmanship and tool manipulation.

3-D Art and Design 3 - Wood (10-12)

Prerequisite: 3-D Art and Design 2 and Departmental Approval

A student may enroll in the 3D Art and Design (Wood) course each of their four years in the Upper School with the expectation that they continue to challenge themselves with more complex projects each year, while employing an increasing degree of proficiency in craftsmanship and tool manipulation.

3-D Art and Design 4 - Wood (10-12)

Prerequisite: 3-D Art and Design 3 and Departmental Approval

A student may enroll in the 3D Art and Design (Wood) course each of their four years in the Upper School with the expectation that they continue to challenge themselves with more complex projects each year, while employing an increasing degree of proficiency in craftsmanship and tool manipulation.

Motion Media 1 (9-12)

Motion Media 1 is an introductory class that provides both a theoretical context and a technical foundation that will enable students to effectively communicate through the medium of cinema. It operates as both a lecture and production course. Just as effective writing requires an understanding of narrative structure in that medium, effective film communication requires an understanding of film structure. To that end, classic film from various genres and nations are watched and analyzed as models, and students produce their own films. Peer review and critique are included in post-production.

Motion Media 2 (10-12)

Prerequisite: Motion Media 1 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

Motion Media 3 (11-12)

Prerequisite: Motion Media 2 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

Motion Media 4 (12)

Prerequisite: Motion Media 3 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

Photography I (9-12)

This year-long course provides an introduction to the technical, aesthetic, and cultural aspects of photography. Students will learn the basics of camera operation as well as photographic composition, lighting and exposure. Black and white film processing and printing are done in Parker's darkroom. Black and white photography is the primer for visual communication: including cinema, video, graphic design and digital photography. By emphasizing the black and white silver gelatin film medium, the basics of graphic visual communication such as shape, line, tonal values, depth, shadow and light are made clearly visible. Students learn to fill the frame with the elements that best communicate. Fundamentals such as exposure, lighting, chemical processing as well as lenses and perspective are covered. The course will conclude with a primer in the new photographic hybridity, bringing analog into the digital terrain. A 35mm film Single Lens Reflex camera is required.

Photography 2 (9-12)

Prerequisite: Photography I and Departmental Approval

As students continue to develop their portfolios in black and white, they are introduced to advanced photographic techniques such as black and white infrared photography and more advanced digital imaging. Alternative darkroom processes as well as medium format and digital cameras will also be covered. Students will strive for fluency in the medium and start to refine their own voice and style. This project-structured course will include lectures, demonstrations, project assignments, critiques, and discussions.

AP Studio Art - 2-D (11-12) - Weighted

Prerequisite: Two years of 2-D Art and Design and Satisfaction of Departmental Criteria

This is a year-long advanced level course that enables committed art students to create a portfolio of 2D artwork that explores Drawing or 2D Design. During the course students develop a theoretical and practical understanding of the Visual Arts through studio practice and research. A focused approach to content and the use of appropriate media and techniques will compliment each student's individual artwork. Students are encouraged to investigate Art from various cultural, social and historical backgrounds, and to be aware of the Arts in the contemporary world. The pursuit of ideas and creative thinking will be continually enhanced, in conjunction with the expansion of sound technical skills. Students select media and subject matter that best communicate their ideas and strengths. A portfolio that focuses on either Drawing or 2D Design, consisting of three sections (Quality, Concentration and Breadth), is prepared and submitted for evaluation by the AP College Board at the end of the academic year.

AP Studio Art - Photography (11-12) - Weighted

Prerequisite: Two years of Photography, Portfolio Acceptance

In this year-long advanced course, students with demonstrated basic technical and aesthetic skills in camera work, darkroom, and digital photography, move to a higher aesthetic and analytic level within the structure of the AP Studio Art framework. Students will develop a formal presentation of their work for professional evaluation in the form of an online portfolio and attendant written support. Demonstrated skills will include the darkroom/camera system, studio lighting, digital cameras electronic image editing, and theoretical analysis. The AP 2-D portfolio contains three sections: Quality, Concentration, and Breadth. All students are required to complete a portfolio and submit it to the AP by the deadline in May.

Special Projects in 2-D Art and Design (11-12) - One trimester

Prerequisite: Departmental Approval

Does not fulfill Arts graduation requirement

This course is for students who would like to work on an advanced project. It is graded on a Credit / Non-Credit basis.

Special Projects in 3-D Art and Design (11-12) - One trimester

Prerequisite: Departmental Approval

Does not fulfill Arts graduation requirement

This course is for students who would like to work on an advanced project. It is graded on a Credit / Non-Credit basis.

Special Projects in Motion Media (11-12) - One trimester

Prerequisite: Departmental Approval

Does not fulfill Arts graduation requirement

This course is for students who would like to work on an advanced project. It is graded on a Credit / Non-Credit basis.

Special Projects in Photography (11-12) - One trimester

Prerequisite: Departmental Approval

Does not fulfill Arts graduation requirement

This course is for students who would like to work on an advanced project. It is graded on a Credit / Non-Credit basis.

AP Art History (10-12) - Weighted

Prerequisites for non-seniors: Satisfaction of Departmental Requirements for AP US History (for juniors); concurrent enrollment in Global History II Honors (for sophomores)

This course is a chronological survey of world art, designed to prepare students for the Advanced Placement Exam. Beginning with Paleolithic art and ending with postmodernism, students will study art works in their original context in order to achieve an understanding of their purpose and meaning in the society that produced them. Key historical documents will provide unique insights into interaction between culture and the creative process. Students will create a portfolio containing three larger studio projects and at least three smaller projects. Artwork will reflect the influence of historical media, techniques, and processes. Students will develop skills in architectural design, sculpture, drawing, painting and digital imagery by producing 2D and 3D projects. Students will also visit local and online museums, view films and digital images of artworks. Short research projects will promote development of skills in research, writing and reasoning about the interaction between art and its historical context.

Journalism (Scribe) I (9-12)

Prerequisites: See Departmental Criteria from "Course Sequences and Departmental Requirements" Chart for the English Department

In this year-long course students will learn what it takes to be a modern-day journalist. They will become proficient in interviewing, photography, writing, and graphic design for the School's printed publication, The Scribe.

Journalism (Scribe) 2 (10-12)

Prerequisites: See Departmental Criteria from "Course Sequences and Departmental Requirements" Chart for the English Department

In this course, students build on their foundations from the previous year and take on more independence and editor roles.

Journalism (Scribe) 3 (11-12)

Prerequisites: See Departmental Criteria from "Course Sequences and Departmental Requirements" Chart for the English Department

In this course, students build on their foundations from the previous year and take on more independence and editor roles.

Journalism (Scribe) 4 (12)

Prerequisites: See Departmental Criteria from "Course Sequences and Departmental Requirements" Chart for the English Department

In this course, students build on their foundations from the previous year and take on more independence and editor roles.

Yearbook 1 (9-12)

This class is devoted to making the Francis Parker School Yearbook. It is, impressively, a student-run operation that results in a 300-plus page book, often the recipient of multiple awards. This class is overwhelmingly structured by deadlines to the printing press, rather than any academic calendar. As such, students work on the book outside of class time, in as much as the deadlines call for it. Fall and winter are characterized by bursts of activity and movement, culminating in the final submission in early spring. After that, the class winds down, catches a breath, and starts planning for the next year. Although every student must diligently manage their independent responsibilities, Upper School Yearbook is essentially a collaborative process. Working with others is central to the experience. Students create all content (photography and copy) and have their work edited by their group leaders and senior editors. Students then design this content into each page, meaning, students decide how the type and images are arranged on each layout. The entire book is made in Adobe InDesign, the standard worldwide for professional desktop publishing. This class breeds an active, high energy atmosphere, fueled by students who are engaged with the life of the school, and driven to recreate that in a well-designed book.

Yearbook 2 (10-12)

Prerequisite: Yearbook 1 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

Yearbook 3 (11-12)

Prerequisite: Yearbook 2 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

Yearbook 4 (12)

Prerequisite: Yearbook 3 and Departmental Approval

In this course, students build on their foundations from the previous year and take on more independence.

Courses

Physical Education / Athletics

2021-22

Courses During the School Day	Courses After School
Dance	Independent PE
Advanced Dance	Next Level Lancer Performance Training: Athletics
Sports Medicine	Sports Management
Yoga	Strength & Conditioning: Physical Education
	Student Athletic Training
	Varsity / JV Athletics; Parker Club Teams

Course Descriptions

Physical Education / Athletics

2021-22

Dance (9-12)

The commitment for this course is during the school day

Enroll in Dance for PE credit instead of Arts credit. Note that this is a full-year commitment. The commitment for this course is during the school day. Refer to the course descriptions under Dance/Performing Arts.

Independent PE (9-12) - One trimester

The commitment for this course is after the school day

The Parker Physical Education philosophy is to educate students in a range of lifelong fitness activities during their four years in Upper School. In the event a student wishes to pursue a PE option not available on campus, they may elect to apply for Independent PE. In order to qualify for consideration, the request must be for a regularly scheduled, supervised activity. Each request to participate in independent physical education will be evaluated by the Physical Education Department. Once approval is granted, students must attend a meeting twice each season for approval of Independent PE credit. Beginning with the Class of 2021, students may earn only one Independent PE credit per school year.

- In order to be enrolled in the course, students must be registered with the Academic Dean before the course begins.
- All subsequent tasks and assignments will be online through the "onCampus - my school app"
- Students may only receive IPE credit for a trimester that they are enrolled in. Students may not receive credit retroactively.

Sports Management / Athletic Team Manager (10-12) - One trimester

The commitment for this course is after the school day

This course is designed for students who are interested in sports management and/or being a team manager. Students interested in game management will help promote and manage Parker athletic contests. This will include marketing, game operations, game day promotions, post-game media updates. Athletic team managers will help in the day-to-day operations for a specific athletic team. In addition, they will be responsible for assisting in game management and promoting their team.

Sports Medicine (10-12) - One trimester

Offered fall trimester only

The commitment for this course is during the school day

Learn a broad spectrum of sports medicine concepts and practical skills for injury prevention and sports performance.

Strength and Conditioning: Physical Education (9-12) - One trimester

The commitment for this course is after the school day

This class will provide an opportunity for the development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the principles of training will be emphasized.

Next Level Lancer Performance Training: Athletics (9-12) - One trimester

The commitment for this course is after the school day

This class is for students training for a Parker athletic program. This class will provide an opportunity for the development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Proper technique, safety precautions and proper application of the principles of training will be emphasized.

Student Athletic Training (9-12) - One trimester

The commitment for this course is after the school day

The purpose of this course is to provide students with education and information related to Athletic Injuries and Conditions. Students will learn skills necessary to assist the Athletic Trainer daily, after school, with emergency care, taping, anatomy, evaluations, treatment and rehabilitation of athletic injuries for all sports. 1 group project per trimester will be assigned. The schedule for this class is similar if not more time than participating in a sport. Students must be available at least 3 times per week after school for evening practices and games. The expectation is that you are available when sports are in session. This may be right after school but most games are held in the evening. You will need to arrange transportation to accommodate game and practice schedules.

- Fall trimester: Begins July 30 with preseason football and ends with fall playoffs. You will need to be available for preseason physicals on the evening of July 30. If you cannot make this commitment in August, please choose another trimester. Time commitment is from 8-6 daily, with lunch break, in Aug and 2-6:30, daily, after school begins. Friday nights you will need to be available until 9-10 p.m. for football games.
- Winter Trimester: Begins with winter sports (different/earlier than trimester end) and ends with winter playoffs. Time commitment is 3-6:30 or potentially 9 p.m. for game nights.
- Spring Trimester: Begins with Spring sports (different/earlier than trimester end) and ends with Spring playoffs. On game nights, you may be working until 9pm.

Looking for motivated, self-driven students that are eager to learn about the body, injuries and a new profession. Should be sociable, willing to try new things, and have a positive attitude. There is a 4-student maximum for this class per trimester and students may only participate if they are not participating in a sport that particular trimester. Due to high demand you can only participate in 2 trimesters per academic year unless approved by the Athletic Department.

Yoga (9-12) - One trimester

The commitment for this course is during the school day

Yoga is geared towards the novice to advanced level practitioner interested in developing a deeper understanding and appreciation for their physical body, mental health, and emotional balance. The focus will be on Asana (body postures), Pranayama (breath), and learning simple anatomy to support the students' understanding of alignment, injury prevention, kinesiology, and wellness .

Course Descriptions

Other Courses

2021-22

Life Skills (9)

This required course provides students with the skills and knowledge to develop positive behaviors in the 9th grade and beyond. The importance and the appreciation of healthy behaviors will be developed through both classroom activity and physical activity. Enhancement of self-awareness and the development of a healthy skill set will provide the best opportunity for success as an individual, a family member, and a citizen of the community. CPR certification and standard first-aid are part of the course curriculum. Additional topics include: self-esteem, drug and alcohol education, mindfulness meditation, and sex education.

Grade 9 Academic Skills - *One trimester*

Designed to support ninth graders as they navigate the academic demands of the Upper School, this course focuses on foundational skill development. Guided by the scope and sequence of the ninth grade curriculum, students will be provided ongoing support that reinforces and strengthens prerequisite knowledge. In a structured class setting, students will be guided in their academic transition to develop habits for success in the Upper School. This is a credit/non-credit trimester course with the option to re-enroll each trimester.

Key areas of curricular focus, development, and support include:

- Reading comprehension, annotations, and notetaking
- The writing process and research strategies
- Foundational math support
- Physics: conversions, problem solving, conceptual understanding
- Executive functioning: planning, study skills, self-advocacy and prioritizing

Student Government I (9-12)

This class is based on the philosophy that leadership talent can be developed, and that the ability to lead others usually develops more fully and productively with training. Emphasis is placed on individual work with the ASB advisor and putting into practice the knowledge, abilities, and skills developed in class. Positions are by student election or by committee appointment.

Student Government 2 (10-12)

In this course, students build on their foundations from the previous year and take on more independence.

Student Government 3 (11-12)

In this course, students build on their foundations from the previous year and take on more independence.

Student Government 4 (12)

In this course, students build on their foundations from the previous year and take on more independence.

Course Registration Information

Class of 2025

Dear Families,

Welcome to registration season! The Grade Level Deans and College Counselors are excited to help their students look ahead to the 2022-23 school year. There are a few changes in the overall timeline and process. Please take a moment to read the information below.

Sincerely,

Carrie Dilmore

Assistant Head of Upper School

Registration Timeline

- January 31, 2022—Curriculum Night: Information shared with students and parents in grades 8-11.
- January-March, 2022—Grade-Level Deans and College Counselors register students for courses for the 2022-23 school year
 - Grade 9 with Grade Level Deans in February - March
 - Grade 8 with Mrs. Krause in in February - March
- April 1, 2022—All students registered in the system.

Schedule Development

- Initial schedules created in April-May
 - Appeal Committee meets in early April to discuss appeals
- Schedules for students nearly finalized by mid-June
- Schedules finalized no later than June 30
- Students will be able to add and drop courses beginning on August 1, 2023.

Course Placement Criteria

Each fall, Department Chairs work with their department members to recommend course placement criteria for approval by the Head of Upper School. Families receive the course placement criteria at the Curriculum Night presentation. The information will also be on the Francis Parker School website.

Important information:

- Course eligibility for the 2022-2023 school year will be determined by the average of Trimester 1 and 2 grades. Students who are below the prerequisite of a course for which they wish to register may submit an appeal in early April provided that they are within one-third of the required letter grade, as outlined in the Curriculum Guide.
- To maintain placement eligibility, it is expected that students maintain their academic performance during Trimester 3. If a student's Trimester 3 grade is 10 percentage points below the prerequisite of the course, placement may be adjusted.
- A student's placement will also be reviewed in the case that their Trimester 3 grade is 10 percentage points above the prerequisite of the course. For courses in which eligibility is an A or an A+, the student will need to earn an A+ in Trimester 3 for placement to be reviewed.
- Course eligibility criteria are departmentally, and sometimes course specific and can be found in the information packet from Curriculum Night and on the website.

- The average of the grade percentages will be rounded up for eligibility determination (i.e. 93.5% becomes 94%).

Course Placement Appeals (based on the average of Trimester 1 and 2 grade percentages)

Students have the opportunity to appeal their course placement for individual courses if the average of their two trimester grade percentages falls within the appeals range.

- If an A+ is required, appeals range is A
- If an A is required, appeals range is an A-
- If an A- is required, appeals range is a B+
- If a B+ is required, appeals range is a B
- If a B is required, appeals range is a B-, and so on.

For example, if a student receives a 94% Trimester 1, 90% Trimester 2, that student has an average grade percentage of 92% (A-). If the course requirement is an A, the student falls into the appeals range.

The Appeals Process

Should a student be in the appeals range for an upper-level course and want to take the upper-level course, the following steps should be taken by the student:

- An email will come out from the Appeals Committee in late March with the official appeals Google Form. The questions can be found at the bottom of this letter.
- Students are encouraged to estimate their average grades early in Trimester 2 so that they can set goals for a strong academic performance. Once Trimester 2 is completed, students can determine if they might be in a position that requires an appeal for a desired course or courses.
- Students who are in the appeals range may complete an application to appeal into a class. Families are welcome to help with the application. **All applications are due on or before April 1, 2022. It is important to turn the application in on time.** Appeals turned in after the fact cannot be considered until the next round of schedule changes because the schedule is being finalized immediately following the Appeals Committee meetings.
- If a student is in the appeals range for a course, but does not wish to take the course, the student does not need to fill out the appeals form.
- Students will be notified of the Appeal Committee's decisions no later than Friday, April 1, 2022.
- Families may not appeal the Appeal Committee's decision. It is important to share all pertinent information on the application during the appeals process so that the committee can make decisions based on the full story for each student.

Appeals Application for Students Francis Parker School—Upper School

Student Name:

Grade Level:

Class into which you want to appeal enrollment:

Name of current class in the same discipline:

Grade percentages in current class:

Trimester 1 _____

Trimester 2 _____

Please tell us about why you would like to be in this advanced, honors, or AP class next year.

Please explain what circumstances prevented you from earning a qualifying average grade percentage in this subject area this year.

What other classes are you choosing for next year? Describe how you will manage the workload of this class in relation to the other classes you intend to take.

In what additional sports and activities do you participate (both inside and outside of Parker)? Include how this class will fit into your overall student life experience for next year.

Is there any additional information you would like for us to consider in your appeal?

Please remember that families cannot appeal the Appeal Committee's decision. This application should include all pertinent information for the committee to consider.

Course Registration Information

Class of 2026

Dear Families,

Welcome to registration season! Mrs. Krause is excited to help students look ahead to the 2022-23 school year. She will be your main contact for all things Upper School, but we wanted to provide a little information here for you to peruse. Please take a moment to read the information below.

Sincerely,

Carrie Dilmore

Assistant Head of Upper School

Registration Timeline

- January 31, 2022—Curriculum Night: Information shared with students and parents in grades 8-11.
- January-March, 2022—Grade-Level Deans and College Counselors register students for courses for the 2022-23 school year
 - Grade 11 with College Counseling in January - March
 - Grade 10 with Grade Level Dean and College Counseling in February - March
 - Grade 9 with Grade Level Deans in February - March
 - **Grade 8 with Mrs. Krause in February - March (see blank 4-Year Plan below)**
- April 1, 2022—All students registered in the system.

Schedule Development

- Initial schedules created in April-May
- Schedules for students nearly finalized by mid-June
- Schedules finalized no later than June 30
- Students will be able to add and drop courses beginning on August 1, 2023.

Course Selection

- For Grade 9 all students are in the same course for Biology, English 9, Global History 1, and Life Skills
- For Grade 9 all students are placed by a teacher into their Math and World Language courses
- For Grade 9, students can select one elective course OR have a free period.
- In the Upper School students can earn PE credits by playing a sport (takes place after school) OR by taking a PE course. Life Skills is NOT considered a PE course.

Mrs. Krause will share MUCH more information with the families of the Class of 2026 in January 2022.

Art				
*course student qualifies for at the time of registration				
Appeal				
** course student wants to take if they qualify after T3 or via appeal.				
Elective/PE/Free	Life Skills			
*course student qualifies for at the time of registration				
Appeal				
** course student wants to take if they qualify after T3 or via appeal.				

PE/Athletics Credits	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Trimester 1				
Trimester 2				
Trimester 3				
Summer Courses	GRADE 8 → 9	GRADE 9 → 10	GRADE 10 → 11	GRADE 11 → 12

Community Engagement

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