Course Description Booklet
2020-2021
Courses for Grades 6 through 12

ST. ANDREW’S
EPISCOPAL SCHOOL
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St. Andrew’s Episcopal School

Course Description Booklet

Grades 6 – 12

2020 – 2021

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St. Andrews Non-Discrimination Policy
Consistent with the values of an Episcopal school, St. Andrews is committed to a diverse and inclusive community with respect to race, national origin, religion, gender, sexual orientation, family status, economic circumstance, age, and physical disability in its student body, faculty and staff. Pursuant to all applicable federal, state and local laws and regulations, St. Andrews does not discriminate in the administration of admission, financial aid or loan practices, educational or other school-sponsored programs and activities, or in the hiring or terms of employment of faculty and staff, except that the Chaplain shall be a member of the clergy of the Episcopal Church.
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MISSION OF ST. ANDREW’S EPISCOPAL SCHOOL

The mission of St. Andrew’s Episcopal School is to know and inspire each child in an inclusive community dedicated to exceptional teaching, learning, and service.

PHILOSOPHY STATEMENT OF ST. ANDREW’S EPISCOPAL SCHOOL

St. Andrew’s Episcopal School endeavors to provide a comprehensive co-educational college preparatory program for preschool through twelfth grade in an inclusive environment that embodies the faith and perspective of the Episcopal Church. The school seeks a broadly diverse community to promote educational excellence. St. Andrew’s programs are designed to serve students of varied interests and abilities capable of achievement in a challenging academic environment. To create such an environment, St. Andrew’s supports a dedicated faculty and administration who respect and appreciate students.

St. Andrew’s strives to challenge and support all of its students in a balanced program to nurture their academic, artistic, athletic, and spiritual growth. The school believes that developing each individual’s intellect, character, and sense of self-worth encourages each to live a creative and compassionate life. Because St. Andrew’s values the benefits of community, the school encourages students to lead lives of responsibility to each other and to the larger community.

Approved by the Board of Trustees, May 2008

EPISCOPAL IDENTITY AT ST. ANDREW’S

We live our Episcopal identity through five habits of heart and mind.

We love.

We believe that God calls us to love. And because we view each of our students as a child of God, we care about them not merely as students who need to pass their courses and get on with life, but as complex human beings whose minds, bodies and spirits need to be nurtured and supported because they are God’s hope for a future generation. The love we practice as an Episcopal school reveals itself in sacrifice, patience, truth telling and, to quote St. Paul, a willingness to build one another up and to bear one another’s burdens. It is a love that both sets expectations and practices forgiveness, each in equal measure. In a phrase, we care deeply for each other. As an Episcopal school, we place love at the center of our life together.

We worship.

Each week we come together for chapel. The purpose of chapel is to balance the hectic pace of school life with a weekly rhythm that includes pause, prayer, and reflection on those things and those relationships that matter most in life. Chapel is about making time each week to thank God for what we have, to hold up in prayer each other’s needs and concerns, to sing in joy and celebration for the blessings of this life, and to share stories of meaning and purpose. Perhaps most importantly and most counter-culturally, chapel is where we regularly remember to be mindful of the presence of something larger than ourselves. For these reasons, our chaplains and our connection to the Episcopal Diocese of Washington are essential parts of our school’s identity.
We welcome.
We strive to be a welcoming place. Just as love of neighbor is one cornerstone of Episcopal identity, hospitality to the stranger is another. Episcopal schools are intentionally diverse, and we believe that there are many paths to God. Our school welcomes the perspectives of other faiths and knows that we are better for their presence. We invite all who attend and work in our school both to seek clarity about their own deepest beliefs and to honor their convictions, whatever they may be, more fully and faithfully in their own lives. We believe that authentic interfaith conversation is most fruitful when each of us is clear about, and true to, who we are. Our Anglican tradition is a beautiful and rich one that we are eager and committed to share. In sharing it we strive mightily to be as graceful and inclusive as we can to make room for all in our community.

We serve.
Service is at the heart of the Christian life and is another hallmark of Episcopal identity. We serve with deep conviction that we find our true identity as God’s people precisely when we abandon our self-centered agendas to encounter and serve the other. In serving the other we learn that both the server and the served are transformed in unexpected and wonderful ways. Indeed, we learn that in serving the other we more often than not meet God. This is why service learning is at the center of our curriculum. Through service, our students discover that they can change the world and that their service and those they serve change them for the better as well.

We question.
We value both faith and reason, and we cherish the life of the mind. Ours is a faith that seeks understanding. We are eager to question and to explore the most fundamental questions in life. This is why the academic study of religion is integral to our curriculum. As an independent Episcopal school, we enjoy the freedom and exercise the responsibility to engage our students in talking openly about God and the good life. We welcome seekers, doubters, and skeptics. We trust that if we build our community on open, honest, inquisitive, careful and respectful questioning, the truth will emerge and all of us will be enlightened as a result. Our aim is to equip students’ minds with the skill and their hearts with the desire to find meaning, to claim their own spiritual identities, and to articulate their convictions with a balance of clarity, generosity, and humility.

We love. We worship. We welcome. We serve. We question.

These five habits of heart and mind are at the core of who we are as an Episcopal School.

Approved by the St. Andrew’s Board of Trustees on December 15, 2015.

DIVERSITY STATEMENT OF ST. ANDREW’S EPISCOPAL SCHOOL

St. Andrew’s has a steadfast commitment to diversity, equity, and inclusion among its students, families, employees, and trustees. This imperative is rooted in the school’s Episcopal identity and its mission to know and inspire each child. A broadly diverse community fosters empathy strengthens teaching and learning, and promotes academic excellence.

We value and respect all differences, including but not limited to age, ability, ethnicity, family structure, gender, race, religion, sexual orientation, and socio-economic status. To build and sustain a diverse community, the school proactively addresses equity and inclusion in its policies, programs, and practices. We hold everyone in our school accountable for respecting the multitude of human identities and perspectives and for promoting a safe and supportive school environment.

Approved by the Board of Trustees, December 15, 2015
SERVICE LEARNING ACROSS THE CURRICULUM

“Because St. Andrew’s values the benefits of community, the school encourages students to lead lives of responsibility to each other and to the larger community.”
-- from St. Andrew’s Philosophy Statement

St. Andrew’s has always demonstrated a commitment to community service. Over the past four years the school has dedicated itself to bringing service into the curriculum in every department and in every division. By integrating service learning into our curriculum, not only are academics brought to life through experiential learning, but our students also learn how to apply their academic skills to solving real world problems. Our students understand the ethical and practical dimensions of the inequities they encounter and better understand the humanity and dignity of those they help. St. Andrew’s teaches one of its founding values through service learning: that one’s life gains meaning when he or she accepts responsibility for contributing to others’ well-being.

Below is a scope and sequence of our core curriculum.

Middle School

In the Middle School, community service is done in 6th – 8th grade through the advisory program, the clubs program, and individual classes.

Positive Leadership Initiative

Through our advisor program, students participate in the Positive Leadership Initiative and choose a service theme to design and implement a variety of projects that Contribute, Advocate, Reach Out, and Educate (CARE). As students study world leaders in History and heroes and heroines in English, they are asked to become real leaders and heroes in our community. The 8th graders present their projects and their experiences of leadership through service to the whole middle school in the spring.

9th Grade

Service Learning 9

In a multi-faceted course incorporating service activities and guest speakers, students learn more about diversity and our common humanity. Students will travel off-campus almost every week to work with Samaritan Ministry of Greater Washington and other affiliated organizations serving a variety of different communities in need. Students will also be involved in creating meals for homeless men and women as part of the school’s Campus Kitchen project. Reflections and discussions help students hone their interests and passions for serving.

10th and 11th Grades

During both school years or during the summer, students are required to complete at least 20 hours of service per year in an approved agency of their choosing.
10th, 11th, 12th Grades

D!Lab Engineering Innovation and Design Thinking

This year-long course incorporates visual 3D design, design thinking and engineering elements. This course is a snapshot of contemporary innovation at different scales and in different fields like energy, mobility, materials, health, communication and community. The course offers students the opportunity to work singly or in teams to design solutions to world problems and capitalizes on the belief that student designers can be critical thinkers and strategists, capable of addressing cross-disciplinary problems. Engineering the future depends on a repertoire of tools and process that help harness wisdom and ingenuity. By applying a design-centered approach to problem solving and engineering, students will be better able to conceive and create innovative solutions. Each trimester, the course will be taught by instructors with specialty in areas of design thinking.

12th Grade

Many seniors take an active role in the leadership of campus organizations that seek to serve. At the close of the Senior year, students perform 10-day project of service in an approved agency of their choosing. Upon return for Honors Day, Baccalaureate, and Commencement, students spend a morning reflecting on their whole view of service, their experience, and their hopes for serving in the future.

Race Matters, a History elective

This class hosts the Bokamoso youth from Winterveldt, South Africa for one month. Students have the opportunity to take an optional trip to South Africa on spring break, in which they serve and learn about racial reconciliation, the ravages of poverty, and AIDS.

International Development

St. Andrew’s has a deep tradition of leadership and service in the global community. This interdisciplinary course explores global challenges in public health, environmental sustainability, food security, macro and micro economic empowerment, and infrastructure in Haiti, Honduras, and South Africa. Students study the history of each country, international development and social entrepreneurship as it pertains to each nation, and establish team-based, impactful international partnerships. The course teaches students to think pragmatically and value enterprise as they implement cooperative projects at home and abroad.
SAES Service Trips

South Africa Service Program – The SAES South Africa Cultural Exchange and Service Learning Program, which takes place during Spring Break, has provided Upper School students with a transformative, connected, socially and historically conscious experience of lasting impact. Our group serves with our South African partners at Bokamoso, in Winterveldt, and with a church and soup kitchen in Cape Town. The program complements the exchange visit of our South African Bokamoso partners each year in January. Students earn 15 hours of community service.

Chicago Service Program – Students travel to inner city Chicago for a week to participate in a variety of projects serving needy children and families. This includes students working directly with the elderly at Chicago Cares, with children in partnership with DePaul University's St. Vincent program and the Ronald McDonald House, and with developmentally disabled individuals at Misericordia. Students also serve meals at facilities tackling hunger, including Inspiration Cafe and Uptown Cafe, and they help sort and pack at Chicago's Food Depository. Students earn 40 hours of community service.

Haiti School Partnership Program – This is a long-term program that provides a transformative opportunity during the second trimester to experience the vibrant culture of Haiti first-hand; to learn about its fascinating history; and to meet and serve our partners in the rural village of Civol at the school of Christ Roi. An equally important aim is to provide our students with a field of experience in public health education -- introducing issues of local infrastructure, environmental impacts on community, civic engagement, disease prevention, and global interdependence. Students earn 20 hours of community service.

The Marine Biology Field Trip partners with Ecology Project International to provide a unique experience for high school students. Working with local scientists, students participate in authentic research projects that contribute to current research about biodiversity, turtle habitats, or other investigations in nature. In addition, students explore the unique ecosystems of deserts or rain forests, experience elements of the local culture, and remain unplugged from electronics for the duration of the trip. This trip runs during Spring Break, in either Baja California Sur or Costa Rica. Students earn 20 hours of community service.

CURRICULUM MAPS

St. Andrew’s curriculum maps provide important insight into teachers’ thinking when they are designing their classes and demonstrate how we prepare students for every step of their academic journey. Each map allows us to better understand the integration of key objectives across divisions and grade levels. These initiatives include:

● Brain-Based Teaching and Learning,
● Multicultural Education,
● Service Learning,
● Character & Identity Formation (reflecting our school’s Episcopal values).

We believe that living, learning and teaching these goals and values in our everyday curriculum is essential to educational excellence. We believe that our determination and ability to base our teaching on how students actually learn are distinctive strengths of St. Andrew’s.

To learn more about the courses described in this booklet, view the curriculum maps available online. From the homepage, www.saes.org, select ‘academics’ and then ‘curriculum’ to find a link to a database that includes all the curriculum maps.
MIDDLE SCHOOL PROGRAM STATEMENT

The St. Andrew’s Middle School program addresses the academic, social, and emotional needs of sixth, seventh and eighth graders. No longer elementary school students and not yet high school students, twelve to fourteen year-olds are ready for more independence, academic challenge, and guidance.

Our academic program includes five core subjects: English, math, history, science, and language (French, Latin, or Spanish). In the sixth grade, English and history are combined in a humanities course. There are performing arts, visual arts and religion requirements each year, with the opportunity for some choice within the performing arts. The instruction of library, research, and technology skills are integrated within our courses. The end of each day includes an hour of interscholastic sports as part of the curricular program. Each athletic season offers multiple options of team and individual sports for both beginning and advanced players. Our teaching methods continue to include the best that 21st century research suggests: interdisciplinary study, hands-on design projects, and analytical thinking and writing. Higher order cognition (creative problem solving and critical thinking), materials management and foundational excellent study skills are emphasized.

Our strong affective curriculum recognizes the unique challenges and potential of this age. The sixth grade is organized by homeroom, utilizing some of the techniques of Responsive Classroom model. Our seventh grade advisor program is a multi-dimensional program that teaches the value of diversity and nurtures empathy and inclusion. Our eighth grade program focuses on leadership skills and service through educational projects. A weekly chapel service is a part of every grade at St. Andrew’s.

Our Middle School division is vibrant, just like the students who bounce through our halls. From overnight camping trips and the spring musical to student-led assemblies and rotating lunch tables, we build community and a sense of belonging. Students are encouraged to explore their talents and their struggles in order to understand themselves and others well. Self-confident, thoughtful, and joyful, our students enter high school ready for even more opportunities on their road to college.

ACADEMIC COURSE LOAD

In the St. Andrew’s Middle School, the typical course load is five academic courses (four for sixth grade). Students must also meet the art, religion, and physical educational requirements each year.

PROMOTION

Students must successfully pass all major academic courses per year to be promoted to the next grade. Passing a course means earning a grade of D or higher. A student who receives a year-end grade below a C- in a sequential course of study (e.g., language and mathematics courses) will be required to participate successfully in summer coursework approved by the division head in order to move on to the next level of the discipline. A student who fails a course will be required to participate successfully in summer coursework approved by the division head. Any student who receives three year-end grades in the “D” range, or one failing grade and another grade in the “D” range, will normally not be promoted to the next grade at St. Andrew’s and will be asked to seek admission to another school.
ARTS DEPARTMENT COURSE OFFERINGS

PERFORMING ARTS

Middle School students are required to take one performing arts elective each academic year.

BAND
3 trimesters, Fall/Winter/Spring

Grades 6 - 8

Middle School Band is offered all three trimesters, but offered for credit only during 3rd period in Fall trimester. In the Winter and Spring, the ensemble meets extracurricular twice a week after school on Mondays & Wednesdays. Students develop musicianship and musical literacy skills while working on musical repertoire to perform at assemblies and other signature events during the year. Middle School Band will learn to play a variety of musical genres (i.e. classical, rock, world music, musical theatre/film, etc.). In the Spring, they will also be featured playing the overture and entr'acte for the Middle School Musical productions. Band material is chosen and arranged specifically to suit the varied levels. All instruments are encouraged to join. Students can bring their own or an SAES provided instruments (including woodwinds, brass, percussion, keyboard, strings, acoustic/electric guitar, bass and ukulele). Because of limited space within the band, there will be auditions in the early fall. (Note: SAES individual music lessons are offered before/after school – contact Mr. Yonce for details.

CHORUS
3 trimesters, Fall/Winter/Spring

Grades 6 - 8

Middle School Chorus is an extracurricular offered all three trimesters on Wednesdays before school. Students developing vocal technique and musicianship (rhythmic sight-reading and sight-singing) as well as prepare a variety of repertoire performed for assemblies and other signature events during the year. Repertoire is chosen and arranged specifically to suit the ensembles voice parts, performance level, and interest. All students with an interest in singing are encouraged to join! Students do not receive a credit for MS Chorus.

DANCE
1 trimester, Fall/Winter

Grades 6, 7, 8

Middle School Dance is offered both as an academic credit course (trimester TBD in the Fall based on arts enrollment) and as a sport extracurricular (Winter trimester). The Middle School Dance program is designed to both inform and enrich students about the elements of Dance as an art form. Students will explore dance technique, learn choreography in a variety of styles, create original movement composition, and learn about famous dance pioneers and their influence on the art form. Performance opportunities include MS Performing Arts Assemblies, Chapel Service, and MS Sporting Events. All students with an interest in dance are encouraged to join!

DRAMA
1 trimester, Fall/Winter

Grades 6, 7, 8

This course is offered in both Fall and Winter trimesters. In this class the students explore various skills necessary for acting and performing. These elements include different acting styles, improvisation,
mime, juggling, stage combat, movement and music. Students additionally prepare short pieces for performance in the end of trimester Performing Arts Assembly.

**MIDDLE SCHOOL MUSICAL: CAST**
Grades 6, 7, 8
1 trimester, Spring

In this course students are cast members in the Middle School musical production. In addition to preparing for and performing the show (acting, singing, dancing), the actors learn many elements of stagecraft, history and themes presented in the selected musical, as well as how a show is put together. Auditions for roles take place at the beginning of the Spring trimester. Rehearsals primarily takes place during 3rd period; students are also be required to attend the tech rehearsal and after-school rehearsals the week prior to the shows.

**MIDDLE SCHOOL MUSICAL: TECH**
Grades 7, 8
1 trimester, Spring

This course works on the technical elements in conjunction with the Middle School Musical. These elements include designing and building sets, painting, prop making, sound and light design as well as the running of the show during performances. Prerequisite technical skills are encouraged but not required. In addition to the performances, students must be available for the tech rehearsal and after-school rehearsals the week prior to the shows.

**MIDDLE SCHOOL TECHNICAL THEATER**
Grades 6, 7, 8
1 trimester, Winter

This course provides an introduction to technical theatre, including designing and building sets, painting, prop making, sound and light design. Students will also develop scale models in the form of puppetry theatre, culminating in a show performed for Lower School students. Prerequisite technical skills are encouraged but not required. This is an excellent preparatory course for the Middle School Musical: Tech course, offered only to 7th & 8th grade students.

**MUSIC & COMPUTERS**
Grades 6, 7, 8
1 trimester, Winter

In this music technology course, students learn to become music producers and audio engineers. They explore the various techniques used in the music production process, and use digital audio workstation (Audacity & GarageBand) to develop a portfolio of 15+ compositions through scaffolded applied projects (i.e. radio commercials, ringtones, classical music remix, cover songs, original compositions, and more). Projects and hands-on instruction also introduce foundational acoustic theory as applied to sound waves, various types of software & hardware, microphone techniques, soldering repair for music cables and headphones. Due to high demand, this course can only be taken once (note: advanced offerings are available in the Upper School).
VISUAL ARTS COURSE OFFERINGS

VISUAL ARTS

Middle School students are required to take one trimester of visual arts each academic year.

VISUAL ARTS 6
1 trimester

Grade 6

The goal of this course is to excite students about the world of visual art and design, and to validate every student’s unique and intrinsic abilities in this field. Students spend time becoming familiar with the fundamentals of visual literacy, such as the elements and principles of design, through the three major visual arts disciplines offered at St. Andrew’s. These include two and three-dimensional art as well as digital media. Students are exposed to different art genres such as still life, landscape, portraiture and the figure, as well as art forms of indigenous people from around the world. Throughout, students gain confidence in using art as a form of self-expression, begin personal e-portfolios of their artworks that will be added to throughout their years at St. Andrew’s, and develop aesthetic skills that enhance life-long appreciation of visual art and design.

VISUAL ARTS 7
1 trimester

Grade 7

Seventh grade students are required to take one trimester of Visual Arts 7. This course encourages self-expression through visual literacy and helps every student feel a positive sense of success in their understanding and production of art. While students are exposed to a variety of two and three-dimensional art materials, this course emphasizes the contemporary integration of digital media with traditional forms, including interactive and web-based forms. Emphasis is placed on composition and the elements and principles of design, good studio habits including project-based problem-solving and studio maintenance, and exposure to 20th century American artists and artwork. Visual Arts 7 includes teacher demonstrations, studio production, weekly sketchbook assignments, and the curation of personal e-Portfolios, an online gallery of student artwork for Middle and Upper School students. Students also learn to formally analyze artwork through various assessment modes, including written and oral group critiques and structured self-reflection.

VISUAL ARTS 8
1 trimester

Grade 8

Eighth grade students are required to take one trimester of Visual Arts 8. As with Visual Arts 7, this course encourages self-expression through visual literacy and helps every student feel a positive sense of success in their understanding and production of art. Students experience 2-D, 3-D and design projects that require more sustained focus and skill than in prior art classes. This multi-media survey helps inform student decisions about upper school visual art course choices. Emphasis is placed on composition and the elements and principles of design, good studio habits including project-based problem-solving and studio maintenance, and exposure to European and non-western artists and art work. Visual Arts 8 includes teacher demonstrations, studio production, weekly sketchbook assignments, participation in the St. Andrew’s Visual Arts e-Portfolio program (an advanced individual on-line gallery of student art work for Middle and Upper School students) and evaluation through a variety of assessments including group and individual critiques.
ENGLISH DEPARTMENT COURSE OFFERINGS

HUMANITIES 6  
Grade 6  
1 year

In Humanities 6, students will study language arts and history as they explore ancient civilizations such as Mesopotamia, China, Greece, Rome, and Egypt and texts that complement this study. The course focuses on the concepts of “place” and “story”: students will investigate different human societies and the myths and narratives these societies created. Students will also read modern narratives and strive to make connections between these newer human stories and those of the ancients. Students will also develop writing skills by working to increase vocabulary as well as by practicing the skills of note-taking, summarizing, and text analysis. In order to develop writing skills, students will write numerous short passages throughout the year in order to prepare them for longer formal writing assignments.

ENGLISH 7  
Grade 7  
1 year

In English 7, students develop their English language skills through reading, writing, thinking, listening, and speaking to improve self-expression, and to broaden insight into the nature of their own and others’ lives. The course themes of identity and choices will be highlighted through the reading of culturally relevant literature, including novels, short stories, and poetry. Students will study traditional grammar, usage, and vocabulary and also refine their writing skills through: short answer essays, creative and narrative writing, and other assignments. The course culminates with students selecting a Newbery Award winning book to independently read, research, write about, and present to the St. Andrew’s community.

ENGLISH 8  
Grade 8  
1 year

In English 8, students continue to develop skills in reading comprehension, writing, thinking, speaking, and listening. They analyze and enhance their appreciation of a variety of novels. The writing process is a major focus, emphasizing sentence structure and logical, specific development of paragraphs and longer compositions. In English 8 students investigate the work of multiple authors and hone their critical thinking skills. Students continue the study of English grammar, concentrating on the functions of sentence construction and mastery of parts of speech. Correct usage and mechanics, appropriate word choice, and vocabulary building continue to be stressed. Assessments, from formal tests to multimedia presentations, allow for a variety of learning to showcase individual strengths.
HUMANITIES 6
Grade 6
1 year

In Humanities 6, students will study language arts and history as they explore ancient civilizations such as Mesopotamia, China, Greece, Rome, and Egypt and texts that complement this study. The course focuses on the concepts of “place” and “story”: students will investigate different human societies and the myths and narratives these societies created. Students will also read modern narratives and strive to make connections between these newer human stories and those of the ancients. Students will also develop writing skills by working to increase vocabulary as well as by practicing the skills of note-taking, summarizing, and text analysis. In order to develop writing skills, students will write numerous short passages throughout the year in order to prepare them for longer formal writing assignments.

HISTORY 7: COMPARATIVE U.S. LEADERSHIP
Grade 7
1 year

Comparative American Leadership examines the government, cultures, and history of the United States through the lens of leadership from the founding of the Constitution through major historical moments in the 20th century. The course delves into the lives, accomplishments, and challenges faced by specific leaders throughout major thematic periods of the nation’s history. Each unit of study is coupled with an in-depth look into the pivotal role played by one or two Americans and their influence on that particular time period. Some periods and leaders include, but are not limited to, Thomas Jefferson and the creation of the Constitution, Tecumseh and the Native American experience of the 19th century, Slavery and Reconstruction, the 13th-15th Amendments, Eleanor Roosevelt and the World Wars, including the Great Depression and World War II, and Martin Luther King, Ella Baker, Cesar Chavez, Russell Means, and the Civil Rights Movement. An equally important component of the course is the exposure of seventh grade students to Civics as well as fundamental study skills, learning strategies, and personal responsibility. Aided by a variety of texts (including a graphic-format main textbook), primary sources, group assignments, individual projects, and government simulations, students learn in an active, inquiry-based classroom environment.

HISTORY 8: COMPARATIVE WORLD LEADERSHIP
Grade 8
1 year

Comparative World Leadership looks into the broad theme of leadership to enable students to understand the various qualities of a strong and effective leader. Students study the lives of great world leaders from both ancient and modern history, including Nelson Mandela, Alexander the Great, Elizabeth I, Mohandas Gandhi, Golda Meir, and Napoleon Bonaparte. The course uses a variety of activities and tools to teach the skills of historical inquiry, and it provides a foundation for conducting historical research. Students analyze and discuss primary source documents and artifacts and develop their facility writing in multiple formats, including thesis essays. The year culminates with the Mega-Awesome Research Project, which challenges each student to complete and present a multi-genre research and writing project on the life and impact of a historical figure.
Note: All students entering the Middle School are given a language placement test. Based on these results along with prior language experience, teacher recommendation, and overall academic performance, students are appropriately placed in their language course by the Head of the Middle School and the Language Department Head in accordance with the language proficiency standards of the American Council on the Teaching of Foreign Languages (ACTFL).

**MS FRENCH 1**

Middle School  
1 year

MS French 1 enables novice students (in accordance with ACTFL proficiency standards) to begin establishing a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational—and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. advertisements, artwork, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense, though they may be exposed to other time periods such as past tenses and the immediate future. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through exploring the history, art, geography, and customs of the French-speaking world. The teacher communicates primarily in French, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**MS FRENCH 2**

Middle School  
1 year (Prerequisite: MS French 1 or departmental approval)

MS French 2 enables mid-level novice students (in accordance with ACTFL proficiency standards) to continue establishing a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational—and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. advertisements, artwork, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through exploring the history, art, geography, and customs of the French-speaking world. The teacher communicates primarily in French, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**MS FRENCH 3**

Middle School  
1 year (Prerequisite: MS French 2 or departmental approval)

MS French 3 enables high level novice students (in accordance with ACTFL proficiency standards) to build a strong foundation in the three modes of communication—Interpretive, Interpersonal, and
Presentational—as they prepare to transition into the Upper School. It continues to support students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. advertisements, artwork, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present, past and immediate future tense. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through exploring the history, art, geography, and customs of the French-speaking world. The teacher communicates primarily in French, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**FOUNDATIONS OF LATIN**

Middle School

1 year  (Prerequisite: None)

Foundations of Latin introduces students to the systematic study of foreign language. Students will be introduced to grammatical structures such as part of speech, agreement, and verb conjugations. Students will develop basic proficiency in translating and composing basic Latin sentences and develop the foundation of their vocabulary skills. The class also places emphasis on the culture and history of the language. Objectives for Foundations of Latin are: (1) to introduce students to the systematic study of foreign language and the development of appropriate study habits and note-taking skills; (2) to communicate in written Latin basic sentences; (3) to develop an appreciation for ancient language and culture as it applies to students’ personal experiences; (4) to prepare students for Latin IA.

**LATIN IA**

Middle School

1 year  (Prerequisite: Foundations of Latin or departmental approval)

Latin IA is considered the first half of the Upper School Latin I course. It is part of a two-year sequence that introduces beginning students to the language as well as its history and culture. Objectives for Latin IA are: (1) to develop appropriate study habits and note-taking skills for learning a foreign language; (2) to read and understand Latin passages of graded difficulty; (3) to support students in their comprehension of English grammar and to extend their vocabulary; (4) to develop a greater appreciation of Roman civilization, culture, and history as well as Latin’s impact on the development of Western Civilization. Cultural topics include: Roman homes, family life, cities, entertainment, social classes, education, and government as well as the eruption of Mount Vesuvius and preservation of Pompeii.

**LATIN IB**

Middle School

1 year  (Prerequisite: Latin IA or departmental approval)

This course completes the requirements for Latin I. After reviewing the material covered in Latin IA, students are introduced to the remaining noun declensions and expand their knowledge of verb tenses and noun functions. They also learn adjective properties and forms as well as pronouns, both relative and personal. The primary focus of the class is language acquisition within the context of Roman thought and culture, which is accomplished through the active study of grammar and vocabulary, translation and analysis, written exercises, Latin composition, and special projects. Cultural topics include: Roman expansion and imperialism, medicine, science, religion, and social structure.
**LATIN II**

Middle and Upper School
1 year  (Prerequisite: Latin IB or Latin I)

Latin II is for students who have satisfactorily completed one year of traditional Latin (via the Latin IA and IB combination or via Latin I). The course is an extended study of grammatical constructions and vocabulary combined with an increased emphasis on reading comprehension. After a review of the basics, students proceed to learn the remaining verb tenses in both the active and passive voice, and then move on to more complex syntactical concepts, including participles, indirect statements, and uses of the subjunctive mood. Language acquisition at an intermediate level and within the context of Roman thought and culture is reinforced through the reading of Latin passages. Command of the language is further acquired through the active study of grammar and vocabulary, translation and analysis, written exercises, Latin composition, and special projects. Cultural topics include: Roman baths, religious practices and beliefs, travel and communication, the Roman military, archaeology, the Roman forum, engineering, and philosophy.

**MS SPANISH 1**

Middle School
1 year  (Prerequisite: None)

MS Spanish 1 enables novice students (in accordance with ACTFL proficiency standards) of the Spanish language to begin establishing a strong foundation in the three modes of communication--Interpretive, Interpersonal, and Presentational--and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. advertisements, artwork, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through exploring the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**SPANISH 2**

Middle School
1 year  (Prerequisite: MS Spanish 1 or departmental approval)

MS Spanish 2 enables mid-level novice students (in accordance with ACTFL proficiency standards) of the Spanish language to continue establishing a strong foundation in the three modes of communication--Interpretive, Interpersonal, and Presentational--and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. poetry, news articles, short films, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about new and familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense, though they may be exposed to other time periods such as past tenses and the immediate future. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through inquiring into the history, art, geography, and customs of the
Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**SPANISH 3/4**

1 year  (Prerequisite: MS Spanish II or departmental approval )

MS Spanish 3/4 enables mid-to-high level novice students (in accordance with ACTFL proficiency standards) of the Spanish language to build a strong foundation in the three modes of communication--Interpretive, Interpersonal, and Presentational--as they begin preparing to transition into the Upper School. It continues to support students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, songs, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about new and familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense with some introduction to the past tense and the immediate future. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.
Note: All students entering the middle school are given a math placement test. Based on prior math grades, teacher recommendation, overall academic performance, and the math placement test, students are appropriately placed by the Head of the Middle School and the Math Department Head.

**MIDDLE SCHOOL MATH I**

**Grade 6**

Middle School Math I for 6th grade is a problem-centered course where concepts are sequenced and developed to allow students to explore them in depth. This enables students to acquire the skills and habits to develop a thorough mathematical understanding. In each unit, students explore a series of engaging mathematical problems, which enable them to become more confident, persistent problem solvers and mathematical thinkers. Students also become aware of the connections among mathematical concepts and their relation to other disciplines. Some of the units we cover include Area and Surface Area, Ratios, Unit Rate and Percents, Fractions and Decimals, Expressions and Equations, Data Sets and Distributions. Communicating about mathematics, sharing ideas with the class, working collaboratively, generalizing, conjecturing, asking questions, and sharing and learning from mistakes are important components of the course. There is also a strong focus on developing strong study skills in this course.

**MIDDLE SCHOOL MATH II**

**Grade 6, 7**

Middle School Math II for 6th and 7th grade students is a problem-centered curriculum where concepts are sequenced and developed to allow students to explore them in depth. Students become proficient in operations with integers and are introduced to algebraic thinking by working with expressions, equations, and graphs. Students develop spatial reasoning skills in their work in geometry and critical thinking skills in our units on proportional reasoning, data analysis, and probability. In each of the units above, students explore a series of engaging mathematical problems, which enable them to become more confident, persistent problem solvers and mathematical thinkers. Communicating about mathematics, sharing ideas with the class, working collaboratively, generalizing, conjecturing, asking questions, and sharing and learning from mistakes are important components of the course. There is also a strong focus on developing strong study skills in this course.
PRE–ALGEBRA
1 year

Pre-Algebra is a course that serves as a bridge from arithmetic to algebra. In addition to practicing and refining their computational skills with integers, decimals, fractions, proportions, and percents, students begin to think algebraically. They understand the difference between simplify, evaluate, and solve. They begin to perform operations with polynomials, work with exponents, and understand the relationship between an equation, a table, and the graph of a function. They learn how to use algebra as a problem solving strategy. Students also develop spatial reasoning skills in their work in geometry and critical thinking skills in units on data analysis and probability. Scientific calculators are used when appropriate. Upon successful completion of the course, students will have built a solid mathematical foundation and be well prepared for Algebra I.

ALGEBRA I
1 year

Algebra I is designed to provide students with the foundation of mathematics needed to be successful in today’s world. This includes building strong quantitative reasoning, critical thinking, and problem solving skills. Students will learn to use logical methodology as they work with the structure and the properties of the real number system. Problem solving will be a critical component of the class. This will demand that a student think through a problem, and devise and implement an appropriate strategy for solving it. During the course of the year, students will learn to evaluate and simplify expressions and to solve simple, complex and simultaneous linear equations and inequalities. Other topics will include the order of operations, exponents, polynomials, factoring, linear and quadratic functions and their graphs, proportional reasoning, probability and basic statistics.

GEOMETRY
Grade 8
1 year  (Prerequisite: Algebra I)

Geometry provides students an opportunity to study in an organized way, some of the well-known facts about the sizes and shapes of our environment and to understand the basic structure and beauty of geometry. Review of algebra skills is integrated into numerous geometric exercises. Beginning with points, lines and planes, this course proceeds to triangles, quadrilaterals and circles. Congruence, attributes, similarities, postulates and theorems of these figures are also studied. Other topics include right triangle trigonometry, area, and volume.

HONORS GEOMETRY
Grade 8
1 year  (Prerequisite: A grade of A- or above in Algebra I and departmental approval)

Honors Geometry begins the year with an introduction to Coordinate and Transformational Geometries, and then incorporates these topics as applicable throughout the traditional curriculum. Students will be introduced to Non-Euclidean Geometry to finish the course, and will see how line and shape relationships change when drawn on a sphere. Other distinguishing features include an emphasis on deductive reasoning and formal proof, a faster pace with more in-depth coverage of concepts, and a focus on problem solving and independent work.
PHILOSOPHY AND RELIGION DEPARTMENT COURSE OFFERINGS

RELIGION 6: THE HEBREW BIBLE AND THE NATURE OF GOD
Grade 6
1 trimester

Religion 6 focuses on the key figures and events during the emergence of Judaism and the belief in one God who acts in the lives of people. By learning and analyzing the stories of the people who came to know God, the course asks students to explore the nature of God – the identity and character of God – in relation to humankind. Students use the passages on creation, and the stories from Genesis to Exodus that highlight the interaction between God and people, as a foundation to explore the basic tenets of religion and faith.

RELIGION 7: THE LIFE AND IMPACT OF JESUS
Grade 7
1 trimester

Jesus of Nazareth: Who was he? What did he do? What did he say? Two thousand years later, why do some people still say he is the Son of God? In Religion 7, students study the life and teachings of Jesus and wrestle with these questions, among others. The Gospels (“Good News”) in Christian Scripture provide our main source for studying Jesus’s life and teachings. Highlights of this course include the birth narratives; baptism and temptation; the Sermon on the Mount; healings and other miracles; parables and other teachings; and the Last Supper, Crucifixion, and Resurrection. Students also become aware of the context of Jesus’s life by studying the economic, political, and religious life of first-century Palestine. In keeping with Jesus’s command to love one another, this course also includes a service component.

RELIGION 8: WORLD RELIGIONS OR ETHICAL CHOICES
Grade 8
1 trimester

Students in eighth grade will have a choice of one trimester of World Religions or one trimester of Ethics in fulfillment of their Religion requirement. [Please note: Eighth graders new to St. Andrews in 2019-20 will be enrolled automatically in World Religions. Returning students will be placed in Religion 8 based on their choice and space within the class.

RELIGION 8: WORLD RELIGIONS: In this survey course, students explore the central beliefs and practices of some of the major religions followed around the world – including in our own backyard. Beginning by reflecting on their individual faith traditions (if any), students consider the difference between “tolerating” the beliefs of others and actively respecting them. The course continues with an overview of Judaism, Christianity, Islam, and Buddhism, focusing on some of the essential beliefs and worship practices of each religion. The final assessment of Religion 8 allows students choice in pursuing some aspect of their study in greater depth.

RELIGION 8: ETHICAL CHOICES: How do I know the “right” thing to do? Is there “a” right thing to do? How do my personal values impact my choices? This introductory course in Ethics will give students a framework for answering these and other questions by first teaching them to analyze and evaluate the arguments presented by various religious and philosophical thinkers. Building on this foundation, the course then will explore a number of important (and controversial) ethical issues debated today, with an eye toward helping students make clearer, more thoughtful, and better-informed decisions in their own lives.
**PHYSICAL EDUCATION/HEALTH DEPARTMENT COURSE OFFERINGS**

**PHYSICAL EDUCATION/ATHLETICS**

1 year

Each sixth, seventh and eighth grader fulfills the Physical Education requirement by participating each trimester in a team sport. Team practices are held during the last period of the day. Participants on team sports will compete against local middle school teams with most games extending after school. Fall Fitness and Winter Fitness are non-competitive strength-building and skills-building options. Students may only take one season of Fitness.

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<tr>
<th>Fall</th>
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<td>Boys Cross Country</td>
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SCIENCE DEPARTMENT COURSE OFFERINGS

SCIENCE 6: SCIENTIFIC FOUNDATIONS  
Grade 6  
1 year

Science 6 introduces students to the dynamics of planet Earth and the greater universe, using principles of physics, chemistry, biology, and ecology. The course culminates in a multi-disciplinary study of the Chesapeake Bay, including a field trip in the spring. The process of scientific exploration is emphasized throughout the year, with the study of each topic built around interactive hands-on experiences. Students design, conduct, and refine experiments, and they participate in other activities to reinforce science concepts via multiple approaches. Fundamental science skills are paramount: measuring accurately, recording data in a useful way, and analyzing results to draw a conclusion. Several design projects throughout the year challenge students to apply their science knowledge to solve a series of novel problems.

SCIENCE 7: LIFE SCIENCE  
Grade 7  
1 year

This introduction to the life sciences includes the study of cell structure and function, the human body, the brain, and an introduction to genetics. Laboratory investigations and other interactive, hands-on experiences provide the foundation for understanding these complex concepts. Modeling, dissecting, experimenting and studying living examples augment classroom teaching, providing multiple approaches for both learning and assessment. Design projects challenge the students to apply their knowledge to solve problems in creative ways that really make them think. A unit on human sexuality includes the study of adolescence, puberty, human reproduction and reproductive health. The unit on the brain helps each student learn how they best learn. The course emphasizes fundamental science skills and the ability to perform laboratory tasks, such as microscope work and dissections, and be able to record, analyze and apply the data collected.

SCIENCE 8: PHYSICAL SCIENCE  
Grade 8  
1 year

The goal of this course is to provide a well-grounded understanding of concepts in physics and chemistry while at the same time developing habits of thinking that promote curiosity, research and independent inquiry. Through many investigations and experiences, we will explore not just what scientists know, but also how they know and the frontiers of what is currently unknown. Classroom observations will provide opportunities to practice the logic of scientific inquiry and apply it to understanding such areas as movement and motion, atomic structure, electricity, thermal energy, and chemistry. Throughout the year, design will be used as one organizing theme of the course. The core experience in our design work is the opportunity for students to combine their design and construction skills with their science knowledge and understanding in order to create products that solve a particular set of problems.
UPPER SCHOOL PROGRAM STATEMENT

Building on the Middle School program, the faculty designs a developmentally appropriate curriculum, which incorporates sequential skill development. The staff counsels students to choose the courses that maximize successful learning, and teachers address the diverse learning styles and ability needs of individuals on a day-to-day basis.

The Upper School program supports students by means of individual attention and a structured, school-wide exchange of information. Students, advisors, teachers, parents, and administrators collaborate to foster students’ self-awareness, self-confidence, and pursuit of excellence. Communication is an essential component of the Upper School program.

The Upper School program provides a comprehensive, college preparatory education, which develops well-rounded individuals. Each year, students must fulfill academic requirements, including religion, while satisfying requirements in the arts, physical education, and community service. The program promotes educational excellence in a supportive but rigorous atmosphere that seeks to nurture and challenge students. The courses and activities in the program offer students opportunities for success, while promoting hard work, personal responsibility, spiritual growth, and contributions to the school and the larger community. The Upper School program prepares students for college and for lifelong learning.

ACADEMIC COURSE LOAD

The normal course load at St. Andrew's is five year-long academic courses -- English, History, Language, Math, and Science. A recommendation will be made to parents for students whose educational background and ability will be best served by a four-course major academic load. The final decision on a four-course load will be made by the grade level Academic Dean after discussions with the student, the student's parents, the Head of the Upper School, and the student's advisor and teachers. Some 9th graders take a four-course academic load to ease the adjustment to the Upper School curriculum.

No student may have more than one study hall during the school day unless the second study hall is used to receive tutoring at school or if a student clearly demonstrates the need for two study halls per day to assist in meeting the requirements of his or her academic program.
ADVANCED PLACEMENT COURSES

Several Advanced Placement (AP) Courses are offered at St. Andrew’s. A student is required to have demonstrated ability and interest in prerequisite courses and have permission of the department for admission into an AP course. Special attention will be paid to the attitude and academic maturity of prospective students. Students need to be aware of the demands an AP course will make, and they must realize that they are committing themselves to working at the college level. Students enrolling in an AP course are expected to complete the AP curriculum and to take the AP exam or equivalent. Students electing not to take the AP exam will be required to take a final exam in the course.

A UNIT OF ACADEMIC CREDIT

Full year courses receive one unit of academic credit. Trimester courses receive one-third unit of credit.

SUFFICIENT ENROLLMENT

All courses listed will be run provided sufficient enrollment. The school reserves the right to cancel any course with an enrollment of fewer than ten students.

PROMOTION/GRADUATION

Students must successfully pass a minimum of four major academic courses per year to be promoted to the next grade. Seniors must pass four or five major academic courses taken during the senior year, as well as fulfilling all graduation requirements, which includes the Community Service requirement and the Senior Paper, to receive a diploma.
MINIMUM REQUIREMENTS FOR GRADUATION

Art: Four trimesters of art. One performing art course and one visual art course minimum. AP Music Theory and AP Art and Design are offered.

English: Four years. AP English Literature & Composition and AP English Language are offered.

Community Service: 
**Grade 9** – 20 hours completed during the 9th grade Service Learning course. 
**Grade 10-11** – 20 hours each year, completed prior to beginning the senior year. 
**Grade 12** – 60 hours completed during the last two weeks in May of the senior year.

History: Three years of history that must include Global Studies or Honors Global Studies, US/Euro I or AP European History, and US/Euro II or AP US History. AP Government is also offered.

Language: Two consecutive years of the same language. AP French Language, AP Spanish Language, AP Spanish Literature, and AP Latin: Vergil are offered.

Mathematics: Three years of mathematics, which must include the completion of Algebra I, Geometry, and Algebra II/Trigonometry. AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles, and AP Computer Science A are offered.

Philosophy and Religion: Three trimesters of Philosophy and Religion, which must include Service Learning 9, Justice (grade 10), and Biblical Theology (grade 11). Religion and Popular Culture and Philosophy and the History of Thought are electives for grade 12.

Physical Education: 
**Grade 9**: Two trimesters on a sports team or non-competitive activity offered on campus **
and a one trimester health class.

**Grade 10**: Two trimesters on a sports team or non-competitive activity offered on campus **

**Grades 11 and 12**: One trimester on a sports team or non-competitive activity offered on Campus ** and a one trimester health class taken either junior or senior year.

** Participation in off-campus sport/activity may take the place of an on-campus sport/activity. See section entitled “Physical Education/Health Department Course Offerings.”**

Science: Three years – Biology plus two other lab science courses. AP Biology is offered.

Senior Paper: Seniors are required to write a 15-page, fully documented research paper on a significant topic of their choice, using primary and secondary sources.
ARTS DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:

Upper School students are required to take a total of four trimesters of art, which must include at least one visual art course and one performing art course. Survey Level courses are prerequisites for taking Advanced Level courses of the same art form. Drawing and Honors Art/Portfolio Development are prerequisites for AP Art and Design.

PERFORMING ARTS COURSE OFFERINGS

DANCE COURSES

The dance elective may be taken as one PE/athletic credit. However, if a student receives PE/athletic credit for dance class, he or she will not receive an art credit. A student may earn only one credit in one discipline per course.

DANCE TECHNIQUE AND PERFORMANCE I AND II

1 trimester (Fall) (Prerequisite: none)

Dance Technique and Performance I and II (formerly known as Dance 101) is a movement-based class which introduces students to the basics of a variety of dance styles including Modern, Jazz, Bollywood, African, and Tap. This class is an opportunity for students who want to learn to move, students who are interested in musical theater, and/or students who plan to do Spring Dance Company and would like a chance to establish foundational skills in dance. Students in the course also prepare short pieces to be performed in the US Performing Arts Assembly.

DANCE COMPOSITION

1 trimester (Winter or Spring) (Prerequisite: none)

Dance Composition teaches students the choreographic devices that will enhance their dance making skills, allowing the dancers to develop individual movement vocabulary. This course will teach dancers how to use concepts such as gesture, storytelling, and chance. The students will be challenged to explore the creative process and to take risks finding their own individual style of movement. Additionally, this class will help prepare students to create material for possible dances performed in the Spring Dance Concert and is recommended for those wishing to choreograph in the Spring.

ADVANCE DANCE COMPOSITION

1 trimester (Spring)

Advance Dance Composition allows students to continue to grow within the realm of choreography by composing works to be presented during the Spring Dance Company concert and for MS Dance Team during the Winter Trimester. This course will continue to expound upon Dance Composition teaches students the vocabulary and choreographic learned in the first level of this course. Students will be expected to create material
for possible dances performed in the US Musical and US Spring Dance Concert. *Prerequisites for this course are Dance Technique I and Dance Composition.*

**DANCE HISTORY AND APPRECIATION**  
1 trimester  
Grades 9-12

This non-movement survey course offers students a chance to learn about the art form of Dance and Movement in a classroom environment. Students will explore the evolution of dance through history with an emphasis on the relationship of dance to other art forms, its impact and influence on society, and how it is perceived now. Topics of study include: trends and traditions, notable artists and works, and dance in the digital age.

**DRAMA COURSES**

**ONE-ACT PLAY**  
1 trimester (Spring)  
(Prerequisite: none)

Grades 9 - 12

One-Act Play is an acting course that will provide additional performance opportunities for students. Fundamentals of acting technique will be covered at the beginning of the trimester. The rest of the class will be devoted to reading, selecting and rehearsing one-act plays appropriate for the actors to perform. Additionally, an original piece will be developed by the ensemble. The plays will be performed either in one evening or at various events and assemblies towards the end of the trimester.

**ACTING**  
1 trimester  
(Prerequisite: none)

Grades 9 - 12

*Acting is offered in alternate years with Acting Shakespeare. It will be offered in 2020-2021.*

Acting serves as an introduction to realism, various other acting styles, and basic approaches to the theater. Through games and exercises, concepts of motivation, character development, and text analysis are explored. The course also touches on improvisation and physical skills, which can be pursued in greater depth in other classes. Students prepare and perform a scene with a partner by the end of the course.

**ACTING SHAKESPEARE**  
1 trimester  
(Prerequisite: none)

Grades 9 - 12

*Acting Shakespeare is offered in alternate years with Acting; it will be offered in 2021-2022.*

This class explores the acting techniques involved in bringing Shakespeare's works to the stage. The course explores some of the background necessary for understanding Shakespeare: learning about the historical context as well as the poetic techniques of the language. Actors learn the physical control needed to perform Shakespeare and the important elements of articulation. The goal of the class is to have each student analyze, rehearse and present a monologue as well as a scene with at least one partner. Stage combat could be a part of the curriculum if a scene required it. Field trip opportunities are pursued, when possible.

**PHYSICAL PERFORMANCE SKILLS**  
1 trimester  
(Prerequisite: none)

Grades 9 - 12
In this course students will learn the fundamentals of juggling/circus skills, mime, clowning, and stage combat. The development of these skills not only helps students to grow as actors, but also teaches concentration, self-discipline, and control. The class performs at the Performing Arts Assembly at the end of the trimester.

**IMPROVISATION**

Grades 9 - 12

1 trimester  (Prerequisite: none)

In this course students learn the art of improvisation for the theater, and how to make material up on the spot. Games and exercises are used to build the student’s concentration, creativity, confidence, physical, and vocal control as well as the ability to work with a partner. Fundamentals of comedic improv are covered, such as creating and establishing character, relationship, and objective, as well as learning how to accept the ideas of others. Both verbal and non-verbal work will be integrated into the course.

**ADVANCED IMPROVISATION**

Grades 10 - 12

1 trimester  (Prerequisite: Improvisation or permission of instructor)

Advanced Improvisation is for those who have already taken Improvisation and want to take their work to a higher level. Students build on skills learned in previous courses, learning more advanced improv games and structures in both comic and serious work. Video work may also be a component in this course.

**PUBLIC SPEAKING**

Grades 9 - 12

1 trimester  (Prerequisite: none)

Public Speaking is designed to teach effective oral communication. Students learn basic interpretive and oratorical skills necessary for speaking in public. Using acting skills, speech exercises, oral readings, students increase confidence and proficiency in speaking. The various types of speaking situations include interviewing skills, persuasive speeches, informational address, poetry, and storytelling.

**TECHNICAL THEATER**

There are three entry level technical theater offerings: Set-Building and Design Fundamentals, Scene Painting and Property Design, and Lighting and Sound Design. Two of these courses are offered in the Fall and Winter trimester, as part of a 3-year rotation of all courses. This rotation allows students to take selective and/or the full technical theater offerings over subsequent years. Courses offered in 2019-2020 will be Scene Painting & Property Design (Fall) and Lighting and Sound Design (Winter).

**SET-BUILDING & DESIGN FUNDAMENTALS**

Grades 9 - 12

1 trimester (Offered Fall ’20-21)  (Prerequisite: none)

In this course students learn how to approach, think about and communicate design. This course is largely project-based whereby students learn to draw and build small set pieces. Additionally, students will learn about construction techniques, materials, and equipment to realize their design projects.
SCENE PAINTING & PROPERTY DESIGN  
Grades 9 – 12  
1 trimester (Offered Winter ’20-21) (Prerequisite: none)

In scene painting, students will learn the chemistry and properties of paints, as well as the tools and techniques used for set painting. Student will additionally learn property (prop) design and techniques to acquire/build these manipulatives for stage use.

LIGHTING & SOUND DESIGN  
Grades 9 - 12  
1 trimester (Offered Fall ’21-22) (Prerequisite: none)

In lighting design, students learn about electricity, the properties of light, theatrical instruments and dimming systems, and how to hang and focus a show. In sound design, students will additionally learn about the properties of sound, how they relate to theater, equipment used for theatrical audio, and how to set up a show.

COSTUME DESIGN  
Grades 9 – 12  
1 trimester (Offered Winter ’20-21)

This course will introduce students to the amazing world of costume design for theatre. Students will learn how to analyze a script, create a costume plot, and sketch techniques for character costume designs. They will also learn basic sewing and construction skills for varied fabrics and costuming materials, manage a budget, build, and present their own designs. They will have the opportunity to provide support for the musical production.

ADVANCED TECHNICAL THEATER  
Grades 11, 12  
1 trimester (Spring) (Prerequisite: 2 tech courses and instructor permission)

This new trimester offering is an Independent Study offered for a limited number of Upper School students concurrently with the Middle School Technical Theater class. In addition to leading as mentors, designers and crew chiefs for the Middle School Musical, these upperclassmen students will also independently study the production positions of a theater company.

MUSIC COURSES

UKULELE  
Grades 9 - 12  
1 trimester (Spring) (Prerequisite: none)

This course will serve both the beginner and intermediate ukulele students. Students will take a pre-test to assess their knowledge. In addition to fretboard techniques and strumming patterns, students will study music theory, standard/slash/tablature notations, root position/barre chords, and several scales for melodic and improvising phrasing. In the context of these studies, students will also preview music
forms and styles including Hawaiian folk music, classical, blues, rock and pop. This class also implements flipped classroom instruction with video assignments for homework, and utilize gamification in-class by using the Yousician software.

**GUITAR**

Grade 9 - 12  
1 trimester (Spring)  
(Prerequisite: none)

This course will serve both the beginner and intermediate guitar students. Students will take a pre-test to assess their knowledge. In addition to fretboard techniques and strumming patterns, students will study music theory, standard/slash/tablature notations, root position/barre chords, and several scales for melodic and improvising phrasing. In the context of these studies, students will also preview music forms and styles including flamenco, blues, rock, country, and pop. This class also implements flipped classroom instruction with video assignments for homework, and utilize gamification in-class by using the Yousician software. There are no school performances required for this methods course.

**ADVANCED GUITAR**

Grade 9 - 12  
1 trimester (Spring)  
(Prerequisite: Guitar or departmental approval)

Advanced Guitar is for students who have completed Guitar or who are at the intermediate guitar level and wish to continue the mastery of guitar technique and the general study of music. Students expand their repertoire of chords and styles beyond those in Guitar, gaining further instrumental performance experience in rhythm and lead guitar study. This class also implements flipped classroom instruction with video assignments for homework, and utilization gamification in-class using the Yousician software. There are no school performances for this methods course.

**LEARN TO GROOVE: PERCUSSION**

Grade 9 - 12  
1 trimester (Winter)  
(Prerequisite: none)

This course is a hands-on drumming/percussion course using instruments such as tubanos, congas, claves, djembes, shakers and more. Students will study the syncopated rhythm patterns and improvisational styles from the Caribbean, Cuba, Brazil, West Africa, the United States, and several other countries while developing their own rhythmic fluency through applied theory, performance of fundamental rudiments, and polyrhythm patterns. Students will also learn about the historical and social contexts from which these various styles emerged. This course is open to students of all abilities. Students in the course will perform a medley of the patterns (and possibly some improvisation) in the Winter Performing Arts Assembly.

**PIANO**

Grade 9 - 12  
1 trimester (Fall)  
(Prerequisite: none)

*Piano is offered in alternate years with Learn to Groove: Percussion. It will be offered in 2020-2021.*

This course is designed for students who wish to develop and/or expand on their piano playing skills. Time in class is largely be spent independently on electronic keyboards using the new Yousician ® software platform to develop new skills and repertoire. The software features innovative feedback in a gamification format (i.e Guitar Hero) to expedite learning in scaffolded classical and pop exercises and songs. Students aim to complete their daily point total, and can option to pursue additional repertoire challenges from a library of various genres and weekly challenge updates. Additionally, theory lesson assignments (approximately 5min) from Alfred’s Essentials of Music Theory are assigned daily for homework to reinforce the skills and content taught in class. On block days, time will be spent further discussing topics towards developing musicianship, including...
activities regarding ear training, technique, and extended theory topics. This course is open to students of all abilities.

ADVANCED PIANO
Grades 9 - 12
1 trimester (Winter) (Prerequisite: Piano or departmental approval)
*Piano is offered in alternate years with Learn to Groove: Percussion. It will be offered in 2020-2021.*

This course is designed for advanced students who wish to expand their piano playing skills. Time in class is largely spent independently on electronic keyboards using the new YouTician® software platform to develop new advanced skills and repertoire. The software features innovative feedback in a gamification format (i.e Guitar Hero) to expedite learning in a scaffolded classical and pop exercises and songs. Students aim to complete their daily point total, and can option to pursue additional repertoire challenges from a library of various genres and weekly challenge updates. Additionally, advanced theory lesson assignments (approximately 5min) from Alfred’s Essentials of Music Theory are assigned daily for homework to reinforce the skills and content taught in class. On block days, time will be spent further discussing topics towards developing musicianship, including activities regarding ear training, technique, and extended theory topics. This course is open to students of all abilities.

MUSIC PRODUCTION
Grades 9 - 12
1 trimester (Spring) (Prerequisite: none)

Music Production is a music technology course. Primarily using digital audio workstations pre-installed on their one-to-one laptops (GarageBand and Logic Pro), students learn to become producers and sound engineers the various techniques used in the music production process, namely: recording, editing, and mixing. Students develop a small portfolio of their own productions through applied projects. These applied projects introduce various types of production hardware (microphones, audio interfaces, monitors, midi controllers, cables, etc.), foundational acoustic theory as applied to sound waves, as well as compositional techniques and production skills. This course does not require students to sing or play an instrument.

ADVANCED MUSIC PRODUCTION
Grades 9 - 12
1 trimester (Spring) (Prerequisite: Intro to Music Production or departmental approval)

This new advanced music technology offering is a continuation of the intro-level course. Students learn more advanced production skills for recording, editing, mixing, and post-production. Students develop a portfolio of their own productions through applied projects. These projects introduce advanced sound design topics such as techniques with production hardware, extended acoustic theory concepts regarding equalization and compression, and a more in-depth look at the subtleties of mixing for different genres. Students will also explore extension topics in podcasts, radio commercials, and film scoring. This course does not require students to sing or play an instrument. Depending on student enrollment, this course may also be offered in an independent study format in conjunction with the intro-level course.

CHORUS
Grades 9 - 12
1 trimester (Fall) (Prerequisite: none)

Chorus is open to all interested students of varied vocal experience and abilities. Genres of study include a cappella, classical, popular, sacred, secular and world music. Each student develops fundamental skills in vocal technique, musicianship, music theory, and sight-reading systems (particularly Solfège and
Takadimi). Students hone their individual musicality through exposure to a variety of choral music repertoire, exercises and music activities. Chorus members also participate in the chapel music program by leading singing weekly and offering occasional choral anthems. In addition to regular school performances, chorus members will have the opportunity to perform repertoire at various events in the surrounding community. Fall Chorus members participate in Maryland All-State Auditions, and Winter Chorus members participate in the MAESA Choral Evensong service with 400+ other parochial school choristers at the Washington National Cathedral.

**SYMPHONIC ROCK ORCHESTRA**

Grades 9 - 12

3 trimesters (Fall/Winter/Spring)  (Prerequisite: none)

Symphonic Rock Orchestra is a hybrid ensemble. This band infuses rock and popular music with classical arrangements and instrumentation. Band members will work on their ensemble playing as well as individual skills (sight reading, music theory) with the possibility to arrange or compose. The course also includes weekly lessons in history and theory. Throughout the year, students perform at assemblies, chapels, special events and festival adjudication. All instruments are welcome – strings, brass, woodwinds, guitar, bass, keyboard and percussion. This course is most suitable for student musicians who have played in the Middle School Band or equivalent, have completed Guitar, Piano, Learn to Groove: Afro-Cuban Percussion, or rehearse with an outside orchestra, band or private lessons.

**JAZZ BAND**

Grades 9 - 12

3 trimesters (Fall/Winter/Spring)  (Prerequisite: SRO or instructor permission)

Jazz Band is offered to advanced student instrumentalists. Although the standard jazz repertoire (swing, bebop, cool, etc.) is predominant, the ensemble also performs a variety of music including world jazz and world beat, as well as stylistic adaptations of traditional and popular music. The course emphasizes developing musicianship by studying rhythmic and melodic sight-reading, learning various scales and modes, applied jazz theory, history and improvisation. Members of the ensemble also study curated jazz recordings as listening assignments specific to their instrument(s). In addition to in-house arrangements or selections by the director, compositionally-inclined students and/or student directors may be given the opportunity to arrange for the ensemble. Throughout the year, students perform at assemblies, chapels, special events and festival adjudication.

**JAZZ BAND - FALL**

Grades 10 - 12

Fall trimester  (Prerequisite: SRO or instructor permission)

Most members of the Jazz Band enroll for the entire year, so fall trimester is devoted to basic skills as an ensemble and as individual musicians. The band works to create its own unique sound, and to brush up and enhance musicianship, including musical literacy, basic theory and improvisation. The ensemble will perform at Homecoming, as well as for performing arts assemblies and outside events and benefits.

**JAZZ BAND - WINTER**

Grades 10 - 12

Winter trimester  (Prerequisite: SRO or instructor permission)

Because most members of the Jazz Band enroll for the entire year, the entire year is a progression. In the winter, we look to develop repertoire, pull together a tighter sound, and further enhance individual improvisatory skills. The Jazz Band will play for the St Andrew’s Night community dinner and offer an extended set for the Winter Concert. Other performance opportunities include a jazz chapel and the Performing Arts Assembly at the end of the term.
JAZZ BAND – SPRING  
Spring trimester  (Prerequisite: SRO or instructor permission)

By spring, the Jazz Band is working on advanced musical skills such as interpretation, blend and groove, and more sophisticated approaches to rhythm playing and improvisation. In addition to performing in the Spring Music Concert and the Upper School Honors Day assembly, the ensemble competes at the Music in the Parks Festival.

ADVANCED PLACEMENT (AP) MUSIC THEORY  
Grades 10 - 12

AP Music Theory makes it possible for committed music students to do college level studies in music theory. The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard in a performance or presented in a score. Students develop fundamental aural, analytical, and compositional skills using both listening and written exercises in various topics of study, including: melody, harmony, texture, rhythm, form, musical analysis, history, style and composition. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are also an important aspect of this theory course.

Self-motivated students who are interested in pursuing this year-long offering should have acquired at least basic performance skills in voice or on an instrument. A student's ability to read and write musical notation is fundamental to this course, as is developing their aural skills.
VISUAL ARTS COURSE OFFERINGS

SURVEY LEVEL COURSES:

Designed for students who wish to learn about the variety of form and media in the visual arts, and as prerequisites for students who want to pursue further study in any area of the visual arts. Students with passing level grades in Survey Level courses may not be retake them for credit without advance written permission from the department head.

CERAMICS
Grades 9 - 12
1 trimester (Prerequisite: none)

Students explore various methods of constructing pottery using both handbuilding and wheel throwing techniques, and deal with functional as well as sculptural forms. Students are introduced to the coil, slab, and pinch pot methods of handbuilding, in addition to instruction on the pottery wheel. They also learn the skills required in recycling clay, loading the kiln, and the unique art of glazing.

DIGITAL DESIGN
Grades 9 - 12
1 trimester (Prerequisite: none)

This course provides students with a very basic overview of digital art methods and materials. The class establishes the process of planning and executing works of art through print and digital media and the regular use of sketchbooks to record information and develop ideas. Students will use Adobe “Photoshop Elements” and Illustrator to explore and become familiar with the unique characteristics of digital design and graphic techniques. Throughout, students will integrate the elements and principles of design into each of their own creations.

DRAWING
Grades 9 - 12
1 trimester (Prerequisite: none)

This class helps students develop basic observational and drawing skills through studio projects and weekly sketches. Students explore various traditional dry media, including graphite, charcoal, oil and chalk pastel, digital drawing, and a range of subjects from direct observation as well as from their imaginations. Each studio projects introduces a different artistic style and mark-making technique. Emphasis is placed not only on the production of personally-relevant artworks, but also on basic visual composition and the iterative studio-based design processes and practices that can make every student a more accomplished artist, designer and appreciative art patron. Drawing builds creative confidence for every participant, from the beginning artist to those more experienced, and results in portfolio-worthy artworks for every student!
PAINTING
Grades 9 - 12
1 trimester   (Prerequisite: none)

This course explores the fundamentals of painting, both methods and materials, including
development of painting styles, paint mixing and application techniques, and color theory. Students focus
on various styles and painters and work to develop their own approaches. Projects are designed to help
every student succeed in this course, regardless of past experience with this versatile media.

PHOTOGRAPHY
Grades 9 - 12
1 trimester   (Prerequisite: none)

Photography teaches students an understanding of the fundamentals of the physics of light and
how to use that understanding to make a quality image. The class will cover some of the history of
photography and students will have the opportunity to try capturing images through analog alternative
printing formats. Subsequently, students will work primarily with DSLR cameras and will leave this class
knowing how to use a DSLR camera in manual mode and the basics of Adobe Photoshop and/or
Lightroom software. Emphasis will be placed on working in manual mode and on making compositions
in black and white. Design vocabulary and concepts will be introduced and reinforced through
assignments, quizzes and tests.

VIDEO & INTERACTIVE MEDIA
Grades 9 - 12
1 trimester   (Prerequisite: none)

In Video students study the history of film and video and create their own productions using
IMOVIE among other digital design and management software programs. Projects may include
animation, a public service announcement, a documentary, a short story and the exploration of this
art form in the context of immersive multi-media virtual reality. Students become familiar with the
use and care of digital video cameras, editing and sound equipment as well as how to integrate
alternative capture modes such as smartphones, GoPros and more. Students develop or add to an art
portfolio that is maintained on a web- based personal e-Portfolio and keep a weekly journal.

YEARBOOK
Grades 9 - 12
1 trimester – offered both 1st & 2nd- Trimesters   (Prerequisite: none)

Through St. Andrew’s Yearbook program, students attain experience and insight into the real
world of applied art and design. From creative concept development to the pressures of meeting deadlines,
this face- paced course motivates students to acquire the technical, organizational and interpersonal skills
required in any publication business. With guidance from student editors, students create pages that
capture the school highlights and memories from the Postoak campus. Starting with research and
photography, students learn the skills needed to produce various elements of the yearbook, which include
writing, editing, layout, photography and working with the yearbook website. Because of the importance
of the yearbook to the school, the yearbook staff needs conscientious and mature hard workers. In this
regard, participation in training opportunities such as a summer Yearbook camp and/or the spring
Columbia Scholastic Press Association conference are ways for students to build skills and demonstrate
commitment to the goals of this course. As with most professional design enterprises, students
experience working on the yearbook website remotely (from home) and should expect to do so regularly,
especially as deadlines draw near.
**ADVANCED LEVEL COURSES:**

Designed for students who wish to explore a specific area of the visual arts in more depth. **Students may retake advanced level courses for credit,** but should expect to work more independently and will be assigned more challenging projects and rigorous assessment standards.

**ADVANCED CERAMICS**
1 trimester  (Prerequisite: Ceramics)

Grades 9 - 12

In Advanced Ceramics students continue to explore methods and techniques acquired in Ceramics, with greater emphasis on self-expression and development of personal style. This course is for students willing to focus, experiment, and work to master the clay medium. High quality work is essential, and strong concentration and focus vital. **Serious student artists who are capable of working semi-independently may repeat this class for credit.**

**ADVANCED DRAWING**
1 trimester  (Prerequisite: Drawing)

Grades 9 - 12

Advanced Drawing is a continuation of Drawing with greater emphasis on developing personal style. Students are encouraged to experiment with mixing traditional drawing media and be introduced to digital drawing. This class is designed for the art student interested in developing a strong art portfolio or for those who simply love to draw through various assigned projects and weekly sketches. **Serious student artists who are capable of working semi-independently may repeat this class for credit.**

**ADVANCED PAINTING**
1 trimester  (Prerequisite: Painting)

Grades 9 - 12

A continuation of Painting, this course emphasizes further experience with techniques used in the handling of paint, the process of planning and developing a painting, and creative expression. Students will be encouraged to experiment with various media as well as subject matter and canvas size. Depending on the interest and initiative of the individual student, opportunities for portfolio development will be addressed. Students will be exposed to major styles of painting, experiment with mixed-media applications, and design their own painting project at the end of the trimester. **Serious student artists who are capable of working semi-independently may repeat this class for credit.**

**ADVANCED DIGITAL DESIGN**
1 trimester  (Prerequisite: Digital Design)

Grades 9 - 12

Advanced Digital Design builds on the skills and theories explored in Digital Design. Students are encouraged to pursue their own interests while exploring a range of applications. They are exposed to a variety of hardware and software components, including those that facilitate an interface with the Internet as a viewing venue. This course includes instruction in design composition and layout, image manipulation, scanning, digital photography, and various graphics utilities. These techniques are used in the creation of various projects, including fine art (i.e. collage) to commercial and applied art (a commercial brand logo or serial art illustration). **Serious student artists who are capable of working semi-independently may repeat this class for credit.**
D!LAB ENGINEERING AND DESIGN THINKING  
1 trimester (Prerequisite: Digital Design)  
Grades 10 – 12

This year-long course incorporates visual 3D design, design thinking and engineering elements. This course is a snapshot of contemporary innovation at different scales and in different fields like energy, mobility, materials, health, communication and community. The course offers students the opportunity to work singly or in teams to design solutions to world problems and capitalizes on the belief that student designers can be critical thinkers and strategists, capable of addressing cross-disciplinary problems. Engineering the future depends on a repertoire of tools and process that help harness wisdom and ingenuity. By applying a design-centered approach to problem solving and engineering, students will be better able to conceive and create innovative solutions. Each trimester, the course will be taught by instructors with specialty in areas of design thinking.

ADVANCED PHOTOGRAPHY  
1 trimester  
(Prerequisite: Photography)  
Grades 9 - 12

Advanced Photography asks students to move beyond the basic technical skills to consider more advanced methods of editing using the Adobe Photoshop and Lightroom software. This class is for students who have already taken an introductory class in digital photography and have prior experience with both DSLR format cameras and photo editing software. A more critical, higher level of technique will be expected. Emphasis will be placed on the ability to communicate through images, and the development of each artist’s personal style. Students will be asked to consider and experiment with different photography forms such as portraiture, studio, journalism, abstraction, and essay. Use of studio lighting will be introduced. Students will be expected to analyze their work in written form. Serious student artists who are capable of working semi-independently may repeat this class for credit.

ADVANCED VIDEO & INTERACTIVE MEDIA  
1 trimester  
(Prerequisite: Video & Interactive Media)  
Grades 9 - 12

Students build on skills and techniques learned in Video & Interactive Media, however this course asks students to hone pre-production skills such as team-building, subject recruitment (actors or interviewees), treatment writing, establishment of Point of View, and storyboarding. Students will explore camera movements and angles, picture composition, lighting and floor directing such as those used in traditional film genres as well as those employed for the burgeoning commercial and recreational applications of digitally-based virtual reality environments. They will work with “iMovie” and advance to Adobe Premiere for editing, as well as learn technical and design protocols for uploads and presentation on various interactive internet-based platforms. As with Video, students in this course maintain an on-line portfolio of their work. Because this course may be taught with the Video class, students are expected to mentor less experienced students. This provides an important opportunity for students to deepen the technical, communication and collaborative leadership skills required in professional applied art and design environments. Serious student artists who are capable of working semi-independently may repeat this class for credit.
ADVANCED YEARBOOK: Advanced Yearbook Skills and Leadership Grades 9 – 12
1 trimester (Prerequisite: Yearbook) May be repeated for credit

Students in Advanced Yearbook have the unique opportunity to meet and work with students, faculty and staff from all over the Postoak campus. They are leaders in designing and executing the yearbook, and managing their staffs toward completion of deadlines. Time management skills are a must. Students master the on-line yearbook program, as well as develop advanced layout, editing, proofreading, and photography skills. Advanced Yearbook may also require a time commitment after school to meet page deadlines. Editorial positions, which include the editor-in-chief, the publication art director, the seniors editor, the business editor, the arts editor, the sports editor, and the photo editor provide St. Andrew’s students with important leadership opportunities. Students interested in these roles should register for two trimesters of yearbook, Yearbook and Advanced Yearbook, and then meet with art department faculty.

MARKETING, MANAGEMENT & EXHIBITION: REAL WORLD APPLICATIONS FOR ART & DESIGN Grades 10 - 12
1 trimester (Prerequisite: One US Visual Arts course) May be repeated for credit

This course provides a hands-on look at the business world of art, design and the creative economy. Students teams work with St. Andrew’s “clients” (teachers, staff, clubs and artists) as they organize and curate art displays in traditional and interactive “pop-up” displays spaces across our campus (think stairwells, ceilings, motion activated light projections!). They build management skills as they administer project budgets, marketing and advertising campaigns for each exhibit while learning about creative careers in art and design. In planning and executing innovative and professional-standard art installations, students can create large-scale collaborative artworks for exhibition or work with other student artists, and draw on scenic, lighting, and sound design principles from the performing arts. Students who successfully complete this course may be referred for application to summer internships in local nonprofit arts groups. Students curious about a creative career in organizations as varied as retail businesses, education, nonprofits, or museums and art galleries will benefit from this course.

HONORS ART / PORTFOLIO DEVELOPMENT Grades 11, 12
2 trimester (Prerequisite: Drawing, 1 additional visual art course and departmental permission) May be repeated for credit.

This class is designed for students interested in committing to the sustained studio-based exploration and portfolio development that a multi-trimester art course can offer. In comparison to trimester-long visual arts courses, students should expect to spend more time planning, reflecting on and revising their studio projects and learning processes, but will see these efforts reflected in the depth of their understanding of art concepts, and the quality and creativity of their growing art portfolio. Through the middle of the second trimester, students will address technical and conceptual concerns through a series of mixed-media projects using both two-and three-dimensional forms. Materials and techniques may include spray paint, printing, digital photography, transfer, collage and some 3-D materials based on the skills and interests of students.

As the course progresses, students ready to choose their own projects and studio learning objectives will be supported to do so as others progress through additional structured assignments. A public art project done collaboratively by all students in the class may be a culminating unit for this course. Digital and in-class group critiques will augment ongoing individual consultation with each student. All students will create and manage their own online digital gallery. This course is strongly recommended for students considering AP Studio Art for their senior year, as well as any student interested in deepening their experience with multi-media art forms, and in strengthening their art portfolio.
CONCENTRATION LEVEL COURSES:

Designed for students who wish to pursue advanced studies in the visual arts, explore professional opportunities in the visual arts and arts management, and/or have a special passion for sustained exploration and expression through the arts.

INDEPENDENT STUDY IN THE VISUAL ARTS  
Grades 11, 12
1 or 2 consecutive trimesters  
(Prerequisite: Completion of Advanced Level Art Competency and departmental permission)

Independent Study in the Visual Arts is an advanced course for the serious art student interested in sustained critical inquiry in the visual arts not available through another course offering, and/or the development of a visual arts portfolio in preparation for AP Studio Art or the college application process. In the first week of this course students propose a series of structured independent projects that guide their work throughout the trimester. A minimum of four independent study project contracts, completed studio work, weekly sketches, studies for projects and other visual journal entries, written self-critiques, e-Portfolio uploads and periodic meetings with the instructor are required for this course as evidence of progress and reflection on learning. This course is designed to serve the interests of the limited number of St. Andrew’s students who wish to pursue an advanced level of study in the visual arts and are highly motivated and able to work independently and responsibly in the studio without daily supervision from the instructor. In advance of enrollment, interested students must meet personally with visual arts faculty to review the prerequisites and requirements of the course and receive faculty and department head permission.

ADVANCED PLACEMENT (AP) ART AND DESIGN  
Grades 11, 12
3 consecutive trimesters  
(Prerequisites: Drawing, Honors Art/Portfolio Development and departmental approval)

AP Art and Design makes it possible for committed art students to do college level work. Students are asked to submit a portfolio of art work for evaluation and possible college credit at the end of the school year. There are three distinct types of portfolios: drawing (which includes drawing, painting and other multi-media techniques), 2D Design, and 3D Design. Each has specific separate requirements and requires students to devote time outside of class on art production. The course addresses three major concerns: 1) high standards for the overall quality of student artwork; 2) the student’s sustained visual investigation of an individual interest or studio question; and 3) the student’s demonstration of breadth in formal, technical and expressive modes of art and artistry. Students manage their own web pages and the annual Senior Art Show. Self-motivated students who are interested in becoming more experienced, creative and confident artists should consider AP Art and Design as a challenging and rewarding step toward these goals. Exceptionally motivated and experienced art students may apply to take two AP Art and Design courses to complete two different AP portfolios, in their junior and then senior years.
ENGLISH DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:

All students in the Upper School are required to take 4 years of English. Honors courses in addition to AP English Literature & Composition, or AP English Language are offered. In addition, juniors and seniors may add Journalism or an English 12 elective for an additional credit in English. Students may also choose trimester electives in Creative Writing.

ENGLISH 9: Coming of Age

1 year

Grade 9

English 9 provides an intensive study of four key genres—the short story, the novel, journalism, and drama—and a strong foundation for literary analysis. Students learn the basic vocabulary of literary terms and techniques for close passage analysis. They also develop their creative and analytical writing skills by regular study and practice in sentence composition, paragraph development, and literary essay writing. In addition, students enrich their understanding of various literary texts by designing a variety of artistic, dramatic, and/or creative writing projects. By combining grammar with short creative writing assignments, students review and extend their knowledge of phrases, dependent and independent clauses, sentence variety, and punctuation. As a foundation for Upper School English, students receive direct instruction in organizational and study skills.

HONORS ENGLISH 9

1 year

Grade 9

(Prerequisite: A- or above in 8th grade English course; teacher recommendation; and writing sample demonstrating excellence.)

Honors English 9 follows a curriculum similar to that found in English 9 but covers material at a deeper, more accelerated pace. In this college preparatory course, students read texts from both the traditional canon and a collection of contemporary works. There is an emphasis on the mastery of grammar concepts as part of the writing curriculum, where students explore the fundamentals of rhetoric and argumentation. Writing mechanics, vocabulary, and literary analysis skills continue to be central objectives in this course. Honors English 9 provides an intensive study of four key genres—the short story, journalism, the novel, poetry, and drama—and incorporates meaningful class discussions, journal prompts, creative projects, and theater arts. With an understanding of the fundamentals of literary analysis, students in the course construct analytical essays, hone independent critical thinking skills, and develop a strong work ethic and a passion for reading and writing.

Note: Students must complete a writing sample before enrolling in this course.
ENGLISH 10: Great Works
1 year

Whether it's Dickens or Bronte, Austen or Wilde, English 10 students will experience the richness of great works of literature. Students should expect a challenging, active experience as they dig deeply into the nuances of language and are introduced to literary criticism. Students in this course will also explore ideas posed by great writers and react personally and critically to their reading through reflection, discussion, and writing. Through the connections between classic works like Merchant of Venice or 1984 to essays, autobiographies, and other works of nonfiction, students will engage in critical thinking about timeless themes and will recognize intersections between literature and their own lives. With each text, students will weigh in on the question, “What makes a work great?” The diversity of responses will fuel frequent opportunities to discuss the merits (or deficits) of these works and encourage students to embrace the role of critic. English 10 students will also explore methods of organizing ideas for logical and persuasive purposes, the use of evidence in support of general statements, clear and effective sentence construction, the use of vivid and precise detail, and thorough revision. Students will also address specific areas for improvement as they surface in their writing.

HONORS ENGLISH 10
1 year (Prerequisite: A or above in 9th grade English course and teacher recommendation.)

Honors English 10 follows a similar curriculum to that found in English 10 but covers material more deeply and at an accelerated pace. Students should expect a rigorous, challenging, active experience in the course. Honors English 10 focuses primarily on close reading of a text and development of writing skills, pairing great works of literature with literary theory. Students explore ideas posed by great writers and react personally to their reading through reflection, discussion, and writing (critically and creatively) about the texts. Through the connections between classic works like Merchant of Venice or 1984, to critical essays and other works, students will engage in critical thinking about timeless themes and be able to recognize intersections between literature and their own lives. With each text, students will weigh in on the question, “What makes a work great?” The diversity of responses will fuel frequent opportunities to discuss the merits (or deficits) of these works and encourage students to embrace the role of critic. Students explore methods of organizing ideas for logical and persuasive purposes, the use of evidence in support of general statements; clear and effective construction of sentences, the use of vivid and precise detail, and thorough revision. Students will also review English grammar through formal study and as pertinent issues surface in their writing, and they will build vocabulary through lessons and creative assignments. In addition, students will be introduced to the fundamentals of public speaking.

CREATIVE WRITING
1 trimester

Creative Writing is a writer’s workshop in which students experiment with the elements of poetry, story, and creative non-fiction and learn how cooperative sharing and mutual appreciation can increase the pleasures of creativity. The students study the craft of other writers and practice the writer's disciplines: free self-expression, imitation of models, original experiment, and imaginative revision of a completed work to increase its power to communicate. Assignments range from short stories to poetry to creative nonfiction and are scheduled throughout the trimester. The workshop ends with a cumulative project in which students send their final drafts to local and national contests for publication.
ADVANCED CREATIVE WRITING

1 trimester

Advanced Creative Writing is designed for students who have either completed Creative Writing or have been recommended by faculty. This course extends the writing practices encountered in Creative Writing, and students will continue to explore ways to generate ideas for stories, poetry, and creative self-expression. A more central focus will be on deepening existing writings and finding new challenges in familiar material. Students will also explore additional types of storytelling, such as prose poetry, flash fiction, screenwriting, and visual poetry. Students will explore their own “voice” and develop a writing process unique to themselves. The workshop ends with a cumulative project in which students send their final drafts to local and national contests for publication.

21st CENTURY JOURNALISM: Advocating Truth

1 year

Students will learn how to write and consume news in our information saturated but factually challenged historical moment. Students will think critically about a wide variety of media and will learn to consider factors such as bias, omission, quality, and diversity when analyzing a news source. The course will also focus on essential reporting and writing skills including how to research stories accurately in the digital age as well as how to procure and prepare for interviews. In addition, students will consider the impact of often-inaccurate social media sources on the current media climate. At the same time, they will learn how to sift through these sources in search of truth and will practice using these platforms themselves to disseminate helpful and well-researched information. In the third trimester, students will produce a piece of longform journalism that will focus on a topic of their choice that they believe is either underreported or misrepresented by traditional news sources.

ENGLISH 11: American Literature

1 year

English 11 explores literary and historical trends in American thought and expression from the 19th century to the present day. Through the works of authors like Nathaniel Hawthorne, Walt Whitman, Charlotte Perkins Gilman, Langston Hughes, F. Scott Fitzgerald, Julie Otsuka, and Toni Morrison, students are able to develop the skills of careful, intelligent, and informed reading of short stories, poetry, and novels. Students are required to write frequent analytical passage analyses and essays throughout the year. Vocabulary and grammar practice are also essential to the course in preparing students for standardized tests and in strengthening their writing in general.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

1 year (Prerequisite: A- or above in current English class or departmental approval)

The AP English Literature and Composition course serves students who wish to pursue college level literature study and writing while they are in high school. This course is challenging, not necessarily because the workload is burdensome, but rather because it demands accurate reading, precise thinking, and clear writing.
The student who takes this course should be a self-motivated, independent thinker who is willing to work hard. Readings include novels, short stories, plays, poetry, and essays written in English by men and women from diverse backgrounds, plus a few translated works from other Western and non-Western traditions. To sharpen sensitivity to literature and to develop analytical skills needed for independent understanding and appreciation of literature, students examine each author's technique--plot and structure, point of view, setting and atmosphere, characterization, and style--and how they contribute to meaning. Writing assignments include short thinking and writing exercises, spontaneous writing in class, and polished essays of five hundred to two thousand words. The Advanced Placement examination, given in May, offers students the opportunity to not only demonstrate their mastery of writing skills and literary analysis, but also to earn college credit.

**PSYCHOLOGY IN LITERATURE**

*Grade 12*

The best literature always carries with it an aspect of psychology as both seek to explore and understand the human condition. Psychology in Literature is a class that examines the constructs and principles of major theories of psychology in order to think critically and reflectively about the course texts, which range from nonfiction, to classics, to contemporary works. Students will apply their understanding of the elements of psychology to literary analysis and thoughtful discussion of the course texts, in addition to examining their own lives. Through collaboration, public speaking, projects and writing assignments, students will develop their own voices and ability to think critically in preparation for the rigors of college. Possible works include: Atwood’s *Alias Grace*, Noah’s *Born a Crime*, Westover’s *Educated*, Donoghue’s *Room*, Picoult’s *Small Great Things*, and Miller’s *Circe*.

**CONTEMPORARY VOICES IN LITERATURE: Race, Gender, and Power**

*Grade 12*

Contemporary Issues in Literature explores the intersections of race, gender, and power in myriad texts and in our lives. The primary goal of the course is to highlight the key issues, questions, and debates in literature—both historical and contemporary—on racialized and gendered performance and privilege. Critical thinking, collaboration, intellectual risk-taking, and analytical writing are the cognitive skills most encouraged and developed in the course. Students will write often and for different purposes, arguing their position(s) on various current events, crafting a children’s allegory, and taking action on a chosen social justice issue. Selected works may include Coates’s *Between the World and Me*, Adichie’s *Dear Ijeawele*, Stevenson’s *Just Mercy*, Thomas’s *The Hate U Give*, Aristophanes’s *Lysistrata*, Alderman’s *The Power*, Acevedo’s *The Poet X*, and Bechdel’s *Fun Home*. In addition, we will employ selected critical essays, film and TV excerpts, TED talks, commercials, social media feeds, newspaper articles, song lyrics, and visual art.

**LITERARY VOICES AND CHOICES**

*Grade 12*

Literary Voices and Choices is a course that uses literature to celebrate and investigate multiple voices. Whether book groups around a variety of novels, a whole class study of memoir, or independent choice texts, students will read, write, discuss, analyze and create while exploring their own voice. Organized in order to reflect current research on the importance of novelty, choice, engagement, and rigor, students will be immersed
in a reading culture. In addition, students will be expected to demonstrate their knowledge of literary works and connect the understanding gained to other works and to life through book talks, essays, speeches, projects, and regular conferences with the instructor. Students’ texts will range from classic to contemporary, from psychological to historical, from nonfiction to poetry all with the common denominator of choice, which will begin with structure and limitation and end with complete autonomy. Please note that a book fee will be charged as book choices will be determined throughout the course.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION Grade 12
(Prerequisite: A grade of B+ or above in AP English Literature or A- and above in English 11 and departmental approval)

The purpose of AP English Language, according to the College Board’s Course Description, is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” What differentiates the AP English Language offering from its Literature counterpart is a specific focus on nonfiction and meta-fiction texts in a variety of historical contexts and authorial perspectives. The course centers on the study of rhetoric, particularly as it applies to the triangular relationship between writer, audience, and argument. Reading selections will be expository, analytical, personal, and argumentative, and students will write in a variety of tones and styles as they improve their own voices both in class and on paper. Typical texts might include: The Things They Carried, Between the World and Me, and In Cold Blood. Students who are interested in becoming more careful, critical readers and writers should consider AP English Language as a purposeful step beyond AP English Literature.
HISTORY DEPARTMENT COURSE OFFERINGS

GPRADUATION REQUIREMENT:

All students in the Upper School are required to take 3 years of History that must include Global Studies or Honors Global Studies, US/Euro I or AP European History, and US/Euro II or AP US History.

GLOBAL STUDIES
1 year

Global Studies explores three distinct regions of the globe: China, Africa, and the Middle East. The course covers the modern history of the three regions, along with their geography and culture. Specific areas of concentration include pre-colonial societies, western imperialism, the impact of the world wars, the struggle for independence, and the condition of the regions today. Students link the past to the present through frequent forays into current events. Students also learn the skills they need to be good student historians throughout their careers at St. Andrew’s. Students write extensively throughout the year while also focusing on developing critical skills including note-taking, analyzing primary and secondary sources, and persuasive oral communication. Both in terms of skills and content, the course provides an excellent foundation for the study of U.S. and European history in the 10th and 11th grades.

HONORS GLOBAL STUDIES: HISTORICAL FOUNDATIONS OF THE MODERN WORLD
1 year (Prerequisite: A- or above in 8th grade History course; teacher recommendation; and approval by the academic grade dean)

This honors-level college preparatory course explores three distinct regions of the globe: China, Africa, and the Middle East, and their histories and geography in the 20th and 21st centuries. Students should expect a rigorous, challenging, active experience in Historical Foundations of the Modern World. Students in this course are expected to be independent learners and self-advocates. This course develops higher-level thinking skills such as analyzing, synthesizing, and evaluating sources. Learning processes and questions with which to evaluate primary and secondary sources, understanding the historiography around subjects, and demonstrating this understanding through projects, historical writing and responding to document based questions (DBQ) are the primary emphases of this course. Students will also strengthen their ability to complete independent historical research. Both in terms of skills and content, the course provides an excellent foundation for those students who wish to take AP European History in 10th grade and AP United States History in 11th grade.

ADVANCED PLACEMENT (AP) EUROPEAN HISTORY
1 year (Prerequisite: A grade of A- or above in Global Studies and departmental approval.)

AP European History may be taken in place of United States and European History to 1860 (US/Euro I). It is a challenging course that offers students a chance to explore the Western world from the late medieval period to the present. The main text will be Western Civilization by Jackson J. Spielvogel and will be supplemented with various college-level readings. Students will cover concepts as varied as the Reformation and the Enlightenment to the Cold War and the economic unification of Europe. The course demands
extensive student preparation and participation. As students analyze the development of European civilization, they examine the political, social, and economic realms while developing individual interpretations supported by primary and secondary source readings. In the final month of the course, after completion of the AP exam, students will undertake a concise study of United States History to 1860 in preparation for the subsequent course, either United States and European History since 1860 or AP United States History. Space is limited to 18 students.

UNITED STATES AND EUROPEAN HISTORY TO 1860 (US/EURO I) Grades 10, 11
1 year

In order to more deeply understand American history, it is important to place it in the context of the major events, trends, and ideas that emanated from Europe. The course examines the multiple influences from 1450 to 1860 that created the diverse, complex, and sometimes contradictory elements of American society, and also those times when the U.S. played a profound role in shaping Europe. The course begins with the study of the Renaissance and Reformation and ends with an analysis of the causes and context of the Civil War. An integral part of the class will be devoted to training students to be practicing historians; students will engage in close reading, documentary analysis, formal writing, class discussion, evaluating sources, and analyzing cause/effect relationships. Ultimately, this course encourages St. Andrew’s students to be global citizens, or as historian Thomas Benton points out, “at once proud nationals and humble citizens of the world.”

UNITED STATES AND EUROPEAN HISTORY SINCE 1860 (US/EURO II) 1 year (Prerequisite: US/Euro I or AP European History) Grade 11

This course is a continuation of the US/Euro I class, building on the principle that to understand the history of the United States, it must be placed in the context of European and world history. Beginning in 1860 with the U.S. Civil War, and ending with the fall of the Soviet Union, the class will continue its chronological examination of important themes and trends of the western world. Topics of study will include Industrialization, Imperialism, American isolationism and the European alliance system, World War I, the Great Depression, World War II, the 1960’s “Rights Revolution” and the Cold War. This course will also continue developing each student’s ability to be and think like an historian. Thus, students will conduct an interview as part of the nationally recognized American Century Oral History Project that will focus on a significant historical event that affected the U.S., Europe, or the world during the last 75 years. Underpinning the class is the expectation that students will think about United States history in an international context as they explore global citizenship.

ADVANCED PLACEMENT (AP) UNITED STATES HISTORY Grade 11, 12
1 year (Prerequisite: A grade of B or above in US/EURO I or AP European History and departmental approval)

Advanced Placement United States History may be taken in place of US/Euro II and serves students who wish to pursue freshman college level studies in American history. AP United States History assesses a student’s ability to function as a historian through the study of American history from 1491 to the present, with an emphasis on the period following 1860. The course demands extensive student participation and preparation. As students analyze the strengths and weaknesses of the national experience, they examine critically the political, economic, and social realms of American history while developing individual interpretations supported by primary and secondary source readings. An important goal of the course is to enhance students’ abilities to communicate their interpretations through document-
Based research and writing assignments as well as oral presentations. A major component of the course is an extensive oral history project that provides students further opportunities to practice the historian’s craft outside of the traditional classroom setting. This project is not only a service to their interviewers and their families but to our school and to the records of history.

**ADVANCED PLACEMENT (AP) UNITED STATES GOVERNMENT AND POLITICS**

1 year  (Prerequisite: departmental approval)  

The express purposes of this year-long course are to challenge and excite high-potential students with a college-level course and to assess learning via the AP exam for U.S Government and Politics. It requires a substantial amount of reading and preparation for every class, as it is taught as it would be in college, and will thereby significantly increase a student’s workload as compared with a non-AP class. The objectives of this course go beyond a basic analysis of how our government “works.” Students will do this by developing a critical understanding of the underpinnings, strengths, and weaknesses of the American political system, as well as their rights and responsibilities as citizens. The course will also focus on debates over civil rights and civil liberties, and will examine the impact of judicial decisions on citizens. Students will ultimately gain a deeper understanding of the political process and the interaction between various institutions, groups, beliefs, and ideas that characterize the American politics.

**ELECTIVES:**
To complete the requirement for a year-long history course a student may take a two-trimester course.

Two trimester elective.

**HONORS HISTORY CAPSTONE SEMINAR**

This seminar is designed to serve as an intellectual culmination of students’ work at SAES, providing passionate history students with an opportunity to delve deeply into an historical issue. The goal of this course is to write a book using original research and combining it with seminal secondary sources on the topic in order to add to the existing scholarship. Students will learn college level analytical, thinking, research and writing skills and will collaborate throughout the year to produce the end product. To be successful in this class, students will need to diligently complete their work on a nightly basis and meet research and writing deadlines set by the class. Because the ultimate goal of writing a book is dependent on each student’s work and daily preparation, these attributes will weigh heavily on students’ grades.

1 trimester electives. For example, students who sign up for Hollywood and History would also be signing up to take Race Matters.

**HOLLYWOOD AND HISTORY**

Movies have had a profound impact on the way people view World War II and the Vietnam War. By looking at popular Hollywood war movies as primary documents that make an argument about how the audience should view complex historical events, this course will examine the ways in which such films have portrayed World War II and the Vietnam War, and compare the coverage of both. Students will explore the history of each war through a variety of sources, paying close attention to the ways historians have interpreted each event, then watch selected movies from the different eras. Students will critically review relevant movies and compare them for accuracy to various historical sources, including St. Andrew’s Oral History Projects. The course will
also question the role Hollywood plays in shaping our collective memory of these two wars and American culture overall. It is a seminar style class that will combine paper writing, class discussion, and collaborative work.

AND

“RACE MATTERS”: THE HISTORY OF RACE IN THE UNITED STATES Grades 11- 12

This course will explore the history of racism in the United States in order to better understand and dissect contemporary manifestations of racial tension. Starting with the first slave in 1619, the course will trace the evolution of racist policies and beliefs through the Civil War, look at segregation during the Jim Crow era, and take an in-depth look at the Black Freedom Struggle since World War II. The course will also spend a considerable amount of time looking at modern examples of racism from both a national and personal perspective. Ultimately, the course hopes to provide a safe place to have controversial conversations and start a dialogue about the state of race relations in the United States today.

Students who sign up for Political Theory: from Plato to Present” would also be signing up to take Justice on Trial: Great Trials in History.

POLITICAL THEORY: FROM PLATO TO PRESENT Grades 11 and 12

Drawing from the interplay between theory and experience, students will trace the development of political thought from Hammurabi to modern times. Class content will draw from both philosophical texts and primary sources relevant to expressions of various political systems and leaders. The course will address topics such as ancient democracy, Confucianism, medieval theocracy and a Christian worldview, the influence of humanism and Machiavellian politics, as well as the development of liberalism, communism, and totalitarianism. Special emphasis will be placed on comparing and contrasting eastern notions of justice with western ideas. Using a seminar style, students will discuss and synthesize texts that point to shifting views of the human person, justice and freedom, community and the pursuit of the common good, and the concept of power.

AND

JUSTICE ON TRIAL: GREAT TRIALS IN HISTORY Grades 11 and 12

Through discussion of a variety of precedent-setting trials throughout history, this course will probe the nature of justice and the role politics plays in various justice systems. Cases to be covered include: Socrates, Jesus Christ, the mythical Japanese Okuninushi, witch trials, the French Revolutionary Terror, the Dreyfus Affair, the Scopes (monkey) trial, the Stalinist show trials, the war crimes trials at Nuremberg, the Chinese Gang of Four, and the trials of Nelson Mandela and Saddam Hussein.

ELECTORAL POLITICS AND THE MODERN AMERICAN PRESIDENT Grades 11- 12

Electoral Politics: Elections play a fundamental role in American politics. They are the primary tool given to the people to express their will to policymakers. Given the complexity of both domestic and foreign issues facing the future Congress and President, as well as the enduring dynamics of the 2016 election, the 2020 elections are absolutely critical. This course will explore the dynamic of elections as linkage institutions and will cover nominating procedures, campaign finance, elections in the media, the role of political parties, and
voting trends and laws. Emphasis will be given to following the 2020 presidential election and congressional races.

The Modern American President: Come January 2021, Americans will either see the continuation of the Trump administration or welcoming a new president. What precedents exist in how modern chief executives understand their presidential power and make decisions? What are the major domestic and foreign policy issues on the horizon demanding the president’s attention? What will the dynamic be like between Congress and the President post inauguration? How have all of these dynamics been impacted the wake of the 2016 election and the impeachment process? These questions will be explored drawing from historical examples and current events.

ADVANCED PLACEMENT (AP) ECONOMICS
Grades 11, 12
1 year (Prerequisite: approval of the instructor or grade level academic dean)

AP Economics introduces the foundational terms, concepts, and models of Microeconomics and Macroeconomics. The course closely adheres to the curriculum prescribed by the College Board, and students are required to take the Advanced Placement Exams in Microeconomics and Macroeconomics in May. The course provides a rigorous examination of the principles of economic analysis, and includes discussion of firms, consumers, markets, economic growth, trade, and the role of government. As a college-level course, AP Economics challenges students with its pacing and with its use of graphical interpretation and models. AP Economics explores many concepts that relate to Algebra and even Calculus, but requires familiarity with only simple algebraic operations.

INTERNATIONAL DEVELOPMENT COURSE
Grades 11, 12
1 year

St. Andrew’s has a deep tradition of leadership and service in the global community. This interdisciplinary course explores global challenges in public health, environmental sustainability, food security, macro and micro economic empowerment, and infrastructure in Haiti, Honduras, and South Africa. Students study the history of each country, international development and social entrepreneurship as it pertains to each nation, and establish team-based, impactful international partnerships. The course teaches students to think pragmatically and value enterprise as they implement cooperative projects at home and abroad.

SENIOR RESEARCH SEMINAR
Grade 12
1 trimester (Trimester 2 and 3 only)

Seniors are required to write a 15-page, fully documented scholarly research paper on a significant topic of their choice, using primary and secondary sources. The project is completed in stages which include: topic formation, research, outline, collaboration with a faculty sponsor, first draft, final paper and oral defense. Seniors must earn a "C" or better on the final paper to meet the graduation requirement.

INTRODUCTION TO DEBATE
Grade 9-12
1 trimester

Students in this one trimester class will be introduced to Public Forum, a style of competitive debate that discusses current policy issues in a team format. The class will prepare students to research the proposed resolutions, write speeches, respond to the opposing team’s arguments, and ultimately persuade the judge.
Debate is an excellent way to engage in current affairs, develop critical thinking skills, and gain confidence in public speaking. Students will be required to participate in the St. Andrew’s Debate Team and compete in several afterschool tournaments throughout the year.

**ADVANCED PLACEMENT (AP) PSYCHOLOGY**

Grade 12

This course meets every Monday, Tuesday and Thursday morning. Class start time is 7:30AM. Students must apply for this course.

Why do people behave the way they do? Why do some people follow the crowd while others march to the beat of their own drummer? Can people really change? What causes Alzheimer’s Disease, Parkinson’s Disease, and Depression and might there someday be a cure for these illnesses? What exactly is memory and how can we improve it? Where does prejudice come from? Can we predict violence? Are emotions universal? Is hypnosis real? The purpose of AP Psychology is “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 sub-fields within psychology. They also learn about the methods psychologists use in their science and practice.” The primary aim of Advanced Placement Psychology is to provide students with a learning experience equivalent to that obtained in an introductory college psychology course. The course will expose students to all areas of information covered on the AP Exam. This is accomplished through readings, class discussion, video clips, demonstrations, and student projects. Additionally, students will expand the vocabulary and knowledge of the major theories of psychology, learn the basic skills associated with psychological research in order to design their own research projects, apply psychological concepts to their own academic experiences and personal lives, develop critical thinking skills, and learn about the ethical standards governing the work of psychologists and possible career paths involving psychology.

Application Process:

Interested students are to attach a paragraph explaining why they want to take AP Psychology to his/her course registration form. A committee composed of the four Upper School academic deans and the 2 college counselors will meet to discuss each student’s application. Besides the student paragraph, the committee will consider the following: Course Load, Academics, Attendance and Tardies, and Date of Submission of the Course Form.
INTERDISCIPLINARY STUDIES COURSE OFFERINGS

INTRODUCTION TO COMPUTER PROGRAMMING
1 Trimester (Prerequisite: none)
Grades 9 - 12

This course serves as an introduction into the world of Computer Science. Computer programming is the main focus of the course with students starting out creating programs using visual-based programming language and then progress to a more complex programming language. All aspects of creating a program will be examined, including designing, testing, and debugging. The programs created will focus on basic mathematical principles and algorithmic problem-solving. Applications of computer programs in different fields will be examined, as will an overview of the history of computer science and current developments in the field of computer science.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES
1 year (Prerequisite: none)
Grades 9 - 12

AP Computer Science Principles introduces students to the concepts of computer science and challenges them to explore how computing and technology can impact the world. This course offers a multidisciplinary approach to teaching the underlying principles of computation, and will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. JavaScript is the designated programming language used in this course. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions through a portfolio of performance tasks submitted to College Board. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A
1 year (Prerequisite: approval of instructor)
Grades 9 - 12

The AP Computer Science A 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, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex ones. Java is a designated programming language. This course encourages skill development among students considering a career in computer science or other STEM fields.

D!LAB ENGINEERING AND DESIGN THINKING
(Prerequisite: Digital Design)
Grades 10-12

This year-long course incorporates visual 3D design, design thinking and engineering elements. This course is a snapshot of contemporary innovation at different scales and in different fields like energy, mobility, materials, health, communication and community. The course offers students the opportunity to work singly or in teams to design solutions to world problems and capitalizes on the belief that student designers can be critical thinkers and strategists, capable of addressing cross-disciplinary problems. Engineering the future depends on a repertoire of tools and process that help harness wisdom and ingenuity. By applying a design-centered approach to problem solving and engineering, students will...
be better able to conceive and create innovative solutions. Each trimester, the course will be taught by instructors with specialty in areas of design thinking.

NEUROSCIENCE (On-line course supported by the CTTL) Grades 10 - 12

A spongy, three-pound mass of tissue – the brain - is the most complex organ of the human body. This single organ controls every aspect of the body, ranging from circulation and appetite to emotion and memory. Because the brain shapes our thoughts, beliefs, hopes, dreams, and imaginations, the brain is what makes us human. In the first half of the course, students will understand the structure of the brain and how the brain senses, thinks, behaves, and creates memories for learning and language, as well as how the environment (stress, diet, exercise, and time) impacts the brain. We will also explore brain diseases, disorders, and treatments.

Armed with this solid foundation in neuroscience, students will spend the second half of the year learning to think like doctors. In this project-based medical school primer, students will engage in individual research projects and seminar-style grand rounds. Utilizing neuroscience as a foundation to explore any human biology topic, students will be guided through a self-designed, long-term research project.

This course is offered and taken entirely on-line through St. Andrew’s partnership with One Schoolhouse. In addition to the on-line course work, students will be required to participate in a weekly meeting with the CTTL. The course is available to students who have successfully completed a full-year biology course and by permission from their academic dean. It may be taken as a 5th course. Applications will be reviewed by a committee. It is not a substitute for any of the three lab Science courses required for graduation.

Application Process:
Interested students are to attach a paragraph explaining why they want to take Neuroscience to his/her course registration form. A committee composed of the four Upper School academic deans and the 2 college counselors will meet to discuss each student’s application. Besides the student paragraph, the committee will consider the following: Course Load, Academics, Attendance and Tardies, and Date of Submission of the Course Form.

ADVANCED PLACEMENT (AP) ECONOMICS Grades 11, 12
1 year (Prerequisite: approval of the instructor or grade level academic dean)

AP Economics introduces the foundational terms, concepts, and models of Microeconomics and Macroeconomics. The course closely adheres to the curriculum prescribed by the College Board, and students are required to take the Advanced Placement Exams in Microeconomics and Macroeconomics in May. The course provides a rigorous examination of the principles of economic analysis, and includes discussion of firms, consumers, markets, economic growth, trade, and the role of government. As a college-level course, AP Economics challenges students with its pacing and with its use of graphical interpretation and models. AP Economics explores many concepts that relate to Algebra and even Calculus, but requires familiarity with only simple algebraic operations.

INTERNATIONAL DEVELOPMENT COURSE Grades 11, 12
1 year

St. Andrew’s has a deep tradition of leadership and service in the global community. This interdisciplinary course explores global challenges in public health, environmental sustainability, food security, macro and micro economic empowerment, and infrastructure in Haiti, Honduras, and South
Africa. Students study the history of each country, international development and social entrepreneurship as it pertains to each nation, and establish team-based, impactful international partnerships. The course teaches students to think pragmatically and value enterprise as they implement cooperative projects at home and abroad.

**SENIOR RESEARCH SEMINAR**

1 trimester (Trimester 2 and 3 only)

Seniors are required to write a 15-page, fully documented scholarly research paper on a significant topic of their choice, using primary and secondary sources. The project is completed in stages which include: topic formation, research, outline, collaboration with a faculty sponsor, first draft, final paper and oral defense. Seniors must earn a "C" or better on the final paper to meet the graduation requirement.

**ADVANCED PLACEMENT (AP) PSYCHOLOGY**

Grade 12

This course meets every Monday, Tuesday and Thursday morning. Class start time is 7:30 AM. Students must apply for this course.

Why do people behave the way they do? Why do some people follow the crowd while others march to the beat of their own drummer? Can people really change? What causes Alzheimer’s Disease, Parkinson’s Disease, and Depression and might there someday be a cure for these illnesses? What exactly is memory and how can we improve it? Where does prejudice come from? Can we predict violence? Are emotions universal? Is hypnosis real? The purpose of AP Psychology is “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 sub-fields within psychology. They also learn about the methods psychologists use in their science and practice.” The primary aim of Advanced Placement Psychology is to provide students with a learning experience equivalent to that obtained in an introductory college psychology course. The course will expose students to all areas of information covered on the AP Exam. This is accomplished through readings, class discussion, video clips, demonstrations, and student projects. Additionally, students will expand the vocabulary and knowledge of the major theories of psychology, learn the basic skills associated with psychological research in order to design their own research projects, apply psychological concepts to their own academic experiences and personal lives, develop critical thinking skills, and learn about the ethical standards governing the work of psychologists and possible career paths involving psychology.

Application Process: Interested students are to attach a paragraph explaining why they want to take AP Psychology to his/her course registration form. A committee composed of the four Upper School academic deans and the 2 college counselors will meet to discuss each student’s application. Besides the student paragraph, the committee will consider the following: Course Load, Academics, Attendance and Tardies, and Date of Submission of the Course Form.

**BUSINESS ENTREPRENEURSHIP AND MARKETING**

Grades 10 - 12

1 Trimester (Fall 2020)

This entrepreneurship course will focus on the necessary actions and tools to start and run a small business. This course will introduce students to the theory and practice of small business design, innovation, and decision-making. Using a case study approach, students will discuss topics in accounting, economics, business law, marketing segmentation, communication and social media and product management.
This entrepreneurial course will provide a hands on opportunity for students to collaborate with CTTL staff and university professors to develop Neuroteach Global Student, a new research-informed virtual program that will support student learning and well-being. Students will deepen their knowledge of the Science of Learning and learn the fundamentals of product design and development in the educational technology field. Students will develop their research, writing, design thinking, public speaking, project management, business operations, and marketing skills as they help develop an edtech tool intended for use by students around the world.

INDEPENDENT PROJECT
1 trimester

Students who have interests beyond the curriculum may apply to complete an Independent Study Project (IP), a self-initiated course of study designed and completed under the mentorship of a faculty advisor who agrees to work with the student. With input from the faculty advisor, the student drafts a proposal describing the project and outlining the timeline of due dates and milestones for the ISP. Students are required to submit a culminating project document or presentation that will be specified in advance of project approval.

Interested students must obtain the approval of a completed IP Proposal from the Head of Upper School by August 15 prior to the beginning of the school year in which they plan to work on their project. The student must be in good academic standing, exhibit an appropriate level of maturity, and be able to work independently. This trimester-long Independent Study Project is worth 1/3 of a credit and will appear on the transcript. An IP may not be taken in lieu of a course required for graduation. It is understood that an IP may be cancelled by the School at its discretion, should a student not make satisfactory progress towards completing other course requirements or should the student persistently find difficulty in meeting the expectations of the IP Proposal. The successful completion of an IP is determined by the faculty advisor and by the administration. St. Andrew’s may allow students to use its equipment and facilities, but only with the supervision and approval of appropriate faculty. The school will not pay for any cost of an IP. Students must keep a log of their activities and report to their faculty advisor regularly, typically once a week.

Please visit the main office for an application.
LANGUAGE DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:
Students must complete two consecutive years of the same language in grades 9-12.

LANGUAGE PLACEMENT:
All students entering the Upper School are given a language placement test. Based on these results along with prior language experience, teacher recommendation, and overall academic performance, students are appropriately placed in their language course by the Head of the Upper School, Class Deans, and the Language Department Head in accordance with the language proficiency standards of the American Council on the Teaching of Foreign Languages (ACTFL).

FRENCH I
Grades 9 - 12
1 year (Prerequisite: none)

US French I enables novice level students (in accordance with ACTFL proficiency standards) of the French language to begin establishing a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational—and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. poetry, news articles, short films, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense, though they may be exposed to other time periods such as past tenses and the immediate future. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through exploring the history, art, geography, and customs of the French-speaking world. The teacher communicates primarily in French, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

FRENCH II
Grades 9 - 12
1 year (Prerequisite: MS French III, US French I, or departmental approval)

US French II enables novice-high level students (in accordance with ACTFL proficiency standards) of the French language to build a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational and supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar and more complex topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing on communication in the present, past, and immediate future tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the French-speaking world. The teacher communicates primarily in French, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.
FRENCH III  Grades 9 - 12
1 year  (Prerequisite: US French II, or departmental approval)

US French III enables intermediate-low level and intermediate-mid level students (in accordance with ACTFL proficiency standards) of the Spanish language to build proficiency in the three modes of communication—Interpretive, Interpersonal, and Presentational—and supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about complex situations through in-class discussions, and present ideas about culturally-rich themes both in writing and speaking, focusing on strengthening communication in the present, past, future, conditional, and subjunctive tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the French-speaking world. The teacher communicates primarily in French, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

FRENCH IV  Grades 10 – 12
1 year  (Prerequisite: US French III, or departmental approval)

French IV aims at developing and improving oral and written communication for intermediate-mid level and intermediate-high level students (in accordance with ACTFL proficiency standards) through the careful study of the language, literature, and culture of the French-speaking world. The course is organized by themes based on contemporary social, and cultural issues such as the relationship with the environment, respect for human rights, the changing role of the family unit, and development and its impact on cultural identity, etc. These themes serve as an umbrella under which the class integrates grammar review and continues to expand vocabulary knowledge and usage. This course also seeks to deepen students’ appreciation of literary texts fostering an understanding of the diversity of the French-speaking world. Class activities consist of discussions, reports, readings, and cooperative work emphasizing critical thinking. Written expression will be perfected through frequent compositions and short informal samples. This class makes extensive use of technology and the web as a source for authentic material and as a tool for language learning. The class is conducted in French.

ADVANCED PLACEMENT (AP) FRENCH LANGUAGE  Grades 11, 12
1 year (Prerequisite: A grade of B or above in French IV and departmental approval)

The AP French Language course covers the equivalent of a third-year college course in advanced French for intermediate-high level and advanced-low level students (in accordance with ACTFL proficiency standards), and follows the thematic approach recommended by the College Board. Students are expected to demonstrate a high level of motivation and interest, and a strong commitment to further their knowledge of the language and the culture of countries and regions where French is spoken. All instruction is done exclusively in French.

The objective of the class is to help students build on the strong foundations they have acquired in previous French classes and continue to strengthen their communicative ability and confidence while broadening the range of topics they will be able to address. Activities are designed to support students as they progress to the pre-advanced level of proficiency in each one of the three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century.
The thematic approach allows students to develop a real appreciation of the different facets of the world in which they live while helping them build the analytic tools needed to better understand it. As the focus of the class is on communicative skills and cultural understanding, the lexical and grammatical structures students need to accurately express themselves will be reviewed within the context of the communicative tasks to be performed. Students will take the AP examination in May.

ADVANCED FRENCH: FRANCOPHONE CULTURE AND CIVILIZATION
1 year  (Prerequisite: Read below)  Grades 11, 12

The focus of Advanced French is the study of current events in Francophone countries. The course objectives allow students to continue expanding and strengthening their communicative ability while developing a deeper understanding of the mosaic formed by different French-speaking countries. The class is conducted as a seminar and students are expected to share their own interests as they relate to the Francophone world. The variety of topics researched and discussed in class allows students to use the language with a purpose. Linguistic accuracy is taught as a tool to improve communication.

This class is recommended for students who complete French IV and desire further practice before they tackle the demands of AP French Language and Culture OR for students that, having completed AP Language and Culture, wish to maintain their language proficiency in a course that exposes them to cultural topics of the Francophone world. This class is conducted in French.

LATIN I
1 year  (Prerequisite: none)  Grades 9 - 12

Latin I is a year-long introduction to the Latin language. The primary focus of the class is language acquisition within the context of Roman thought and culture, which is accomplished through the active study of grammar and vocabulary, translation and analysis, written exercises, Latin composition, and special projects. Students master all five noun declensions, learn the primary functions of nouns, and expand their knowledge of verb tenses. They also learn adjective forms and properties as well as pronouns, both relative and personal. Cultural topics studied include: Roman homes, family life, cities, entertainment, social classes, education, government, science, religious practices and beliefs, medicine, and imperialism as well as the eruption of Mount Vesuvius and preservation of Pompeii.

LATIN II
1 year  (Prerequisite: Latin IB, Latin I, or departmental approval)  Grades 9 - 12

Latin II is for students who have satisfactorily completed one year of traditional Latin (via the Latin IA and IB combination or via Latin I). The course is an extended study of grammatical constructions and vocabulary combined with an increased emphasis on reading comprehension. After a review of the basics, students proceed to learn the remaining verb tenses, in both the active and passive voice, and then move on to more complex syntactical concepts, including participles, indirect statement, and uses of the subjunctive mood. Language acquisition, at an intermediate level and within the context of Roman thought and culture, is reinforced through the reading of Latin passages. Command of the language is further acquired through the active study of grammar and vocabulary, translation and analysis, written exercises, Latin composition, and special projects. Cultural
topics include: Roman baths, religious practices and beliefs, travel and communication, the Roman military, archaeology, the Roman forum, engineering, and philosophy.

**LATIN III**  
1 year  (Prerequisite: Latin II or departmental approval)  
Grades 9 - 12

In Latin III, the main focus is reading adaptations of classical texts and mastering grammatical concepts of increasing complexity, such as: the syntactical functions of nouns, participles, gerunds and gerundives, and uses of the subjunctive mood. Students hone their command of the language through the active study of grammar and vocabulary, literal translation, grammatical analysis, written exercises, Latin composition, and special projects. They are also introduced to literary devices and Latin metrics and they learn how to compose analytical essays in response to the passages studied. As with other levels of Latin, English vocabulary with Latin roots is included to reinforce the connection between English and Latin.

**LATIN IV**  
1 year  (Prerequisite: Latin III or departmental approval)  
Grades 10 - 12

Latin IV includes a brief review of the grammar and more complex syntactical structures introduced in Latin III. Language acquisition, at an advanced level and within the context of Roman thought and culture, is reinforced through the translation of authentic Latin prose and poetry, the active study of grammar and vocabulary, literal translation, grammatical analysis, written exercises, Latin composition, and special projects. Reading the poetry of Catullus, Ovid, and Horace as well as the prose of Caesar and Cicero revitalizes the profound and moving thought that has sustained Western civilization and literature for centuries; it awakens students’ imagination, fosters critical inquiry, prepares them for potential advanced placement study, engages their sense of history, and fosters their empathy with diverse peoples across space and time.

**ADVANCED PLACEMENT (AP) LATIN VERGIL**  
1 year  (Prerequisite: A grade of B or above in Latin IV and departmental approval; or a grade of A or above in Latin II and III and departmental approval.)  
Grades 11, 12

In AP Latin, students read, translate literally, analyze, and interpret two canonical Latin texts in preparation for the AP exam. Students begin by studying Vergil’s *Aeneid*, the great Roman epic comparable to Homer’s *Iliad* and *Odyssey*, and then move on to Julius Caesar’s *Gallic Wars*, which recounts his systematic conquest of this province and his expansion of the Roman Empire. Students use the tools of literary criticism to understand these texts’ layers of meaning. They also learn the scansion of dactylic hexameter verse and engage in an intensive study of pertinent Roman cultural, social, and political history. The class conforms to the expectations of an intermediate-level college course and concludes with the AP Latin Exam in the spring.

**SPANISH I**  
1 year  (Prerequisite: none)  
Grades 9 - 12

US Spanish I enables novice students (in accordance with ACTFL proficiency standards) of the Spanish language to begin establishing a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational—and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials.
(e.g. poetry, news articles, short films, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing mainly on communication in the present tense, though they may be exposed to other time periods such as past tenses and the immediate future. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through exploring the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**SPANISH IIA**  
1 year  (Prerequisite: MS Spanish 2, US Spanish I, or departmental approval)  

US Spanish IIA is the first half of a two-year Spanish II program that enables novice-mid level students (in accordance with ACTFL proficiency standards) of the Spanish language to build a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational—at a more moderate pace. It supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about new and familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing on communication in the present, past, and immediate future tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**SPANISH IIB**  
1 year  (Prerequisite: MS Spanish 3, US Spanish IIA or departmental approval)  

US Spanish IIB is the second half of a two-year Spanish II program that enables novice-high level students (in accordance with ACTFL proficiency standards) of the Spanish language to build a strong foundation in the three modes of communication—Interpretive, Interpersonal, and Presentational—at a more moderate pace. It supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar and more complex topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing on communication in the present, past, future, and subjunctive tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

**SPANISH II**  
1 year  (Prerequisite: MS Spanish 3, US Spanish I, or departmental approval)
US Spanish II enables novice-high level students (in accordance with ACTFL proficiency standards) of the Spanish language to build a strong foundation in the three modes of communication--Interpretive, Interpersonal, and Presentational and supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar and more complex topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, focusing on communication in the present, past, and immediate future tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

SPANISH IIIA

Grades 9 - 12

1 year

(Prerequisite: US Spanish IIB, US Spanish II, or departmental approval)

US Spanish IIIA is the first half of a two-year Spanish III program that enables novice-high level and intermediate-low level students (in accordance with ACTFL proficiency standards) of the Spanish language to build proficiency in the three modes of communication--Interpretive, Interpersonal, and Presentational--at a more moderate pace. It supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar and more complex situations through in-class discussions, and present ideas about culturally-rich themes both in writing and speaking, focusing on communication in the present, past, future, conditional, and subjunctive tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

SPANISH IIIB

Grades 9 - 12

1 year

(Prerequisite: US Spanish IIIA or departmental approval)

US Spanish IIIB is the second half of a two-year Spanish III program that enables intermediate-low level and intermediate-mid level students (in accordance with ACTFL proficiency standards) of the Spanish language to continue building proficiency in the three modes of communication--Interpretive, Interpersonal, and Presentational--at a more moderate pace. It supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about more complex situations through in-class discussions, and present ideas about culturally-rich themes both in writing and speaking, focusing on strengthening communication in the present, past, future, conditional, and subjunctive tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.
Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

SPANISH III  
1 year  (Prerequisite: US Spanish II or US Spanish IIB)  

US Spanish III enables intermediate-low level and intermediate-mid level students (in accordance with ACTFL proficiency standards) of the Spanish language to build proficiency in the three modes of communication—Interpretive, Interpersonal, and Presentational—and supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about complex situations through in-class discussions, and present ideas about culturally-rich themes both in writing and speaking, focusing on strengthening communication in the present, past, future, conditional, and subjunctive tenses. Students are introduced to new material with a holistic and context-based approach in which grammar and vocabulary are taught through investigating the history, art, geography, and customs of the Spanish-speaking world. The teacher communicates primarily in Spanish, using images, audio clips, videos, and computer web-assisted activities to aid in comprehension, as this type of multi-sensory teaching supports students’ different learning styles.

SPANISH IV  
1 year  (Prerequisite: US Spanish III, US Spanish IIIB, or departmental approval)  

Spanish IV aims at developing and improving oral and written communication for intermediate-mid level and intermediate-high level students (in accordance with ACTFL proficiency standards) through the careful study of the language, literature, and culture of Spain, Latin America, and Hispanic communities in the United States. The course is organized by themes based on contemporary social, and cultural issues in the Spanish speaking world such as the relationship with the environment, respect for human rights, the changing role of the family unit, and development and its impact on cultural identity, etc. These themes serve as an umbrella under which the class integrates grammar review and continues to expand vocabulary knowledge and usage. This course also seeks to deepen students’ appreciation of literary texts fostering an understanding of the diversity of the Spanish speaking world. The literary selections are from contemporary Spanish and Latin American writers, unabridged short stories, essays, and poems. Class activities consist of discussions, reports, readings, and cooperative work emphasizing critical thinking. Written expression will be perfected through frequent compositions and short informal samples. This class makes extensive use of technology and the web as a source for authentic material and as a tool for language learning. The class is conducted in Spanish.

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE  
1 year  (Prerequisite: A grade of B or above in Spanish IV and departmental approval)  

The AP Spanish Language course covers the equivalent of a third-year college course in advanced Spanish for intermediate-high level and advanced-low level students (in accordance with ACTFL proficiency standards), and follows the thematic approach recommended by the College Board. Students are expected to demonstrate a high level of motivation and interest and a strong commitment to further their knowledge of
the language and the culture of countries and regions where Spanish is spoken. All instruction is done exclusively in Spanish.

The objective of the class is to help students build on the strong foundations they have acquired in previous Spanish classes and continue to strengthen their communicative ability and confidence while broadening the range of topics they will be able to address. Activities are designed to support students as they progress to the pre-advanced level of proficiency in each one of the three modes of communication (Interpersonal, Interpretive and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century. The thematic approach allows students to develop a real appreciation of the different facets of the world in which they live while helping them build the analytic tools needed to better understand it. As the focus of the class is on communicative skills and cultural understanding, the lexical and grammatical structures students need to accurately express themselves will be reviewed within the context of the communicative tasks to be performed.

ADVANCED PLACEMENT (AP) SPANISH LITERATURE

Grades 11, 12

1 year (Prerequisite: A grade of B or above in Spanish IV or in AP Spanish Language and departmental approval)

The AP Spanish Literature course is designed to introduce students with advanced language skills (in accordance with ACTFL proficiency standards) to the formal study of a representative body of literary texts in Spanish. The different texts, selected by the College Board and available on its website, introduce students to diverse literature written in Spanish and help them reflect on the many voices and cultures included in this very rich literature. They also acquaint students with significant works that have become sources for literature and art worldwide. Students are introduced to the basic concepts and terminology of textual analysis. They learn to identify, interpret, and perceive the relationships between the various elements that enter in the composition of a literary text. Each work is studied within the historical and cultural context in which it was written. Students are expected to read all works entirely in Spanish. The class is discussion-based and student participation is essential. The AP Spanish Literature and Culture course corresponds to a third-year college survey course of Spanish literature.

MANDARIN I

Grades 9 - 12

1 year

Mandarin I enables novice-low students (in accordance with ACTFL proficiency standards) of Mandarin Chinese to begin establishing a strong foundation in the three modes of communication--Interpretive, Interpersonal, and Presentational--and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students learn basic skills essential in the study of Chinese including the pronunciation and handwriting system, different character structures (i.e. pictographic, idiographic, pictophonetic), and the importance of tones. Students are guided thoughtfully through these skills to ease the transition into learning the language. Students interpret information from authentic materials (e.g. poetry, news articles, short films, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking. Students are introduced to new material with a supportive and holistic context-based approach in which grammar and vocabulary are taught through exploring the history, cuisine, geography, and customs of China as well as other Chinese speaking countries. A variety of materials and assessments are used to address students’ different learning styles.
MANDARIN II

Grades 9 - 12
1 year (Prerequisite: Mandarin I)

Mandarin II enables novice-high students (in accordance with ACTFL proficiency standards) of Mandarin Chinese to continuing building a strong foundation in the three modes of communication--Interpretive, Interpersonal, and Presentational--and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about familiar and more complex topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking, while using more complex grammar structures. Students are introduced to new material with a supportive and holistic context-based approach in which grammar and vocabulary are taught through investigating the history, cuisine, geography, and customs of China as well as other Chinese speaking countries. A variety of materials and assessments are used to address students’ different learning styles.

MANDARIN III

Grades 9 - 12
1 year (Prerequisite: Mandarin II)

Mandarin III enables intermediate-low students (in accordance with ACTFL proficiency standards) of Mandarin Chinese to continuing building a strong proficiency in the three modes of communication--Interpretive, Interpersonal, and Presentational--and also supports students in developing a love and curiosity of languages through relevant and age-appropriate cultural topics. Students interpret information from authentic materials (e.g. proverb stories, traditional songs, short stories, news articles, poetry, etc…) and the textbook in the target language through both reading and listening, communicate interpersonally about complex topics through in-class discussions, and present ideas about themselves and other relevant themes both in writing and speaking. Students deepen their understanding of grammatical nuances through cross-linguistic comparison. Students are introduced to new material with a supportive and holistic context-based approach in which grammar and vocabulary are taught through investigating the history, cuisine, geography, and customs of China as well as other Chinese speaking countries. A variety of materials and assessments are used to address students’ different learning styles.

MANDARIN IV

Grades 9 - 12
1 year (Prerequisite: Mandarin III)

Mandarin IV aims at developing and improving oral and written communication for intermediate-mid and intermediate-high students (in accordance with ACTFL proficiency standards) through an investigative study of the language, literature, as well as current events of China and Chinese speaking communities throughout the world. Through a variety of authentic materials such as news articles, interviews, documentaries, short stories, as well as a textbook, students explore and investigate complex topics such as identity, morality, justice, politics, and human rights. Through these themes and materials, students simultaneously deepen their understanding of grammatical nuances through cross-linguistic comparison. Students have ample opportunities to strengthen their ability to present information in spoken and written form. A variety of teaching materials and assessments are used throughout the course.
MATHEMATICS DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:

All students must satisfactorily complete Algebra I, Geometry or Honors Geometry, and Algebra II/Trig or Honors Algebra II/Trig. Students are required to have a minimum of three math courses in grades 9 - 12. While the school gives credit for a D, students who earn a grade less than C (75%) may be required to complete summer work before being recommended for the next course.

ALGEBRA I
1 year

Algebra I is designed to provide students with the foundation of mathematics needed to be successful in today’s world. This includes building strong quantitative reasoning, critical thinking, and problem solving skills. Students will learn to use logical methodology as they work with the structure and the properties of the real number system. Problem solving will be a critical component of the class. This will demand that a student think through a problem, and devise and implement an appropriate strategy for solving it. During the course of the year, students will learn to evaluate and simplify expressions and to solve simple, complex and simultaneous linear equations and inequalities. Other topics will include the order of operations, exponents, polynomials, factoring, linear and quadratic functions and their graphs, proportional reasoning, probability and basic statistics.

GEOMETRY
1 year  (Prerequisite: Algebra I)

Geometry provides students an opportunity to study in an organized way, some of the well-known facts about the sizes and shapes of our environment and to understand the basic structure and beauty of geometry as well as algorithmic thinking and logical reasoning. Review of algebra skills is integrated into numerous geometric exercises. Beginning with points, lines and planes, this course proceeds to triangles, quadrilaterals and circles. Congruence, attributes, similarities, postulates and theorems of these figures are also studied. Other topics include right triangle trigonometry, area, and volume.

HONORS GEOMETRY
1 year  (Prerequisite: A grade of A- or above in Algebra I and departmental approval)

Honors Geometry begins the year with an introduction to Coordinate and Transformational Geometries, and then incorporates these topics as applicable throughout the traditional curriculum. Students will be introduced to Non-Euclidean Geometry to finish the course, and will see how line and shape relationships change when drawn on a sphere. Other distinguishing features include an emphasis on deductive reasoning and formal proof, a faster pace with more in-depth coverage of concepts, and a focus on problem solving and independent work.
ALGEBRA II/TRIGONOMETRY
1 year  (Prerequisite: Geometry)

In this course, students will deepen and extend their knowledge of algebra while developing mathematical habits of mind for more advanced problem solving. By the end of this course, students will have a thorough understanding of the properties and principles of polynomial (e.g. linear, quadratic, etc.), exponential, logarithmic, absolute value and trigonometric functions. Using technology and algebraic techniques, students will have an opportunity to analyze, describe and translate graphs for a rich variety of functions. In addition, right triangle trigonometry will be expanded to include the investigation of circular functions. Various activities throughout the course will expose students to data analysis and graphing using Desmos and Microsoft Excel spreadsheets.

HONORS ALGEBRA II/TRIGONOMETRY
1 year  (Prerequisites: Departmental approval, a grade of B+ or above in Algebra I, and a grade of B+ or above in Geometry or a grade of B or above in Honors Geometry.)

The content of Honors Algebra II/Trigonometry is the same as that of Algebra II/Trigonometry with greater depth and analysis, and a faster pace. There is a greater focus on word problems, emphasizing the development of mathematical models for all the major types of functions studied.

FUNCTIONS, STATISTICS, AND TRIGONOMETRY
1 year

This course will prepare students to take Precalculus and or AP Statistics in the following year. Topics will include one-variable statistics, the study of functions (linear, quadratic, exponential, logarithmic, trigonometric), transformations, sequence and series, and probability.

ADVANCED ALGEBRA AND FINITE MATH
1 year

This course will be focused on preparing seniors for entry level math courses in college. The first half of the course will cover functions (linear, quadratic, polynomial, exponential, and logarithmic) and complex numbers. The second half of the course will explore topics in Finite Math: matrices, linear programming, sets and counting, probability, and game theory (more applicable to business and real world needs.)

PRECALCULUS
Grade 12

1 year  (Prerequisite: A grade of B or above in Algebra II/Trig or Honors Algebra II/Trig and departmental approval, or Functions and Trigonometry)

Precalculus prepares students for calculus, and provides the mathematical tools necessary for future science and mathematics courses. It also integrates topics studied in previous courses. Precalculus emphasizes functions and their transformations, provides an indepth study of trigonometry, and reviews and expands student understanding in the areas of sequences, series, limits, statistics, and conics.
HONORS PRECALCULUS

Grades 10 - 12
1 year  (Prerequisite: A grade of B+ or higher in Algebra II/Trig or Honors Algebra II/Trig with departmental approval)

Honors Precalculus begins by extending students’ knowledge of polynomial, rational, logarithmic, exponential, and sinusoidal functions. These topics are then applied in the study of Differential Calculus (the A part of AP Calculus AB). Topics covered include limits, methods of determining derivatives, and applications of derivatives. Students should anticipate a fast-paced and rigorous course in which they will need to recall previously learned concepts, and apply them in new situations, and work independently.

CALCULUS

Grades 11, 12
1 year  (Prerequisite: Precalculus)

This calculus course prepares students for further math courses and provides the mathematics necessary for college-level science courses. The syllabus is that of the Advanced Placement Calculus course. The main topics include functions, limits, derivatives, integrals, and analytic geometry, focusing on intuitive understanding of the concepts and experience with methods and problem solving techniques. This course moves at a slower pace than the AP course, leaving more time to cover the material in greater depth.

ADVANCED PLACEMENT (AP) CALCULUS AB

Grades 11, 12
1 year  (Prerequisite: A grade of B or above in Honors Precalculus and departmental approval)

AP Calculus AB prepares students for further math courses and provides the mathematics necessary for college-level science courses. The syllabus is that of the Advanced Placement Calculus AB course. The main topics are functions, limits, derivatives, and integrals. Additional topics include slope fields, differential equations, and further methods of integration. The focus is on intuitive understanding of the concepts and experience with methods and problem solving techniques. Students will take the AP Calculus exam, AB level.

ADVANCED PLACEMENT (AP) CALCULUS BC

Grades 11, 12
1 year  (Prerequisite: A grade of B or above in Honors Precalculus and departmental approval)

AP Calculus BC is a full-year course in single variable differential and integral calculus. In addition to studying all of the material investigated in Advanced Placement Calculus (AB), this course will also explore the calculus of parametric equations, polar coordinates and Taylor Polynomials as well as some smaller topics (e.g. L’Hospital’s Rule for Indeterminate Forms). Students will be expected to learn topics independently, work in teams, understand new ideas quickly, and connect new ideas to previous learning on a daily basis. The BC curriculum gives students a deeper understanding of the relationships and representations of functions in terms of graphical, analytical, numerical, and verbal representations. By taking this course, a student will gain a solid understanding of derivatives, definite integrals, and the relationship of these two topics as described by the Fundamental Theorem of Calculus. This course will provide students opportunities to explore mathematical ideas and problem solve, while building a firm mathematical foundation for future advanced courses in mathematics, science, engineering, and technology.
ADVANCED PLACEMENT (AP) STATISTICS  
Grades 11, 12  
1 year (Open to Juniors and Seniors with departmental approval)

The purpose of the AP course in Statistics 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; exploring data (describing patterns and departures from patterns), sampling and experimentation (planning and conducting a study), anticipating patterns (exploring random phenomena using probability and simulation), and statistical inference (estimating population parameters and testing hypotheses). Throughout the course, students will be able to make connections to other disciplines and relate the course content to real world applications. Students are required to take the AP Statistics exam.

LINEAR ALGEBRA  
Grades 11, 12  
1 year (Offered 2021-2022)

Linear Algebra will be offered in alternate years with Multivariable Calculus. Linear Algebra is a branch of mathematics that studies systems of linear equations and the properties of matrices. The concepts of linear algebra are extremely useful in physics, economics and social sciences, natural sciences, and engineering. Topics will include: systems of linear equations, least squares, vector spaces, determinants, eigenvalues, orthogonality, similarity, and positive definite matrices. Prerequisites: This course will be open to students who have completed AP Calculus AB, AP Calculus BC, Calculus or Multivariable Calculus.

MULTIVARIABLE CALCULUS  
Grade 12  
1 year (Prerequisite: Calculus or AP Calculus AB) (Offered 2020-2021)  

This second-year course in the study of calculus introduces the major topics in multivariable calculus. Students will analyze functions of more than one variable including their partial derivatives, directional derivatives, maxima and minima, double and triple integrals, and line and surface integrals. During the study of quadric surfaces, students will use physical models, including 3D printing to model saddle points and construct surfaces. This course will be offered on campus with sufficient enrollment.

ELECTIVES:

INTRODUCTION TO COMPUTER PROGRAMMING  
Grades 9 - 12  
1 Trimester (Prerequisite: none)

This course serves as an introduction into the world of Computer Science. Computer programming is the main focus of the course with students starting out creating programs using visual-based programming language and then progress to a more complex programming language. All aspects of creating a program will be examined, including designing, testing, and debugging. The programs created will focus on basic mathematical principles and algorithmic problem-solving. Applications of computer programs in different fields will be examined, as will an overview of the history of computer science and current developments in the field of computer science.
ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES
1 year  (Prerequisite: none)  Grades 9 - 12

AP Computer Science Principles introduces students to the concepts of computer science and challenges them to explore how computing and technology can impact the world. This course offers a multidisciplinary approach to teaching the underlying principles of computation, and will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. JavaScript is the designated programming language used in this course. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions through a portfolio of performance tasks submitted to College Board. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A
1 year  (Prerequisite: approval of instructor)  Grades 9 - 12

The AP Computer Science A 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, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex ones. Java is a designated programming language. This course encourages skill development among students considering a career in computer science or other STEM fields.

GAME DESIGN
1 Trimester  Grades 9 - 12

This course offers an introduction to game design and game design concepts. Students will analyze existing games to understand how the elements interact with each other and how players interact with the game. During this project-based course, students will create their own video games. Focusing on the design process, students will create prototypes, iterate their design, and test. No previous programming knowledge is required but previous experience will help students design more complex games.

MOBILE APPLICATION DESIGN and DEVELOPMENT
1 Trimester  Grades 9 - 12

This course is centered around application development on current mobile platforms like iOS and Android. Students will be introduced to app concepts like lifecycles, APIs, and app design, and develop fully functioning apps. No previous programming knowledge is required but previous experience will help students design more advanced apps.
BUSINESS ENTREPRENEURSHIP AND MARKETING  
1 Trimester (Fall 2020)  
Grades 10 - 12

This entrepreneurship course will focus on the necessary actions and tools to start and run a small business. This course will introduce students to the theory and practice of small business design, innovation, and decision-making. Using a case study approach, students will discuss topics in accounting, economics, business law, marketing segmentation, communication and social media and product management.

EDUCATIONAL TECHNOLOGY AND ENTREPRENEURSHIP  
1 Trimester (Winter 20-21)  
Grades 9 - 12

This entrepreneurial course will provide a hands-on opportunity for students to collaborate with CTTL staff and university professors to develop Neuroteach Global Student, a new research-informed virtual program that will support student learning and well-being. Students will deepen their knowledge of the Science of Learning and learn the fundamentals of product design and development in the educational technology field. Students will develop their research, writing, design thinking, public speaking, project management, business operations, and marketing skills as they help develop an edtech tool intended for use by students around the world.
PHILOSOPHY AND RELIGION DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:

Students must complete a minimum of three trimesters in the Upper School. Required courses are: Service Learning in grade 9; Justice in grade 10; and Biblical Theology in grade 11. Seniors who have completed their 3-trimester requirement may elect to take Philosophy and the History of Thought and/or Religion and Popular Culture.

REQUIRED COURSES:

SERVICE LEARNING 9
1 trimester

Grade 9

Three central concepts — identity; diversity and differences; and relationships and communities — are the framework for Service Learning 9. In the context of multiple perspectives — theological, cultural, psychological, moral, and political — students examine issues of individual identity and the nature of meaningful relationships with friends and family. Students’ study of larger communities begins with St. Andrew’s and moves into the surrounding metropolitan area as they consider what it means to “belong” and “to make a difference.” This study includes regular community service work with local organizations, followed by reflection on each service experience.

JUSTICE
1 trimester

Grade 10

Why be moral? How do we distinguish “right” courses of action from “wrong” ones? More broadly, what is a just society and what are the responsibilities and rights of persons living in just societies? These are among the essential questions that frame this course. We will examine several classical approaches to moral claims and the moral life; ultimately our goal is to explore what it means to live a good life and how to order our common life in ways that promote justice. Along the way, we will examine many contemporary issues of moral and political philosophy. Harvard Professor Michael Sandel’s book, Justice: What’s the Right Thing to Do?, provides the framework for this course.

BIBLICAL THEOLOGY
1 trimester

Grade 11

Biblical Theology is a course that addresses one basic question: Why is the Bible the Bible? It is a simple question, but it is not a simplistic one. Lost for many today is that obvious fact that the Bible is the most important book ever written. Though its influence seems to be waning in “progressive” cultures, it remains a book of magisterial significance. So, why is the Bible (which literally means “the book”) the Book? While we address this basic question, other salient questions necessarily arise: Who is God? Who are humans? What is the relationship between God and humans? What is the best life we can live? Each of these questions, of course, is not (nor could it be) asked nor answered in abstraction, but is necessarily conditioned, in this case, by the Bible.
SENIOR ELECTIVES:

RELIGION AND POPULAR CULTURE
1 trimester (Prerequisites: Justice, Biblical Theology)

Many people believe that religion exists solely in places of worship, but is this really true? Is there a distinct separation between the sacred and the profane? As western society becomes more secularized and saturated in popular culture, it is important to examine how the intersections between spirituality and secular culture play out in one’s belief system, perspective, and behaviors. This course will answer the basic question of “Who is influencing whom?” by surveying various aspects of popular culture such as media, technology, music, fashion, politics, the arts, and consumerism while exploring religious themes found in the Bible. The goal of this course is to evaluate the influence that both religion and popular culture exert on each other.

PHILOSOPHY AND THE HISTORY OF THOUGHT
2 trimesters (Prerequisites: Justice, Biblical Theology)

Why do we think the way we think? Given the seemingly entrenched divisions facing our culture and the dearth of resources for addressing them, this two-trimester course will purposefully engage in two interrelated tasks. 1) Intellectual genealogy: As we all have a genetic history that factors into who/what we are, biologically speaking, so our ideas have a family history. This course will intentionally trace the history of dominant ideas in our culture in order to determine which “mutations” have formed how “we” think. 2) Intellectual “gene therapy”: Just as understanding our biological and genetic histories has led to novel therapies, so understanding salient elements of our intellectual genealogy may help us form analogical therapies that may assist with the healing of our divisions. Key question: If we can diagnose the causes of our cultural/intellectual ailments, can we develop effective therapies?
PHYSICAL EDUCATION/HEALTH DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:

Grade 9: Two trimesters on a sports team or non-competitive activity and a one trimester health class constitute one full-year Physical Education requirement.*

Grade 10: Two trimesters on a sports team or non-competitive activity.*

Grade 11: One trimester on a sports team or non-competitive activity and a one trimester health class constitute one full-year Physical Education requirement.**

Grade 12: One trimester on a sports team or non-competitive activity.**

Approved performing arts classes that may be taken as a Physical Education credit are:
- Dance Technique and Performance I and II
- Dance Composition
- Advanced Dance Composition

If a student receives Physical Education credit for a performing arts class, he or she will not receive an art credit. A student may earn only one credit in one discipline per course.

The following competitive and non-competitive athletic activities are offered on campus after school:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Boys Cross Country</td>
<td>Girls Basketball</td>
<td>Dance Company</td>
</tr>
<tr>
<td>Girls Cross Country</td>
<td>Boys Basketball</td>
<td>Boys Lacrosse</td>
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<tr>
<td>Dance Company</td>
<td>Winter Fitness</td>
<td>Girls Lacrosse</td>
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<td>Fall Fitness</td>
<td>Indoor Track</td>
<td>Softball</td>
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<td>Golf</td>
<td>Wrestling</td>
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<td>Boys Soccer</td>
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<tr>
<td>Girls Soccer</td>
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<td>Spring Fitness</td>
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<td>Girls Tennis</td>
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<td>Girls Volleyball</td>
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A student acting as a team manager for one athletic season meets this requirement. Managers participate in all exercises and running activities with the team and must be present at all practices and games/matches.

* With permission of the Physical Education Department Head and the 9th or 10th grade Academic Dean, a student may fulfill one trimester credit by

1. having a full-time role in a major drama production, or show band.
2. participating in an off-campus sport/activity for a minimum of 5 hours a week/3 days per week (only for sports we do not offer)

**With permission of the Physical Education Department Head and the 11th or 12th grade Academic Dean, a student may fulfill a trimester of credit by participating in an off-campus sport/activity for a minimum of five hours per week/three days per week (only for sports we do not offer).
HEALTH AND WELLNESS

One trimester of Health and Wellness is required for all students in Grades 9 and 11. In all courses, DVD’s, software, field trips, guest speakers, and current periodicals and research information are used. Considerable time is devoted to class discussion and student interaction.

DISCOVERING ONESELF

Grade 9
1 trimester

Students study the following topics: health and wellness; fitness and muscular and skeletal systems; nutrition and health lifestyle; human sexuality; STDs; HIV/AIDS; athletic injuries and concussion dangers; drugs, tobacco and alcohol use and abuse; and teenage depression. This course emphasizes the systems of the human body.

DECISIONS AND CHOICES

Grade 11
1 trimester

Students study the following topics: stress management; suicide; obesity; loss and grief; media literacy; human sexuality; HIV/AIDS; drug and alcohol use and abuse; interpersonal relationships; and current issues relevant to their lives today. The course promotes educated, healthy decision-making abilities and processes.
SCIENCE DEPARTMENT COURSE OFFERINGS

GRADUATION REQUIREMENT:

Three years of science are required of all upper school students—Biology plus two other full-year science courses. Robotics, which is primarily an engineering course, does not count towards this requirement.

REQUIRED COURSES:

BIOLOGY

1 year

Grades 9, 10

Biology emphasizes acquiring knowledge, designing inquiry-based lab investigations and rigorously explaining the results in lab write-ups. Students will also become skilled at the art of learning via reading, note-taking, group projects, and written expression. Topics include DNA, cells, genetics, photosynthesis, cellular respiration, taxonomy, evolution, and ecology. The technologies utilized in this course include Stop Motion app, iMovie, and 3D printing. This course is aligned with the College Board Subject test in Biology if students wish to take it in the spring. This course is required for graduation. It is typically followed by Chemistry.

ELECTIVES:

GEOSCIENCE AND REMOTE SENSING

1 year

Grades 9, 10

The goal of this course is to examine the dynamics of a changing planet using remote sensing, digital imaging, and geospatial analyses. As a laboratory and activity-oriented course, students will understand the distribution and abundance of Earth's resources to gain an encompassing view of ecological systems. The technologies utilized in this course will include remotely piloted vehicles, programmable robots, ArcGIS software, and TinkerCad. Geoscience is designed as an entry level Upper School course for students who are encouraged to build comprehension and retention skills as well as self-advocacy before advancing to other scientific disciplines. It is typically followed by Biology.

CHEMISTRY I

1 year

Grades 10 - 12

(Prerequisite: departmental approval)

Chemistry I presents the fundamental principles of chemistry, including the structure of the atom, chemical bonding and resultant molecular shape, chemical periodicity, energy effects in chemical reactions, kinetics, equilibrium, acid-base theory, and oxidation-reduction reactions. Students also study the historical development of the concept of the atom, including the current quantum mechanical model, and become aware of the importance of the development and refining of scientific models in the human endeavor to explain the natural world around them. Laboratory work is a significant part of the course, accompanying topics under discussion and teaching valuable investigative lab skills.
ORGANIC AND BIOCHEMISTRY  
Grades 11, 12  
1 year  
(Prerequisite: A grade of B or above in Chemistry I and departmental approval)  

Organic & Biochemistry is a college level course that deals with the fundamental concepts of organic and biological chemistry. Students begin the course with a review of selected chemistry topics, and continue with a study of organic chemistry, which is developed around a functional group approach and leads into a study of biochemistry, including carbohydrates, lipids, proteins, nucleic acids, and protein synthesis.

CONCEPTUAL PHYSICS  
Grades 11, 12  
1 year  

Conceptual Physics is a course designed to present topics on our fundamental understanding of the universe in a way that focuses on descriptive analysis more than calculations; we use the language of English more than the language of mathematics. The topics of kinematics, Newtonian mechanics, gravitation, the atomic nature of matter, light, sound, electricity, energy and momentum are investigated. The course emphasizes interactive hands-on experiences. Through lab explorations and other activities, students will hone their skills of observing and analyzing the world around them as we recreate some of the great experiments that have helped us understand our universe. Students will also work on design projects that require them to use their knowledge creatively to solve a particular problem.

PHYSICS I  
Grades 11, 12  
1 year  
(Prerequisite: departmental approval)  

Physics I is a first-year introduction to the study of fundamental laws that dictate the behavior of objects in our universe. Course content includes kinematics and dynamics (the study of motion and its causes), impulse and momentum, and work and energy. Laboratory-based investigation is an integral part of the course. Previous study of Chemistry I is strongly recommended.

HONORS PHYSICS I  
Grade 11, 12  
1 year  
Prerequisite: A grade of B+ or above in Algebra II/Trigonometry and Chemistry, and departmental approval)  

Honors Physics I is a first-year introduction to the study of matter and energy and the laws that guide their behavior. Course content includes kinematics, dynamics, impulse and momentum, work and energy, and electricity and magnetism. Laboratory-based investigation is an integral part of the course. This scope of the course will be broader and will explore topics more rigorously than the Physics I course.

PHYSICS II: Advanced Topics  
Grade 12  
1 year  
(Prerequisites: A grade of B+ or above in Physics I or B or above in Honors Physics I and departmental approval)  

Physics II is a college-level course for students who desire to study selected topics more deeply than in the introductory course. Coursework may include two-dimensional Newtonian mechanics (projectile motion, statics, dynamics, and collision theory), geometrical and wave options, electromagnetism, and atomic and nuclear physics. This advanced course covers topics included in the AP curriculum, but is not designed to prepare students for the AP exam in order to cover topics in sufficient depth and to allow more class time for laboratory activities.
ENVIRONMENTAL SCIENCE
1 year

This course provides a framework for understanding the complex interactions between the physical environment and human populations. It looks both globally and locally, long-term and short-term. Students will learn the science behind the increasing number of environmental issues now considered current events. The class covers topics including ecology, population growth, chemistry of the atmosphere, climate and climate change, resource management, water quality, energy resources, pollution and environmental policy. Labs, field trips and student projects are key parts of this course as we investigate how we interact with our environment.

ROBOTICS AND DESIGN THINKING
1 year

This project-based, hands-on course combines elements from MIT’s Autonomous Robot Design course 6.270 and Design Thinking from Stanford’s d.school. The goal of the course is to champion creative problem solving and innovative thinking. Students learn to build robots that are able to solve problems without human intervention. The robots sense and react to their environment using sensors that students solder together from electronic components. Students write computer code to control the robot so that it will run without any human interaction. Prior programming experience is not required - though if you have it, you will still be challenged because every project offers multiple solutions. Other design thinking projects focus on finding creative solutions to unique problems. Students will research, identify the true problem that needs to be solved, brainstorm innovative solutions, create a prototype, then test, iterate and make it better. We will have a bias to action. This course is offered to students who have completed, or who will be concurrently taking, their third year of science.

COMPETITIVE ROBOTICS
1 trimester (Fall)

Competitive Robotics is a one-trimester, lab-based course that focuses on the construction and programming of autonomous mobile robots for the FIRST FTC competitions. Course information will be tied to experimentation; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-trimester robot contest. We will be using Tetrix and REV as our platform. Students will be divided into groups and complete a variety of robot construction and programming activities to support the competitive team. Students enrolled in this course will be part of the SAES FTC competitive robotics team during the 2020-2021 season.

ADVANCED PLACEMENT (AP) BIOLOGY
1 year (Prerequisites: A grade of B or above in Biology and Chemistry I, or departmental approval)

Do organic snack foods contain genetically modified organisms? Can you cause microevolution in a population of plants? How do some plants thrive in climates that are deadly to others? Find out how DNA fingerprinting works, whether a slime mold can navigate a Lego maze, sequence your mitochondrial DNA, and much more! These and other experiments await students who take AP Biology. This is a rigorous course for strong science students. It is built around four Big Ideas that provide a framework for understanding and connecting the details of this rich field. These Big Ideas are (1) the process of evolution drives the diversity and unit of life, (2) living systems store, retrieve, transmit and respond to
information essential to life processes, (3) systems use free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis, and (4) biological systems interact, and these systems and their interactions possess complex properties. Students in AP Biology can expect opportunities for experiments, modeling, group projects and problem-solving to complement lectures in class, as well as reading for understanding outside of class. In order to fulfill the College Board’s lab requirements and cover the designated course content, AP Biology starts at 7:40 a.m. on Wednesdays throughout the year, and meets for an extra period during 3rd trimester only. Students are expected to arrange transportation for this extra class before school. Please consult the Upper School Head if your transportation arrangements would prohibit you from taking this course.

GAME DESIGN
1 Trimester

This course offers an introduction to game design and game design concepts. Students will analyze existing games to understand how the elements interact with each other and how players interact with the game. During this project-based course, students will create their own video games. Focusing on the design process, students will create prototypes, iterate their design, and test. No previous programming knowledge is required but previous experience will help students design more complex games.

MOBILE APPLICATION DESIGN and DEVELOPMENT
1 Trimester

This course is centered around application development on current mobile platforms like iOS and Android. Students will be introduced to app concepts like lifecycles, APIs, and app design, and develop fully functioning apps. No previous programming knowledge is required but previous experience will help students design more advanced apps.

INTRODUCTION TO COMPUTER PROGRAMMING
1 Trimester  (Prerequisite: none)

This course serves as an introduction into the world of Computer Science. Computer programming is the main focus of the course with students starting out creating programs using visual-based programming language and then progress to a more complex programming language. All aspects of creating a program will be examined, including designing, testing, and debugging. The programs created will focus on basic mathematical principles and algorithmic problem-solving. Applications of computer programs in different fields will be examined, as will an overview of the history of computer science and current developments in the field of computer science.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE PRINCIPLES
1 year  (Prerequisite: none)

AP Computer Science Principles introduces students to the concepts of computer science and challenges them to explore how computing and technology can impact the world. This course offers a multidisciplinary approach to teaching the underlying principles of computation, and will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. JavaScript is the designated programming language used
in this course. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions through a portfolio of performance tasks submitted to College Board. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

ADVANCED PLACEMENT (AP) COMPUTER SCIENCE A
Grades 9 - 12
1 year (Prerequisite: approval of instructor)

The AP Computer Science A 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, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex ones. Java is a designated programming language. This course encourages skill development among students considering a career in computer science or other STEM fields.

D!LAB ENGINEERING AND DESIGN THINKING
Grades 10 - 12
(Prerequisite: Digital Design)

This year-long course incorporates visual 3D design, design thinking and engineering elements. This course is a snapshot of contemporary innovation at different scales and in different fields like energy, mobility, materials, health, communication and community. The course offers students the opportunity to work singly or in teams to design solutions to world problems and capitalizes on the belief that student designers can be critical thinkers and strategists, capable of addressing cross-disciplinary problems. Engineering the future depends on a repertoire of tools and process that help harness wisdom and ingenuity. By applying a design-centered approach to problem solving and engineering, students will be better able to conceive and create innovative solutions. Each trimester, the course will be taught by instructors with specialty in areas of design thinking.

NEUROSCIENCE (On-line course supported by the CTTL)
Grades 10 - 12

A spongy, three-pound mass of tissue – the brain - is the most complex organ of the human body. This single organ controls every aspect of the body, ranging from circulation and appetite to emotion and memory. Because the brain shapes our thoughts, beliefs, hopes, dreams, and imaginations, the brain is what makes us human. In the first half of the course, students will understand the structure of the brain and how the brain senses, thinks, behaves, and creates memories for learning and language, as well as how the environment (stress, diet, exercise, and time) impacts the brain. We will also explore brain diseases, disorders, and treatments.

Armed with this solid foundation in neuroscience, students will spend the second half of the year learning to think like doctors. In this project-based medical school primer, students will engage in individual research projects and seminar-style grand rounds. Utilizing neuroscience as a foundation to explore any human biology topic, students will be guided through a self-designed, long-term research project.

This course is offered and taken entirely on-line through St. Andrew’s partnership with One Schoolhouse. In addition to the on-line course work, students will be required to participate in a weekly meeting with the CTTL. The course is available to students who have successfully completed a full-year
biology course and by permission from their academic dean. It may be taken as a 5th course. Applications will be reviewed by a committee. It is not a substitute for any of the three lab Science courses required for graduation.

Application Process:
Interested students are to attach a paragraph explaining why they want to take Neuroscience to his/her course registration form. A committee composed of the four Upper School academic deans and the 2 college counselors will meet to discuss each student's application. Besides the student paragraph, the committee will consider the following: Course Load, Academics, Attendance and Tardies, and Date of Submission of the Course Form.