

Ravenscroft School

Curriculum and Registration Guide

2013-2014

Table of Contents

Mission, Vision, and Values Statement	1
Statement of Enrollment Management Philosophy.....	2
Policy Relating to Enrollment of International Students	2
Honors/Advanced Course Recommendation Policy.....	3
 Middle School	4
Registration Guidelines, Sixth-Eighth Grades.....	5
Election Of Upper School-Level Courses By Middle School Students	6
Media and Technology Instruction.....	6
Athletics and Academics	6
Explanation of Grades and Grade Reports	6
Sample Programs.....	7
Guidance.....	8
Course Descriptions	9
Sixth Grade	9
Seventh Grade	13
Eighth Grade	17
 Upper School.....	21
Academic Policies.....	22
Head of School Statement on Grading Scale Revision	24
FAQ on Grading Scale Revision	25
Ravenscroft Graduation Requirements	27
Advice from the College Counselors	28
Course Registration Guidelines.....	29
Standard Upper School Schedule Selections	30
Upper School Elective Course Offerings.....	31
Upper School Course Offerings.....	33
English.....	33
History/Social Studies.....	38
Mathematics	42
Science	44
World Languages	47
Additional Upper School Electives	52
Fine Arts.....	52
Physical Education	54
Academic Skills.....	55
Computer Science and Technology	56

Mission, Vision, and Values Statement

OUR MISSION

The Ravenscroft community, guided by our legacy of excellence, nurtures individual potential and prepares students to thrive in a complex and interdependent world.

OUR VISION

Through the implementation of our Strategic Plan, Ravenscroft will build upon its status as the premier comprehensive, independent college preparatory school in our community and will become a preeminent academic institution in the Southeast. The key elements of our vision include a commitment to the following:

Academic: Provide a rich and appropriately challenging curriculum taught with passion by a nurturing and knowledgeable faculty.

Community: Enhance our contribution to become a more valued member of our community and increase our diversity to better reflect that of our area.

Environment: Promote a working and learning environment that expects and celebrates mutual respect, personal responsibility, ethical leadership, and a sense of humor that restores.

Journey: Inspire our School community to value the educational journey as much as the outcome.

Relationships: Nourish meaningful and supportive relationships among students, teachers, staff, alumni, parents, and in the greater community.

OUR VALUES

Our values ground our School, programs, and initiatives in the most important aspects of the Ravenscroft community – people and their collective growth. They reflect our legacy of excellence with an inspired commitment to the future.

An Engaged Mind: A student's mind is engaged by a developmentally appropriate and balanced college preparatory program emphasizing inquiry, critical thinking, and a love of learning.

An Ethical Character: A student's character is enhanced and horizons are broadened through leadership, extracurricular, community service, and global study/travel opportunities.

An Aesthetic Appreciation: A student's talents are cultivated and creative mind is enriched by a comprehensive program of Fine Arts.

A Healthy Lifestyle: A student's personal fitness and physical wellness are promoted through a complete physical education and interscholastic athletic program emphasizing lifelong health, discipline, sportsmanship, and teamwork.

A Spiritual Foundation: A student's faith is developed as we embrace the Judeo-Christian tradition of Ravenscroft and respect the religious beliefs of each individual. As a community, we will model and teach values such as honor, respect, responsibility, and compassion.

STATEMENT OF ENROLLMENT MANAGEMENT PHILOSOPHY

Ravenscroft as a leading college preparatory program seeks to retain current students and admit new students who meet specific criteria and who are a match for school programs.

Ravenscroft accepts students who are developmentally ready and who are capable of thriving in a leading college preparatory program and contributing to and benefitting from the strength of its academic and co-curricular programs. Ravenscroft is a "family school", therefore affiliation through sibling, alumni, and faculty relationships is considered in the admissions process as these families provide important resources to the School. In order to better fulfill the School's mission to prepare students to thrive in an increasingly global "complex and interdependent world", the admissions process aspires to create a school that draws upon the rich diversity of its community.

The core characteristics that follow are those that the admissions process seeks to identify and select in its students and families.

- Students who demonstrate the academic ability and/or developmental readiness to succeed in a leading college preparatory program.
- Students whose talents match and enrich the school program.
- Students whose personal qualities (including, but not limited to, respect, compassion, spirit, honor, dedication, responsibility, and courage) suggest they will contribute in meaningful ways to School and community life.
- Students who further the School's commitment to reflecting the diversity of the community in all of its forms.
- Parents who demonstrate an awareness of and commitment to meet the School's expectation of parental cooperation and support.
- Families who are able to support the School through contributions of their time, talent, and resources.

Students are admitted for one year at a time and invited to re-enroll if the student is having a successful experience. The faculty and staff will make available all campus resources necessary and useful for a student's continued enrollment. In the event that the student's academic performance, behavior, and/or attitude fails to meet the expected and stated standards found in division handbooks, that student following a set of established guidelines may be asked to withdraw from the School.

Ravenscroft School is an independent, co-educational, pre-kindergarten through twelfth grade college preparatory day school, does not discriminate against any persons, in admission, in violation of any applicable local, state, or federal laws or regulations.

POLICY RELATING TO THE ENROLLMENT OF INTERNATIONAL STUDENTS

At Ravenscroft non-native speakers in this era of global interdependence are welcomed. The School seeks to enhance, enrich, and broaden our students' understanding of the world, while also fostering a greater appreciation of the diversity and rich cultural heritage beyond our nation's boundaries. The School supports the actions that further understanding of the importance of language and culture in the education process. Ravenscroft also supports the study of languages other than English and recognizes the rights of all individuals to preserve and celebrate their linguistic and cultural origins and to maintain their native languages. The School affirms the rights of non-native speakers of English to use languages other than English and supports the right of all non-native speakers of English to have access to educational programs to sharpen their English skills.

International students will complete the required admissions application process. The qualifications for enrollment are determined by an analysis of previous school records, an evaluation of English proficiency in the context of the School visit and interview along with other steps of the process, and through the Admissions Committee review to decide if the student and the School is an appropriate match for one another. Ongoing enrollment at Ravenscroft is contingent on the student's successful completion of the academic course of study and any conditions stipulated either in the original offer of enrollment or any additional requirements later recommended for student success. Typical conditions normally will require outside support for English language tutoring. The School will assist in referring and helping the student/family secure an outside English as a Second Language tutor.

International students may qualify for instructional and testing modifications for two years as determined by testing and assessment. Generally after a two year period, an international student's work is evaluated and graded on the same basis as that of other students in the same grade or course of study. During those years, academic evaluations will be based on the individual student's progress with consideration given to language and cultural differences.

HONORS/ADVANCED COURSE RECOMMENDATION POLICY

All College Prep and Honors/Advanced/Advanced Placement course student recommendations are reviewed individually each spring by the student's current teachers. Continuation at either level is based on the student's performance and the teacher's professional judgment and should reflect the best prospects for each student's academic success. Such recommendations are based on the qualities listed below. These Honors student characteristics are considered relative to the grade level in question. No student exhibits all of these qualities all of the time, but their conspicuous and persistent absence even in a few students can change the tone and effectiveness of an entire Honors class. We expect positive academic behavior from all students, and we look for an even higher degree of excellence and self-motivation from Honors students.

1. **Current Course Grades** A student with a grade of a B in an honors course will be recommended for the next level honors course unless there is a compelling reason to not recommend. A grade of A- at the Regular/College Prep course level is the minimum requirement for an Honors recommendation at the next grade level. A grade of B- is the minimum requirement for a student to remain in the Honors course for the next grade level. Honors course recommendations are primarily a recognition of student achievement--not just aptitude--in a given subject area; Honors and College Prep course levels are performance-based rather than ability-based groupings.
2. **Seriousness of purpose** An Honors student must show beyond mere grades a seriousness of purpose about the subject matter and about course assignments. A lack of such purpose sometimes manifests itself in disruptive classroom behavior, lack of attention and involvement, inconsistent study habits and class preparation, and excessive absences or tardiness. These characteristics are not acceptable at either the Honors or College Prep course level, and they are especially inappropriate in an Honors class.
3. **Class Contributions** An Honors student should willingly and reliably contribute to the learning process in the form of class discussion, oral reports, group work, etc. Successful but shy students who make a sincere effort to participate and contribute may well be deserving, but students who work only for themselves are not strong Honors class candidates.
4. **Intellectual Engagement in the Subject** An Honors student should display a strong motivation for the subject matter of a course beyond merely meeting grade requirements. Intellectual curiosity is the key to a stimulating Honors class environment, but intellectual engagement is essential in an Honors class.
5. **Effective Management of Course Requirements** An Honors student should demonstrate the capacity to complete larger volumes of reading and writing and to handle more in-depth work than College Prep students. This includes keeping track of and meeting deadlines. Students should be strongly committed to turning work in on time.
6. **Strong Reading, Writing, Vocabulary, and Computation Skills** An Honors student should not require the basic level work in reading, writing, vocabulary, and computation which is more typical of College Prep students. Greater emphasis will be placed on analysis, synthesis and evaluation and less emphasis on teaching the basics of knowledge, comprehension and application. In assessing such capabilities, teachers may refer to a student's standardized test scores in addition to classroom performance.
7. **Developed Capacity for Abstract Thinking** An Honors student should be able to move beyond the literal or concrete level of thinking and reading to cope with abstraction, implication, discovery, metaphor, irony, and similar secondary levels of meaning. This includes the ability to analyze coherently, problem solve and conceptualize new ideas, and to draw supportable conclusions from facts and data.
8. **Social and Emotional Maturity for More Sophisticated Discussion** An Honors student should show the maturity needed to discuss more controversial and challenging works and topics without lapsing into inappropriate humor, anger, or other highly subjective reactions. This includes understanding why certain works and topics are included in the curriculum even when they may not suit the taste of an individual student.

Ravenscroft School

2013-2014 Curriculum and Registration Guide

Middle School

REGISTRATION GUIDELINES SIXTH GRADE

1. Students will be enrolled in the following required courses: Literacy and Communication, Grammar/Composition, Mathematics, Science, Social Studies, and Physical Education.
2. Students may be recommended for advanced sections of Language Arts and/or Mathematics on the basis of criteria detailed at the beginning of this *Guide* and listed under specific Language Arts and Mathematics course descriptions. Placement is reviewed annually.
3. Sixth Grade electives are exploratory in nature. Electives meet five of ten days on a rotation throughout the semester. Students will take two World Languages (Latin, Spanish, and/or Mandarin). In addition, students choose from Fine Arts, including Band, Strings, Music, Drama, and Visual Art. A Computer/Technology elective is also offered.
4. Students who qualify may enroll in the Academic Skills Program, which is scheduled during the elective period. As per recommendation of the Academic Skills Department and/or Division Head, some students may be required to enroll in Academic Skills five days a week for the first semester. During second semester, a student may then take Academic Skills and one other elective.
5. Student registration for classes and any changes thereafter must be approved and communicated to the Middle School Administrative Assistant by the parent or guardian.
6. Every effort is made to accommodate changes after schedules are created, though these changes are not guaranteed.

SEVENTH AND EIGHTH GRADES

1. All students must enroll for a seven course load. Classes meet five days a week for one period each. Required courses are Language Arts, Mathematics, Science, Social Studies/History, and Physical Education. Beginning in 2013-14, students entering Grade 7 will be required to take a World Language unless enrolled in Academic Skills program.
2. Students may be recommended for advanced sections of Language Arts and/or Mathematics on the basis of criteria detailed at the beginning of this *Guide* and listed under specific Language Arts and Mathematics course descriptions. Placement is reviewed annually.
3. World Language
 - Grade 7: Students may choose from Latin IA, Spanish IA, or Mandarin IA.
 - Grade 8: Students who successfully complete IA are advised to select IB in the same World Language.
4. Fine Arts Electives
 - Grade 7: Students may choose from the following courses: Art I, Band, Strings, Choir, Drama, or Stagecraft. Band, Strings, and Choir are full-year courses.
 - Grade 8: Students may elect Art II (prerequisite: Art I in Grade 7), Band, Strings, Choir, Drama, or Stagecraft. Band, Strings, and Choir are full-year courses.
5. Technology Elective: Students may choose *Digital Ravens*.
6. Students may be recommended for the Academic Skills Program or Communications, which is normally scheduled in place of the World Language elective.
7. Student registration for classes and any changes thereafter must be approved and communicated to the Middle School Administrative Assistant by the parent or guardian.
8. Every effort is made to accommodate changes after schedules are created, though these changes are not guaranteed.

ELECTION OF UPPER SCHOOL-LEVEL COURSES BY MIDDLE SCHOOL STUDENTS

Middle School students may be recommended for Upper School-level classes (e.g., World Languages at Level I or II). Such acceleration is a reflection of a student's ability and diligence. However, students considering such courses should be aware that they generally involve more work (including homework) than Middle School classes; that Upper School students will also be in these classes; that students will take Upper School exams for these courses, with exam grades weighted in accordance with Upper School policy; that students may be required to purchase course text(s) and other materials; and that Middle School students will be expected to attend class meetings on those few occasions when Upper School, but not Middle School, is in session.

MEDIA AND TECHNOLOGY INSTRUCTION

The philosophy in Middle School is the integration of library and computer skills to support the literacies of each discipline and provide a framework for the curriculum. Students at each grade level need to be given opportunities to develop and use research and technology skills by completing individual and collaborative projects of increasing complexity.

All sixth graders are provided with regular instruction by the librarian and the instructional technology specialist. The overall goal is to provide students with skills to become independent researchers and creators who can dynamically present their knowledge. Continued instruction and application in 7th and 8th grades builds upon these skills.

ATHLETICS AND ACADEMICS

A variety of interscholastic sports is offered in Middle School. Beginning with Grade 7, boys can choose from football, wrestling, baseball, soccer, basketball, tennis, swimming, track, lacrosse, and cross country. Girls can select from volleyball, cheerleading, field hockey, softball, soccer, basketball, tennis, swimming, track, lacrosse, and cross country. Students may be able to participate on the Varsity Golf teams, depending on skill set and need.

While most students can balance the demands of both the athletic and academic programs, some students cannot--practice time may interfere with study time; the game schedule will interfere occasionally with the academic day; physical fatigue may be a factor; the eligibility requirements outlined in the *Student Handbook* may create stress, as might the rigors of interscholastic competitiveness.

Please be aware that Middle School offers an intramural sports program. While we encourage participation in interscholastic sports, for some students intramural participation might be more advantageous. Intramurals are open to students in Grades 6-8.

EXPLANATION OF GRADES AND GRADE REPORTS

Students receive a grade for each subject. To calculate quarter, semester, and year-end averages, the following scale is used (includes – and +):

A+ (98-100), A (93-97), A- (90-92)	Performance at this level ranges from work that is excellent and of outstanding quality to that which is very strong.
B+ (87-89), B (83-86), B- (80-82)	Performance at this level represents sound, competent work and grasp of material.
C+ (77-79), C (73-76), C- (70-72)	Performance in this range represents satisfactory, full acceptable work. C- is the minimum level of satisfactory work; requires parent notification.
D+ (67-69), D (63-66), D- (60-62)	Performance in this range represents passing work, meeting minimal course requirements with deficiencies in some area(s).
F (59 and below)	Performance at this level represents unsatisfactory work that fails to meet minimum requirements.

In addition, the following symbols are used on grade reports as needed.

Incomplete	(Inc.) Work should be made up as soon as possible.
Pass	(P) Passing in a Pass/Fail situation.
Failure	(F) Not passing a Pass/Fail situation.

Sample Programs

Sample programs for students at each grade level are provided below. They are not intended to be a complete outline of the student's day, and the periods listed here do not necessarily reflect when these classes will actually be offered. Star (*) indicates elective course.

Sixth Grade

Period 1	Grammar/Composition
Period 2	Science
Period 3	Elective (Fine Arts, World Languages, or Technology)*
Period 4	Physical Education/Health
Period 5	Literacy and Communication
Period 6	Lunch
Period 7	Social Studies
Period 8	Mathematics

Seventh Grade

Period 1	Mathematics
Period 2	Social Studies
Period 3	Physical Education
Period 4	Fine Arts: Choir*
Period 5	Language Arts
Period 6	Lunch
Period 7	World Languages IA*
Period 8	Science

NOTE: This student's program is typical of Grade 7.

Period 1	Science
Period 2	Fine Arts: Art*
Period 3	Physical Education
Period 4	Academic Skills*
Period 5	Social Studies
Period 6	Lunch
Period 7	Language Arts
Period 8	Mathematics

NOTE: This student's program includes Academic Skills in place of a World Language course.

Period 1	Social Studies
Period 2	Communications*
Period 3	Physical Education
Period 4	Mathematics
Period 5	Science
Period 6	Lunch
Period 7	Language Arts
Period 8	World Languages IA*

NOTE: This student has chosen to take Communications in place of a Fine Art.

Eighth Grade

Period 1	Mathematics
Period 2	Language Arts
Period 3	History
Period 4	World Languages IB*
Period 5	Physical Education
Period 6	Lunch
Period 7	Art II*
Period 8	Science

NOTE: This student is continuing in World Language begun in Grade 7. He/she has elected Art. The student might have selected a Technology elective.

Period 1	History
Period 2	Language Arts
Period 3	Science
Period 4	Academic Skills*
Period 5	Physical Education
Period 6	Lunch
Period 7	Mathematics
Period 8	Strings*

NOTE: This student is enrolled in Academic Skills in place of a World Language course.

NOTE: Course offerings have been made on the basis of projected student enrollment, needs and interests; Ravenscroft reserves the right to modify the offerings described in this Guide. Student schedule conflicts and section number limitations may interfere with first-choice electives placement.

GUIDANCE

Together, the Middle School Guidance Counselor and our faculty advisors seek to meet the needs of our rapidly changing young adolescents. Through formal and informal interaction with parents and students, our adult advocates seek to support families throughout their time in Middle School. Weekly advisory meetings focus on a variety of issues, from social to academic, including digital responsibility on school-provided and personal devices.

In addition, advisors communicate with parents through conferences, phone calls, emails, and parent advisories. The Middle School Guidance Counselor provides individual counseling for students and consultation with parents, students, and teachers. Counselor and faculty alike emphasize our core community values of courage, honor, respect, responsibility, spirit, dedication, and compassion in all programs with our students and our families.

The Middle School Advisory Program is an integral part of our institutional work with the Center for Creative Leadership. Advisory activities help students internalize aspects of our Leadership and Citizenship Framework, including how to *Lead Self, Lead with Others, and Change Your World*. Reflective opportunities allow time for students to fully engage in what it means to be self-aware, a key component in leading self to make good choices. As well, Middle School engages in Mix-It-Up activities designed to foster collaboration and appreciation of individuality.

Course Descriptions

SIXTH GRADE

HISTORY/SOCIAL STUDIES

United States History, 1865-Present

The sixth grade will focus on the study of United States History from Reconstruction to the present, while highlighting North Carolina when pertinent. Emphasis will be placed on civics, sense of place, and conflict. Understanding the diverse people of American History is a primary concern when examining the ideas of opportunity, freedom, equality, and justice. Students will identify the values and beliefs of various generations while seeking to better understand how our society is organized. This course will also establish fundamental reading skills needed to gain a thorough comprehension of history through note-taking, primary source work, analysis, research, and reading in context.

LANGUAGE ARTS

Grammar and Composition

The sequential study of basic skills needed for effective written and oral communication continues at the sixth-grade level. Emphasis is placed on the importance of sentence structure and parts of speech as a foundation for grammar and composition skills. Units of study based on specific language skills are included in the curriculum. Word processing/keyboard skills and interdisciplinary connections are promoted.

Advanced Grammar and Composition

The sequential study of basic skills needed for effective written and oral communication continues at the sixth-grade level. Students placed in this course have exhibited a mastery or proficiency in basic grammar and writing skills and progress quickly to more complex and abstract concepts. They should be able to work independently and exhibit strong critical thinking skills. In addition, advanced students should exhibit a seriousness of purpose about and an intellectual interest in the subject matter. Word processing/keyboard skills and interdisciplinary connections are promoted. Students in the advanced section are expected to maintain the placement standards noted at the beginning of this *Guide*.

Literacy and Communication

Literacy in all its forms is a focus of this course, as is reading as a life-long skill and a means of recreation. Students are exposed to various literary genres, with an emphasis on analysis and appreciation. The development of reading comprehension skills is stressed, with specific strategies taught for and through the reading of fiction, nonfiction, textbooks, poetry, and digital text. Vocabulary is taught through literature. Media literacy, digital literacy, and research skills are integrated into the course, which is co-taught by the Instructional Technology and Media Literacy Specialists. Projects, compositions, and oral speaking opportunities reinforce skills taught.

Advanced Literacy and Communication

This advanced level course includes the scope of the college-preparatory program with more in-depth study. Students placed in the advanced section should demonstrate a voracious love of reading and high levels of reading comprehension and inferential thinking skills. Rigorous study focuses on literary genres, vocabulary development, and reading comprehension. Advanced students will be challenged to think critically about text using various methods of analysis and inquiry. Vocabulary will be expanded and used in reading presentations. Students should be able to work independently, in collaborative settings, and with a variety of technological devices. Students at the advanced level will be expected to read and comprehend texts at a faster pace than at the college preparatory level. During the last quarter, students will read an additional novel in literature circles. Advanced students will be held to high academic standards, must exhibit a seriousness of purpose, and display a high level of intellectual curiosity. Like its counterpart, Advanced Literacy and Communication will infuse media literacy, digital literacy, and research skills and will be co-taught by the Instructional Technology and Media Literacy Specialists.

MATHEMATICS

NOTE: All sixth grade students are expected to own a Texas Instrument TI- 34 - Multiview Calculator.

Math 6

Sixth grade mathematics is a grade level course devoted to reviewing and extending concepts introduced in previous grades, as well as the introduction of new concepts. Units of study include the four basic operations: addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals. Other units include problem solving, math applications, estimations, metrics, consumer math, integers, graphing, geometric concepts, exponents, square roots, percents, ratios, and proportions. Students will also be challenged to use problem solving skills in developmentally appropriate ways. Computers and calculators are used when appropriate to strengthen an idea or to better facilitate the understanding of a concept.

Math 7

This program is for recommended students who have demonstrated a need for advancement into a seventh grade course. The class focuses on developing a higher level of mastery of computational skills and conceptual understanding of numbers, geometry, measurement, probability, statistics, ratios and proportions. Students will be introduced to basic algebraic concepts including expressions and equations, integers, and graphing on the coordinate plane. Techniques in problem solving will be investigated throughout the year, as will the use of calculators and computers.

Introduction to Pre-Algebra

Students enrolled in this class have been recommended by their teacher and meet the minimum criteria determined by the math department. This course will only be offered in years when we have qualified students. The program is designed for students who have demonstrated the need and ability for greater challenge. The emphasis here is on elaborating and extending math ideas into pre-algebra. The course takes a strong problem solving approach while also fostering mastery of computational and conceptual understanding of numbers. Units of study also include geometry, measurement, probability, statistics, ratios and proportions, integers, equations, and exponents.

SCIENCE

Science 6

In sixth grade science, students will explore a general science curriculum. Emphasis will be placed on scientific method, safety in the laboratory, collaboration, and developing critical thinking skills. Course curriculum is presented through daily lab work and hands on activities. Students gather and analyze data then share their results. Topics to be explored are metric measurement, scientific method, chemistry, astronomy, sound, light, and weather. In the fall, students work on an integrated unit to apply what they have learned about the scientific method as they create evidence and teach parents how to solve a mystery as part of our Ravens CSI event. Students end the year by completing a virtual science fair project. Projects are completed at school with the help of e-mentors.

ELECTIVE PROGRAM

The elective program in Middle School is designed to expose students to a variety of courses and/or to develop skills and ability in specific areas of interest. The School strives to place students in their electives of choice, though scheduling parameters do not also make this possible. All electives are by semester except Band and Strings.

WORLD LANGUAGES

Sixth grade students not in the Academic Skills program are required to take two of the World Languages offered. Every effort will be made to place a student in his or her preferred languages, though scheduling parameters do not always allow this to happen.

Exploratory Latin

Exploratory Latin offers students a chance to learn about the Latin language and the ancient world, as well as the importance of Latin in today's world. Students learn basic vocabulary which enables them to speak and write simple Latin sentences. Through conversational Latin, students are able to greet one another, make statements, ask and respond to questions, and describe themselves. Students also learn about language families to see how English is related to Latin, as well as how Latin is related to the Romance Languages. Language study also includes English derivatives of Latin words, and famous Latin phrases and abbreviations in English today. Students also study Greek and Roman mythology, Roman history, and Roman numerals.

Exploratory Mandarin

Exploratory Mandarin is intended to nurture enthusiasm for learning the Mandarin language. Students are placed in a collaborative environment that focuses on the practice of conversation and listening skills in the target language. Content includes an introduction to Pinyin, the Mandarin pronunciation system based on the English alphabet, the formation of Chinese characters and writing practice, classroom phrases, and how to present a basic self-introduction. Cultural topics include Chinese history, holidays, and modern life, and will be introduced through educational videos, documentaries, songs and independent or group research projects.

Exploratory Spanish

Exploratory Spanish introduces students to beginning level Spanish expressions and to Spanish culture. The course exposes students to the target language through a variety of authentic activities including listening, speaking, reading, and writing skills. Concepts such as the alphabet, calendar, basic cognates, classroom objects, commands, numbers, colors, weather, and greetings are included in the curriculum. A basic understanding of Spanish-speaking cultures and map skills are also an important part of the course.

COMPUTER SCIENCE & TECHNOLOGY

Video Production and Editing

This course is an introduction to Video Production and Editing. Students will learn the basics of the video production process and photo editing and then produce multimedia presentations using Apple iPhoto, iMovie, and iDVD, and original music in GarageBand. The main emphasis of the course is how to develop storytelling skills to create powerful messages through video.

FINE ARTS

Art

Sixth grade students are encouraged to experiment with a wide variety of media spanning both two- and three-dimensional concepts. The basic foundations of art are presented as a general overview, with emphasis placed on natural observation, individualism, creativity, and enhancement of motor skills. Art appreciation and aesthetic awareness are integrated into class projects and discussions.

Choir (By semester; may be taken both semesters)

Prerequisite: Requires an audition.

Sixth grade choir is open to all students with the desire to learn more about singing and performing. Emphasis is on developing vocal and ensemble skills through the preparation and performance of a variety of choral literature. This group will perform on and off campus for special occasions throughout the school year; public performance and concert attire are required.

Band

Sixth grade Band is open to any student who plays a band instrument. Emphasis is placed on gaining proficiency with basic instrumental techniques by playing in small groups and/or an ensemble. We encourage all young band students to take advantage of our applied lessons program. Public performances and concert attire are required.

Strings

This course is open to beginners, who will be scheduled in a section designed for novices.

This course is open to students who have had prior string instruction in violin, viola, cello, bass, or the interest to learn a string instrument. This course provides the opportunity to play string instruments in a small group and/or ensemble setting with an emphasis on building musical skills through the study of theory, development of technical proficiency, and performance of a variety of music. We encourage beginning students to take advantage of our applied lessons program. (Instruments may be rented through the School if available; otherwise instruments should be purchased or rented.) Public performances and concert attire are required.

Drama

This course is designed to introduce students to the creative world of theater through the eyes of the playwright, actor, designer, and director. Through active creation and curricular activities, students will learn to understand artistic choices and to create dramatic works. They will learn to write scripts, to develop basic acting skills, and to design for improvised and scripted scenes. Public performances are a requirement of this class.

Private Lessons

Private lessons are available in the following areas: brass, percussion, piano, strings, voice and woodwinds. Lessons are scheduled during the school day at designated times which have been approved by the Administration of all three Divisions.

ACADEMIC SKILLS PROGRAM

Prerequisite: Before a student may enter the program, he/she must submit a complete written psycho-educational evaluation which has been completed within the past three years. Maintaining a current psycho-educational evaluation is necessary to remain in the program.

Academic Skills, a fee-based program, is designed for students diagnosed as having a specific learning difference or disability, ADHD, or who, though hard working and positively motivated, experience significant academic difficulty. Each student will focus on completing tasks designed to help demonstrate his/her potential. These goals may include assistance in reading comprehension, vocabulary development, composition and/or quantitative skills as each pertains to current curricular courses taken by the student. Major emphasis is placed on helping students develop active study strategies, as well as note taking, test taking, organizational, and time/task management skills. *Note: Each student's continued enrollment is determined at the conclusion of each semester. Students exiting from the program do so with the approval of Academic Skills faculty and the Head of Middle School.*

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education program is designed to provide experiences and skill development in a variety of activities including some team sports; to promote an awareness and understanding of self through health instruction; and to develop physical fitness through daily conditioning and regular class activity. A sampling of units taught includes health (dangers of using tobacco, growth and development), field hockey, football, softball, soccer, lacrosse, volleyball, basketball, jump rope, speed ball, track and field, shag dancing, and swimming.

Seventh Grade

HISTORY/SOCIAL STUDIES

World Geography, Culture, and Contemporary Issues

The purpose of this course is to provide an understanding of world geography based on the National Geographic Society's Five Themes of Geography: place, location, region, human-environment interactions, and movement. Students investigate the people and cultures of selected regions of the world using a number of hands-on projects and cooperative activities that emphasize the use of Web 2.0 technologies. Another component of the course is the study of current events, making the course more relevant to students' lives. Skills gained through this course include Cornell note-taking, semantic mapping, summarizing, map and chart analysis, and the basics of navigation.

LANGUAGE ARTS

Language Arts 7

A course requirement for all seventh graders, language arts emphasizes strong written expression and literary appreciation/analysis. The course stresses traditional grammar and vocabulary, both reinforced through composition assignments. Reading comprehension strategies are applied to both print and digital texts. In addition, this course builds skills and confidence in test-taking. Literature studies include short stories, plays, the oral tradition, poetry, and novels. Word processing skills and interdisciplinary connections are promoted.

Advanced Language Arts 7

The Advanced Language Arts course encompasses the scope of the college preparatory program and emphasizes an in-depth focus that promotes a high level of thinking and competency. Students in this course demonstrate near mastery in grammar skills, composition, and reading comprehension of both print and digital texts. They are able to think abstractly in literary analysis, exhibit a seriousness of purpose about and an intellectual interest in their work, and contribute regularly to class discussions. Advanced LA students are expected to maintain the placement standards noted at the beginning of this *Guide*.

MATHEMATICS

NOTE: All Math 7 and Pre-Algebra 7 students are expected to own a Texas Instrument TI- 34 - Multiview Calculator. Algebra students should own a Texas Instrument TI- NSpire calculator.

Math 7

This program is a grade level course that focuses on developing a higher level of mastery of computational skills and conceptual understanding of numbers, geometry, measurement, probability, statistics, ratios, and proportions. Students will be introduced to basic algebraic concepts including expressions and equations, integers, and graphing on the coordinate plan. Techniques in problem solving will be investigated and used throughout the year, as will the use of calculators and computers.

Pre-Algebra

This program focuses on developing algebraic skills with respect to variables, exponents, integers, multi-step equations and inequalities, rational numbers, and linear equations. Students will learn to use these skills to solve problems in geometry, measurement, probability, statistics, ratios, and proportions. Introduction and exploration into creating functions, using slope, graphing lines, and rules of exponents are taught to strengthen the skills students will need in Algebra I. Emphasis also will be on using higher order thinking skills in problem solving and application. Students will use calculators and computers to compute numbers, check their work, and to enhance their understanding of concepts.

Algebra I

Students enrolled in this class have been recommended by their teacher and meet the minimum criteria determined by the math department. This course covers the full scope of an Algebra I curriculum. The terminology of algebra, solving equations and inequalities, solving systems of equations and inequalities, polynomial operations, factoring, applications of factoring, an introduction to functions, graphing in the coordinate plane, an introduction to irrational numbers, solving quadratic equations, and work with radical and rational expressions will be covered during the year. Graphing calculators will become tools in situations where basic computations can be better facilitated by their use and when their use serves to supplement and enhance concepts being studied.

SCIENCE

Science 7

Seventh grade science combines elements of physical science, environmental science, and life science through application of the scientific method. Students complete laboratory investigations and projects to clarify and enrich their understanding of the natural world. Organization, observation, research, and accurate communication skills are emphasized through activities inside and outside the classroom. Topics covered include Earth motions, constellations, chemistry, ecology, conservation, and the study of living things from cells to vertebrates. The year concludes with a wetland journal project that integrates key concepts and skills from throughout the year.

ELECTIVE PROGRAM

The elective program in Middle School is designed to expose students to a variety of courses and/or to develop skills and ability in specific areas of interest. The School will strive to place students in their electives of choice, though scheduling parameters do not also make this possible. All elective courses meet five days a week.

WORLD LANGUAGES

Latin IA

Students may elect to begin a more formal study of Latin in the seventh grade. This course covers one-half of the grammar presented in Level I of the language in Upper School and focuses on the understanding and application of basic grammatical concepts in order to read, speak, and write basic Latin. Students will read thematic stories, tell stories orally, and write short stories. The acquisition of a Latin vocabulary is regularly accompanied by the study of English derivatives. In addition, students will begin a thorough study of Roman history, beginning with the legends concerning the Trojan War, the founding of Rome, the Monarchy, and the eruption of Mt. Vesuvius.

Mandarin IA

Students may elect to begin a more formal study of Mandarin in the seventh grade. This course covers approximately one-half of the grammar and vocabulary presented in Level I of the language in Upper School and focuses on the understanding and application of the target language in the form of conversation, listening skills, writing and typing Chinese characters, and reading comprehension. Students further develop their vocabulary and grammar, comprehend sentence structures with adverbs, negation, and time, and will perform more comprehensive conversations. In addition, students will study the cultures of the regions in which the target language is spoken.

Spanish IA

Students may elect to begin a more formal study of Spanish in the seventh grade. This course covers approximately one-half of the grammar and vocabulary presented in Level I of the language in Upper School. In this course, students will engage in a variety of listening, speaking, reading and writing activities. This course includes topics such as greetings, people, weather, time, shopping, foods, and leisure activities. Students will learn to express themselves using an ever-increasing vocabulary and present tense verbs. Elements of the Spanish-speaking world and culture appear throughout the course, including people, geographical locations, celebrations and history.

FINE ARTS

Art I (By semester or full year. Semester course can be taken once.)

Art I aims to develop the student's artistic sensibility and observational skills. This course introduces students to the traditional elements of design (line, color, space, shape, value, form, and texture) and principles of design (composition, balance, rhythm, and contrast). Weekly projects and homework assignments explore various mediums and techniques in drawing, printmaking, sculpture, ceramics, and collage.

Seventh Grade Band

Prerequisite: Band is open to seventh grade students with previous band instruction. Emphasis is on building musical skills through theoretical, technical, and musical training, culminating with performances. Social skills are developed through group exercises and activities. There are several performances throughout the school year, including participation in at least one independently adjudicated performance. Students in Band are eligible to participate in Central District Band activities. Students are expected to provide some music and their own instruments, with the exception of larger instruments and percussion instruments, which are provided, when available, by Ravenscroft. Public performances and concert attire are required.

Middle School Choir

Choir is open to seventh grade students who have a passion for singing and performing. Emphasis is on developing vocal and ensemble skills through the preparation and performance of a variety of choral literature while learning the basics of music theory. This group will perform on and off campus for special occasions throughout the school year; public performances and concert attire are required.

Middle School Strings

Prerequisite: Strings class is open to seventh grade students who have had previous string instruction. This course will provide the opportunity to play string instruments in an ensemble setting with an emphasis on building musical skills through the study of theory, development of technical proficiency, and performance of a variety of music. Instruction will be provided on violin, viola, cello, and bass. All string students have the opportunity to participate in District Orchestra activities. Instruments may be rented through the School if available; otherwise instruments should be purchased or rented. Public performances and concert attire are required.

Middle School Drama (Offered both semesters; can be taken once)

Drama is open to seventh grade students who have a passion and interest in the Theatre. Through active creation and curricular activities the primary focus of this course is to develop basic skills in theatrical performance and in the technical elements involved in producing live theater. Students will take part in reading plays, doing improvisations, and performing scenes. Each student will be required to participate in at least one performance during the semester.

Middle School Introduction to Stagecraft (Offered both semesters; can be taken once)

This course introduces the student to all areas of the theatrical experience. The semester will begin by helping the students understand the theater from the perspective of the performer, the technician, and the audience. The course will explore the basic elements in the technical areas such as construction of flats, lighting and stage design. The curriculum will include instruction in the proper use of tools for set construction, the parts of the lamps used for lighting. Members of the class will be given the opportunity to work an event (production/performance) as part of the class.

Private Lessons

Private lessons are available in the following areas: brass, percussion, piano, strings, voice and woodwinds. Lessons are scheduled during the school day at designated times which have been approved by the Administration of all three Divisions.

COMPUTER SCIENCE & TECHNOLOGY

Digital Ravens (Offered by semester)

This course focuses on the 21st century skills that give students the collaborative experiences they will need in future educational, work, and social interactions. These skills are known as the four Cs: Communication, Collaboration, Creativity and Critical Thinking. The four Cs are used together to promote global awareness and interaction. As students are introduced to 21st century skills, they practice them by creating presentations, which includes producing and editing videos, and participating in global competitions and collaboration. This course is open to all students in Grades 7-8.

ACADEMIC RESOURCES

Communications (Offered as needed by semester; may be repeated based on availability)

Communications is a support-based course in which students learn to use and apply study strategies. They assess and prioritize workloads and receive instructional guidance, especially when working with major written projects. Focused lessons on grammar and reading comprehension provide reinforcement of material studied. Technology is used as a teaching and study tool. Enrollment in this class is open to 7th and 8th grade students and is based upon the recommendation of the Head of the Middle School and/or teachers. *Note: Communications may be offered as two semester electives, depending on need. Students can sign up for one or both semesters.*

Academic Skills Program

Prerequisite: Before a student may enter the program, he/she must submit a complete written psycho-educational evaluation which has been completed within the past three years. Maintaining a current psycho-educational evaluation is necessary to remain in the program.

Academic Skills, a fee-based program, is designed for students diagnosed as having a specific learning difference or disability, ADHD, or who, though hard working and positively motivated, experience significant academic difficulty. Each student will focus on completing tasks designed to help demonstrate his/her potential. These goals may include assistance in reading comprehension, vocabulary development, composition and/or quantitative skills as each pertains to current curricular courses taken by the student. Major emphasis is placed on helping students develop active study strategies, sound note taking, test taking, organizational, and time/task management skills. *Note: Each student's continued enrollment is determined at the conclusion of each semester. Students exiting from the program do so with the approval of Academic Skills faculty and the Head of Middle School.*

HEALTH AND PHYSICAL EDUCATION

This program is designed to provide experiences and skill development through individual and team sports; to promote an understanding and appreciation of a healthy body through health instruction; and to develop physical fitness through conditioning and class activity. A sampling of units taught includes health (puberty and reproduction and alcohol abuse), badminton, ultimate Frisbee, field hockey, volleyball, tennis, swimming, lacrosse, conditioning, line dancing, track and field, wrestling (boys), and softball.

EIGHTH GRADE

HISTORY/SOCIAL STUDIES

World History to 1000

Students in this course will study the global history of the human experience with an emphasis on non-Western societies. The period covered includes prehistory to the year 1000. Major topics include: the meaning and practices of studying history, the development and changing character of ancient civilizations, the spread of ideas, societies' economic and technological progress, the function of art and literature as cultural innovations, and the roots of different systems of government. Students practice applying broad themes of history and traits of civilizations to each culture surveyed. The development and basic principles of world religions are another major focus of the course, as students will examine belief systems in the historical context of their origins. An additional component of the course is the regular study of current events, which gives students the opportunity to make connections between the past and today. Course content actively integrates the instruction of reading, research, and writing skills that will prepare students to transition successfully into the second half of Ravenscroft's two-year World History continuum in the ninth grade.

LANGUAGE ARTS

Language Arts 8

The Language Arts course is a comprehensive program required of all eighth grade students. The course enhances reading comprehension skills and stresses a strong foundation in literary appreciation. The literature study includes the reading of novels, short stories, poetry, drama and non-fiction through the analysis of both print and digital texts. Composition includes the study of grammar and written communications skills, vocabulary development, and oral speaking skills. Furthermore, students become competent writers of the five-paragraph essay, as well as being engaged in creative writing opportunities. The study of composition also develops word processing and research skills, including how to cite sources to avoid plagiarism. In addition, the development of critical thinking skills, test preparation strategies, and study skills is woven throughout the curriculum. Overall learning is enhanced by interdisciplinary connections that are reinforced through coursework and projects.

Advanced Language Arts 8

The advanced course includes the scope of the college-preparatory program, as well as an in-depth level of study that enhances general understanding. In addition, students in this course are expected to demonstrate either mastery or competence in basic skills of grammar, paragraph writing, and the reading comprehension skills employed to analyze both print and digital texts. Furthermore, students should be able to work independently and exhibit the critical thinking skills necessary to explore themes with complex dimensions during literary analysis. Students in this section are expected to maintain the placement standards noted at the beginning of this *Guide*.

MATHEMATICS

NOTE: All Pre-Algebra 8 students are expected to own a Texas Instrument TI- 34 - Multiview Calculator. Algebra and Geometry students should own a Texas Instrument TI- NSpire calculator.

Pre-Algebra

This program focuses on developing algebraic skills with respect to variables, exponents, integers, multi-step equations and inequalities, rational numbers, and linear equations while strengthening computation skills. Students will learn to use these skills to solve problems in geometry, measurement, probability, statistics, ratios and proportions. Emphasis will be on acquiring the skills required to successfully study higher mathematics. Problem solving techniques are reinforced and become an essential part of daily application. Students will use calculators and computers to compute numbers, check their work, and to enhance their understanding of concepts.

Algebra I

This course covers the full scope of an Algebra I curriculum. The terminology of algebra, solving equations and inequalities, solving systems of equations and inequalities, polynomial operations, factoring, applications of factoring, an introduction to functions, graphing in the coordinate plane, an introduction to irrational numbers, solving quadratic equations, and work

with radical and rational expressions will be covered during the year. Graphing calculators will become tools in situations where basic computations can be better facilitated by their use and when their use serves to supplement and enhance concepts being studied.

Geometry

Students enrolled in this class have been recommended by their teacher and meet the minimum criteria determined by the math department. This course investigates the mathematical reasoning of the world around us through technology-based exploration and the integration of algebra skills. The study of geometry includes geometric vocabulary, reasoning and proofs, lines, triangles, polygons, circles, similarity, area, volume and transformations. Students will be challenged to formulate conjectures which develop critical thinking skills throughout the course to increase conceptual understanding. A strong emphasis will be placed on problem solving and creative thinking.

SCIENCE

Science 8

Eighth grade science is an inquiry-based science course that completes a diverse and extensive middle school experience. There are four sections that include topics in earth science, motion and force, general chemistry, and human biology. Students are provided the opportunity to refine their scientific literacy, scientific methods, and critical thinking as they research topics, perform experiments, collect and analyze data, construct models, and pose explanations based on evidence in both writing and presentation. Additionally, a global issues project integrates the course with math, history, and language arts in order to promote a more complete understanding of their opportunities in our complex and interdependent world.

ELECTIVE PROGRAM

The elective program in Middle School is designed to expose students to a variety of courses and/or to develop skills and ability in specific areas of interest. The School will strive to place students in their electives of choice, though scheduling parameters do not also make this possible. All elective courses meet five days a week.

WORLD LANGUAGE

NOTE: World Language placement in Upper School is based on student performance. Rising ninth grade students who have successfully completed the first level in Middle School move to the second level in Upper School at either the College Preparatory or Honors level, based on performance and teacher recommendation. Those students who do not successfully complete the first level will be recommended for Level 1 in Upper School.

Latin IB

Students continue with a more formal study of Latin in the eighth grade in the Latin IB course, which covers the second half of the grammar in Level I of the language in Upper School. This course presents more advanced grammatical structures, including five declensions, all adjectives, and all six verb tenses, challenging the student to understand and apply them in increasingly complex reading and writing exercises. Additionally, students continue to increase their base of Latin vocabulary, while continuing to make connections to English Vocabulary. The class furthers its study of Roman history by focusing on the period of the Roman Republic. As well, students conduct an in-depth research project and study of the city of Rome, including its topography, architecture, and daily life.

Spanish IB

Students will continue with a more formal study of Spanish in the eighth grade. This course covers approximately the second half of the grammar and vocabulary presented in Level I of the language in Upper School. In this course, students continue to develop listening, speaking, reading, and writing skills necessary to communicate. This course includes topics such as self and family, daily life, travel, work, and health, as well as communicating feelings and emotions. The course also explores of the Spanish-speaking world, including topics such as art, history, news, and famous Hispanic and Latin-American people.

Mandarin Chinese IB

Students continue with a more formal study of Mandarin in the eighth grade in the Mandarin IB course. This course covers the second half of the grammar and vocabulary presented in Level I of the language in Upper School and focuses on the

understanding and application of the target language in the form of conversation, listening, writing and typing Chinese characters, and reading comprehension. In addition, students study cultures of the countries in which the target language is spoken.

FINE ARTS

Art I (By semester or full year. Semester course can be taken once)

Art I aims to develop the student's artistic sensibility and observational skills. This course introduces students to the traditional elements of design (line, color, space, shape, value, form and texture) and principles of design (composition, balance, rhythm and contrast). Weekly projects and homework assignments explore various mediums and techniques in drawing, printmaking, sculpture, ceramics, and collage.

Art II

Prerequisite: Seventh Grade Art I

The Art II class expands upon the foundation lessons covered in Art I. Students focus on drawing from observation, the creative design process, various printmaking techniques, and relief sculpture. This class also incorporates periods of Art History that apply to class projects and interdisciplinary 8th grade studies.

Eighth Grade Band

Band is open to eighth grade students with previous band instruction. Emphasis is on building musical skills through theoretical, technical, and musical training, culminating with performances. Social skills are developed through group exercises and activities. There will be several performances throughout the school year, including participation in at least one independently adjudicated performance. Students in Band are eligible to participate in all Central District Band activities. Students are expected to provide some music and their own instruments, with the exception of larger instruments and percussion instruments, which are provided, when available, by Ravenscroft. Students are expected to provide the appropriate concert attire and to participate in all ensemble performances during the year.

Middle School Choir

Choir is open to eighth grade students who have a passion for singing and performing. Emphasis is on developing vocal and ensemble skills through the preparation and performance of a variety of choral literature while learning the basics of music theory. This group will perform on and off campus for special occasions throughout the school year; public performances and concert attire are required.

Middle School Strings

Strings Class is open to eighth grade students who have had previous string instruction. This course will provide the opportunity to play string instruments in an ensemble setting with an emphasis on building musical skills through the study of theory, development of technical proficiency, and performance of a variety of music. Instruction will be provided on violin, viola, cello, and bass. All string students have the opportunity to participate in District Orchestra activities. Public performances and uniform attire will be required (Instruments may be rented through the School if available; otherwise instruments should be purchased or rented.)

Middle School Drama (Offered both semesters; can be taken once)

Drama is open to eighth grade students who have a passion and interest in the Theatre. Through active creation and curricular activities the primary focus of this course is to develop basic skills in theatrical performance and in the technical elements involved in producing live theater. Students will take part in reading plays, doing improvisations, and performing scenes. Each student will be required to participate in at least one performance during the semester.

Middle School Introduction to Stagecraft (Offered both semesters; can be taken once)

This course introduces the student to all areas of the theatrical experience. The semester will begin by helping the students understand the theater from the perspective of the performer, the technician and the audience. The course will explore the basic elements in the technical areas such as construction of flats, lighting and stage design. The curriculum will include instruction in the proper use of tools for set construction, the parts of the lamps used for lighting. Members of the class will be given the opportunity to work an event (production/performance) as part of the class.

Private Lessons

Private lessons are available in the following areas: brass, percussion, piano, strings, voice and woodwinds. Lessons are scheduled during the school day during designated times which have been approved by the Administration of all three Divisions.

COMPUTER SCIENCE & TECHNOLOGY

Digital Ravens

This course focuses on the 21st century skills that give students the collaborative experiences they will need in future educational, work, and social interactions. These skills are known as the four Cs: Communication, Collaboration, Creativity and Critical Thinking. The four Cs are used together to promote global awareness and interaction. As students are introduced to 21st century skills, they practice them by creating presentations, which includes producing and editing videos, and participating in global competitions and collaboration. This course is open to all students in Grades 7-8.

ACADEMIC RESOURCES

Communications (Offered as needed by semester; may be repeated based on availability)

Communications is a support-based course in which students learn to use and apply study strategies. They assess and prioritize workloads and receive instructional guidance, especially when working with major written projects. Focused lessons on grammar and reading comprehension provide reinforcement of material studied. Technology is used as a teaching and study tool. Enrollment in this class is open to 7th and 8th grade students and is based upon the recommendation of the Head of the Middle School and/or teachers. *Note: Communications may be offered as two semester electives, depending on need. Students can sign up for one or both semesters.*

Academic Skills Program

Prerequisite: Before entering the program, a student must submit a written psycho-educational evaluation report completed within the past three years. Maintaining a current psycho-educational evaluation is necessary to remain in the program.

Academic Skills is a fee-based program designed to address the needs of students who may or may not be identified as having a specific learning disability or ADHD. Additionally, hard-working and positively motivated students who struggle to achieve success, who meet program prerequisites, may also enroll in the program. Instructors work with each student to develop learning strategies designed to help him/her achieve at a level more commensurate with his/her potential. Instruction may include assistance in reading comprehension, vocabulary development, composition, and quantitative skills that support current curricular courses being taken by the student. Major emphasis is placed on helping students develop active study strategies, sound note taking, test taking, organization, and time/task management skills. Students also work to develop and utilize strong, proactive self-advocacy skills. *Note: A student's continued enrollment is determined at the conclusion of each semester.*

HEALTH AND PHYSICAL EDUCATION

This course, required of all eighth graders, is designed to provide experiences and skill development through individual and team sports; to promote an understanding and knowledge of a healthy body; and to develop physical fitness through conditioning and class activity. A sampling of the units taught includes drug/alcohol abuse, sexually transmitted diseases, volleyball, swing dancing, world games, badminton, soccer, weight training, yoga, football, softball, basketball, and swimming.

Ravenscroft School
2013-2014
Curriculum and Registration Guide
Upper School

Upper School

ACADEMIC POLICIES

Student Course Load

At a minimum, students are expected to take four courses in the areas of English, Mathematics, Science, Social Studies or Foreign Languages per year and at least one other elective course per semester. Students who wish to take less than the minimum course load need prior permission from the Head of the Upper School. The *normal* load would include six courses each semester.

Academic Credit, GPA, and Transcripts

The final year grade determines the unit of credit to be given for a full year course. A repeated course is shown on the transcript and is calculated in the GPA, but does not receive additional credit. Summer school courses and courses taken elsewhere are included with the Ravenscroft transcript, but they are not averaged in the GPA; additionally, summer school courses may not be taken for advancement if they are specifically required for graduation. Students may take Choral Ensemble, Wind/Strings Ensemble, and certain other courses for credit as many times as they wish. No fractional credit will be awarded for partial completion of a year-long course or partial completion of a semester course. The *cumulative* GPA is calculated on semester grades earned at Ravenscroft beginning with the Freshman year.

For seniors applying to college, first quarter grades will be sent to all colleges to which applications are submitted until such time as first semester grades are available. Mid-year and final reports (semester grades) will be sent to colleges for all seniors.

EXPLANATION OF GRADES AND GRADE REPORTS

Students receive a grade for each subject. To calculate quarter, semester, and year-end averages, the following scale is used (includes – and +):

A+ (98-100), A (93-97), A- (90-92)	Distinguished achievement. Demonstrates a comprehensive understanding of subject matter, thorough daily preparation, timely submission of work, seriousness of purpose, valuable contribution to class, and a mastery of required skills.
B+ (87-89), B (83-86), B- (80-82)	Significant achievement with no serious deficiency. Demonstrates sound grasp of subject matter, constructive class participation, good class preparation, strong competence in required skills.
C+ (77-79), C (73-76), C- (70-72)	Satisfactory achievement. Demonstrates moderate grasp of subject matter, but inconsistent class preparation and participation, and mixed competence in required skills.
D+ (67-69), D (63-66), D- (60-62)	Demonstrates minimal grasp of content, unsatisfactory daily preparation, inadequate class participation, significant deficiencies in required skills. May prevent advancement in subject area; may jeopardize continued school enrollment.
F (59 and below)	Failure. Demonstrates inadequate grasp of content, unsatisfactory class preparation, inability or unwillingness to master required skills. No course credit awarded. Will jeopardize continued enrollment.

For Advanced Placement courses add 1.00 quality point to the Point Scale. Failing grades do not receive the additional point. For Honors classes add .50 quality points to the point scale. Failing grades do not receive the additional point.

Advanced Placement Courses

The Advanced Placement (AP) Program offers to particularly capable students, who are recommended by the departments offering AP, an opportunity to pursue college-level studies while in secondary school. Because of the demands of heavy homework assignments, library research, laboratories, and special testing sessions, a student must obtain permission from the Head of the Upper School if he/she wishes to enroll in more than three AP courses. Students are required to take pertinent AP Examinations administered in May at Ravenscroft (cost of each exam is approximately \$85). Major universities and colleges accept demonstrated competency in this examination as evidence for granting advanced placement and/or credit in college. In general, students purchase AP texts on their own.

Students are assigned to Honors sections and AP courses on the basis of criteria discussed fully at the beginning of this *Guide*.

Guidelines for Course Selection

Prerequisites established for various courses in the Upper School as printed in the *Curriculum and Registration Guide* must be observed. Students are strongly encouraged to complete the third level of their **World Language**, and at least one semester of **fine arts** before their senior year.

Drop/Add

A withdrawal from any course after the first interim period will result in having a 'W' (withdrew) noted on the student's official transcript, unless specifically excepted by the Head of the Upper School; upon inquiry by colleges, the School will indicate withdrawal status (passing, failing).

Directed Study and Tutorial

Upper School students electing Directed Study will be assigned to one at the beginning of the academic year. Release guidelines appear in the [Student Handbook](#).

Tutorial sessions are provided by all members of the U/S faculty. Tutorials may be scheduled during the school day as well as on Monday through Friday after 3:10 p.m. Students whose grade in any given course falls below a C are expected to arrange for weekly tutorials with that teacher. Faculty may schedule extra individual and group tutorial sessions before tests and may require that students attend extra tutorial sessions.

Independent Study

After having exhausted curricular resources, a student may design an independent study program (ISP) in concert with a faculty sponsor and in accordance with these guidelines:

- ISPs primarily are intended to allow the pursuit of an academic interest not otherwise covered by the curriculum.
- An ISP must meet the same rigorous academic standards as a regularly scheduled course.
- An ISP application must include articulated goals, course outline, study materials, and assessment procedures.
- Application forms (available from the Upper School Head's Office) must be submitted to the Head of the Upper School a full three weeks in advance of the semester course registration deadline. A Committee consisting of the Head of the Upper School, appropriate Department Chair, and sponsoring faculty member will review and approve or deny the proposal.
- ISPs occasionally may be arranged to address irreconcilable schedule conflicts. Applications for ISPs in courses currently offered through the *Curriculum and Registration Guide* but which cannot be scheduled will be considered by the appropriate committee prior to the start of the semester. (Students are routinely notified in advance of schedule conflicts.)
- Independent Study courses will be noted as such on all transcripts.

Head of School Statement on Grading Scale Revision

May, 2013

The determination to change from a 7-point grading scale to a 10-point grading scale and to retain our current Honors/AP point designation was an important decision, supported by the Board of Trustees, and accompanied by a great deal of consideration, feedback, and research.

In keeping with the National Association of Independent Schools' principles of good practice, it is the responsibility of our administration to determine the grading scale that is right for Ravenscroft – the scale that reflects the rigor of our programs and positions all our students for academic success – now and in the future.

- Academic excellence is at the core of the decision to alter the grading scale while retaining the AP/Honors point designation. Ravenscroft is currently one of only two independent schools in North Carolina using a 7-point scale. The decision to shift to a 10-point grading scale also better aligns us with other leading independent schools such as Princeton Day School, Sidwell Friends School, Wheeler School, Collegiate, and Charlotte Country Day School, to name a few. Our current AP/Honors point designation also aligns with other top-tier independent schools around the U.S. such as Lovett School and Providence Day School. It is also important to note that many independent schools do not offer any AP/Honors point designation such as Penn Charter, Princeton Day School, Park Tudor, Blake School, and Durham Academy.
- Grade point averages (GPAs) will continue to be calculated based on semester letter grades earned in Ravenscroft courses taken in grades 9 through 12. Maintaining this aspect of our policy allows the change to be seamless from the viewpoint of colleges and universities.
- The decision to not make the 10-point grading scale retroactive is an issue of academic integrity. This decision is supported by the leaders of both the North Carolina Association of Independent Schools (NCAIS) and the Southern Association of Independent Schools (SAIS). The mission of SAIS is to provide leadership, accreditation services, and professional development resources that will strengthen member schools as they fulfill their missions. SAIS is a certified member of the Commission on Accreditation, currently overseen by the National Association of Independent Schools (NAIS). SAIS is the accrediting agency for Ravenscroft. Please read the attached letters offered by each of these organizations.
- The grading scale change has given the Ravenscroft faculty an opportunity to review best practices around assessment. The assessment of student work is an essential part of each child's educational journey. In light of our decision to change the grading scale, our department chairs have attended a professional development training entitled, "Sound Grading Practices." Our faculty will work collaboratively throughout the coming year to ensure these sound grading practices are instituted appropriately for grades 5 -12.
- Our college counseling department has already begun work on updating our existing transcripts and college profile to reflect and clearly explain the grading scale change. We will share these updated documents with families prior to our College Night on September 9, 2013. We encourage all families to attend this night to hear from a panel of college admissions counselors about how they review transcripts and account for different types of grading scales. Please find the attached list of colleges/universities to which the members of the Class of 2013 have been accepted.

FAQ on Grading Scale Revision

April, 2013

Q: What is the new grading scale?

A+	98-100	4.33
A	93-97	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	59 & below	0.00

Q: When will the new grading scale take effect?

A: The new grading scale will take effect with the start of next school year, August 2013.

Q: To which grade levels does this apply?

A: The 10-point scale will apply to all students in grades 5 through 12.

Q: How did Ravenscroft arrive at the decision to change to a 10-point grading scale?

A: This decision was made by Ravenscroft's Head of School, who carefully reviewed data, feedback, and dialogue surrounding Ravenscroft's grading scale. The process included hiring an outside consultant; reviewing data from our national organizations for independent schools; reviewing additional data provided to the School; communications with college admissions professionals; and feedback provided during focus groups conducted with our faculty, students and parents.

Q: Why is Ravenscroft changing from a 7-point to a 10-point grading scale?

A: This change will align our student experience with other leading independent schools throughout the country.

Q: Why is Ravenscroft not changing the Honors/AP point designation?

A: Maintaining the current Honors/AP point designation is consistent with top independent schools nationally. This designation validates the actual and distinguishing differences in pacing and depth of these two levels of courses. In addition,

our rigorous curriculum is highly regarded among college admission offices around the country. Ravenscroft must retain its position of respect among colleges and universities, avoiding mediocrity and grade inflation, for the sake of its past and future graduates. We are proud of the Class of 2013 for continuing Ravenscroft's outstanding college acceptance record. [View a preliminary list of this year's college acceptances.](#)

Q: Will the new grading scale impact my child's previous grades?

A: No, your child's previous grades will remain the same.

Q: How will my child's cumulative grade point average be calculated?

A: Grade point averages (GPAs) will continue to be calculated based on semester letter grades earned in Ravenscroft courses taken in grades 9 through 12.

Q: How will this change impact Ravenscroft's reputation with college admission offices?

A: Ravenscroft's change to a 10-point scale will not be negatively viewed by college admission offices. Admission offices review applications from students presenting a wide variety of grading scales, including students presenting no grades and only comments.

Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, November 2012:

"One of the things we recognize is that there are literally scores, if not hundreds, of grading scales out there. No grading scale is intrinsically helpful or problematic. Every good admissions office — and by that I mean at the very least the top 250 private colleges and many public universities — knows what to do with all of these different grading scales. They read profiles. They read applications in detail. They understand the student within the context of his or her school. Grading scales allow each secondary school to make distinctions it feels are meaningful, and we always respect those choices. It is simply not the case that any grading scale is helpful or hurtful to a student's chance of admission."

[Click here to read more quotes from college admissions officers.](#)

Q: How will the change and its rationale be communicated to college admission offices?

A: Our college counseling department will make direct contact with college admissions officers to let them know about the change to our grading scale. Our college profile will also be updated to reflect the change. The [college profile](#) is the single most important document for college admission offices to learn about Ravenscroft's academic program. In addition to the college profile, the information will be provided in each individual letter of recommendation. Our communication will be clear and easily understood by college admission offices across the country.

Q: How will Ravenscroft teachers be prepared to implement the new grading scale?

A: Faculty will undergo ongoing professional development beginning this school year.

Q: If I have questions about the process, data, or feedback collected, whom should I contact?

A: Please contact Colleen Ramsden, Assistant Head of School for Academic Affairs at 919-847-0900, ext. 2613 or cramsden@ravenscroft.org.

RAVENSCROFT GRADUATION REQUIREMENTS

Credits and Courses

To graduate from Ravenscroft Upper School, a student must earn at least 22 credits and successfully complete all required courses during grades 9-12. All students are encouraged to accumulate more than the minimum of 22 credits prior to graduation through individualized programs designed to meet specific college admission requirements. In addition, a student must complete his senior year as a full-time student at Ravenscroft. Any exception to this policy requires approval from the Head of the Upper School.

<u>Department</u>	<u>Specific Course Requirements</u>	<u>Dept. Credits</u>
English	English I, English II, English III, English IV Core Options/Advanced Placement English, and Composition (Four years of English and one semester of Composition are required.)	4.5
History/Social Studies	World History, United States History, Economics/American Government	3
Mathematics	Algebra I, Geometry, Algebra II (Four years of Math are required.)	4
Science	Biology Chemistry	3
World Languages	World Languages required in the same language	2-3*
Fine Arts	Art or Music	1
Physical Education	Physical Education (Recommended at 9th Grade level)	1
Electives	English, Mathematics, Science, Social Studies, World Languages, Fine Arts, Physical Education, Computer Science, Global Education, other electives	3.5
<i>Total Required Credits</i>		22

* All students must complete at least 2 years and through Level III of the same World Language in Upper School.

Grades/GPA

To receive a Ravenscroft diploma, a student must earn a minimum of a 2.0 cumulative grade point average in all subjects taken at Ravenscroft in Grades 9-12 while earning a grade below C- in no more than 5 credits or their equivalent (*i.e.*, multiple half-credit courses). In addition, a student must satisfy all other credit, distribution, and specific course requirements.

ADVICE FROM COLLEGE COUNSELORS

Some truths of college admissions:

- Colleges encourage students to take courses in the five major academic areas all four years of high school. These academic areas include: math, natural science, social science, foreign language, and English.
- Selective colleges look for challenge in all areas.
- Specialization is appropriate for college, not high school. Colleges generally do not favor enrolling in two courses of the same discipline at the expense of the five subject areas.
- Colleges expect students to take language as far as the student is able.
- Colleges do look at the senior year—thoroughly. It needs to be strong.
- Colleges will consider first quarter senior grades, as well as first semester senior grades, and final transcripts. Students will need to explain any significant drop in grades.
- In the senior year, students must inform colleges (and get permission from some colleges) if the student wants to change the second semester courses (s)he had listed as second semester courses on the college application.
- “Tougher course vs. easier grade” question—Earn As and Bs in the most challenging curriculum students can take.
- Most colleges do consider AP scores, though they are only one factor in the admissions process. Colleges also understand that all students enrolled in an AP class at Ravenscroft are required to take the AP exam.
- Colleges do consider work completed at universities, if the student presents the college transcript with the application.

Determining what to take:

- Recognize that students need to meet the standards of the department recommendations which includes: grades, standardized test scores (PSAT or SAT), and attitude toward learning.
- Provide a contextual framework for choosing the student’s courses—What are the student’s strengths and goals? Is there evidence that these goals can be met? Take the student where s/he is, not where you want the student to be.
- Evaluate the demands on the student’s time. Be sensible.
- Encourage students to follow their passions, but keep in mind that colleges still focus on the five major academic areas.
- Follow the language of choice as far as possible; begin a new language only with valid reasoning: Greek I after years of Latin or Mandarin Chinese for greater global understanding, for instance.
- Consider taking elective courses, such as AP Computer Science, AP Psychology, AP Art, and AP Art History.
- Selective colleges expect students to enroll in Advanced Placement courses when and where appropriate
- Realize that taking that one extra challenging course may diminish the overall GPA, if a student does not have adequate time to prepare well for each course on the schedule. Balance must be maintained in every schedule; some students have a tendency to overload, especially in the junior and senior years.
- Observe when students with strong board scores and strong grades in college prep courses should advance to more rigorous courses in some disciplines.
- Understand that some students graduate every year without having had Honors and/or AP courses and have several college choices. It is much more important to have mastered the concepts in a class so that the student can be successful in the subsequent level.
- Recognize the college counselors do not recommend overriding teacher recommendations. We all want students to be at the appropriate level so that they can flourish.

COURSE REGISTRATION GUIDELINES

1. Review graduation requirements for Ravenscroft.
2. With your Faculty Advisor, complete and/or revise your four-year plan to include courses you have completed, to refresh your memory regarding courses you intend to take, and to monitor your progress towards graduation and scholar requirements.
3. Selecting Courses
 - A. Indicate your course selections for 2012-13 on the forms provided (be sure your choices are marked clearly). You should indicate seven choices (including a Study if elected); note that each one-semester course you select will increase your total number of choices by one.
 - B. Students will choose from a list of available elective offerings each semester.
 - C. Since "first choices" are not always available, please list three or four courses you would be willing to consider as alternate elective choices.

The School reserves the right to place a student in a course when the student's choices cannot be honored. Students are recommended for courses on the basis of their previous academic achievement, standardized test scores, and learning characteristics. (See the beginning of this *Guide* for Honors/AP course recommendation policy.) The final decision as to appropriate placement of each student will be made by the Division Head, Counselor, and Advisor after examining a student's mastery of basic skills, previous achievement, maturity, and the availability of classes. The School reserves the right to add or delete courses without notice due to such matters as class enrollments.
 - D. Ask your parents to review your choices and to sign your registration form.
 - E. Turn your completed, signed form in to your Faculty Advisor.
 - F. Students will not be permitted to drop full year courses at the end of the first semester, unless approved by the Division Head.
4. Rising seniors will be asked to review their course selections and progress towards satisfying graduation requirements with a Counselor and their Faculty Advisor. Underclassmen also review their programs with and receive assistance from their Faculty Advisors.

STANDARD UPPER SCHOOL SCHEDULE SELECTIONS

9th Grade	1 English I 1 Math 1 World Language 1 Biology 1 World History 2 Electives ^{1,2,3}
10th Grade	1 English II 1 Math 1 American Government/ Economics 1 World Language 1 Chemistry 2 Electives ^{1,2,3}
11th Grade	1 English III 1 Math 1 American History 1 Physics 1 World Language 2 Electives ^{1,2,3,4}
12th Grade	English IV 1 Math 5 Electives ^{1,2,3}

¹ See Elective Course Offerings on the following pages and in Course Descriptions.

² One Directed Study is available.

³ One year of Physical Education is required to graduate.

⁴ English Composition should be taken in 11th grade.

UPPER SCHOOL ELECTIVE COURSE OFFERINGS

<u>Department</u>	<u>Courses</u>	<u>Units</u>
English	Composition (required)	1/2
	Creative Writing	1/2
	Advanced Placement English Language and Composition	1
	Advanced Placement English Literature and Composition	1
	Journalism: Newspaper	1/2
	Journalism: Online News	1/2
	Journalism: Yearbook	1/2
	Speech and Debate	1/2
History/Social Studies	The Civil War Era	1/2
	The Vietnam War	1/2
	Introduction to Global Issues	1/2
	Leadership in the 21 st Century	1/2
	Honors Seminar in Religion and Ethics	1/2
	Advanced Placement European History	1
	Advanced Placement United States History	1
	Advanced Placement World History	1
	Advanced Placement Human Geography	1/2
	Advanced Placement Macroeconomics	1/2
	Advanced Placement Microeconomics	1/2
	Advanced Placement United States Government and Politics	1/2
	Advanced Placement Comparative Government and Politics	1/2
	Advanced Placement Psychology	1
Mathematics	Advanced Functions and Modeling	1
	Precalculus	1
	Honors Precalculus AB	1
	Honors Precalculus BC	1
	Calculus	1
	Advanced Placement Calculus (AB and BC)	1
	Advanced Placement Statistics	1
Science	Honors Multivariable Calculus	1
	Advanced Placement Chemistry	1
	Physics	1
	Honors Physics	1
	Advanced Placement Physics	1
	Advanced Placement Biology	1
	Advanced Placement Environmental Science	1
	Human Anatomy and Physiology	1
	Sports Medicine I	1/2
	Sports Medicine II	1/2
	Honors Astronomy: Solar System Astronomy	1/2
	Honors Astronomy: Stellar and Galactic Astronomy	1/2
World Languages	Honors Engineering	1/2
	Advanced levels of French, Spanish, Latin and Mandarin Chinese	
	including Advanced Placement French, Latin, Spanish and Mandarin Chinese	1
	Honors Greek I	1
	Honors Greek II	1

Fine Arts	Art Ideas	1
	Foundations: Two and Three Dimensional Design	1
	Drawing and Painting	1
	Wind/Strings Ensemble	1/2
	Choral Ensemble	1
	Advanced Art	1
	Advanced Placement Studio Art	1
	Advanced Placement Art History	1
	Fundamentals of Stagecraft I	1
	Fundamentals of Stagecraft II	1/2
	Music Theory	1/2
	Drama	1/2
	Photography I	1/2
	Photography II	1/2
Computer Science	Introduction to Computer Science	1/2
	Honors Computer Science	1/2
	Game Design (Independent Study)	1/2 or 1
	Webpage Design I	1/2
	Web Page Design II	1/2
	Advanced Placement Computer Science A	1
	Honors Special Topics in Computer Science	
	Programming in C++	1/2 or 1
	Programming in Assembly	1
Physical Education	Lifeguarding Today	1/2
	Fitness Education: Strength and Conditioning	1/2
	Sport Sociology	1/2
Academic Skills	Academic Skills (<i>not graded</i>)	1/4

NOTE: Electives offered will vary from year to year and depend on enrollment.

Upper School Course Offerings

ENGLISH

English I – Grade 9 (1)

English I is a comprehensive course which integrates the skills of effective reading and writing. The literary focus is on various genres: the short story, poetry, drama, the novel, the epic, and the non-fiction essay. Readings of major works include *The Odyssey*, *The Merchant of Venice*, *Lord of the Flies*, and *The Girl Who Loved Tom Gordon*. Through the writing component, students learn to organize their ideas, develop clear topic sentences, and provide effective details to support their ideas. English I emphasizes the traditional five-paragraph essay, but other organizational options are discussed and practiced. A short resource paper is also required. Vocabulary and grammar lessons are important components of the course.

Honors English I* – Grade 9 (1)

Honors English I is a writing and literature course which helps develop the student's reading, writing, and critical thinking skills by employing a wide range of authors and literary genres. Students read selections from antiquities to modern times, including such works as *The Odyssey*, *The Merchant of Venice*, *Pride and Prejudice*, and *Lord of the Flies*. Extensive weekly vocabulary and applied grammar are included in the curriculum. An Introduction to Research unit and a resource paper are also required.

English II – Grade 10 (1)

English II is a literature course that builds upon the writing skills and literary genre study emphasized in English I. Course readings include selected English writings from the Anglo-Saxon period to the end of the Victorian era. Specifically, reading assignments include *Beowulf* and selections from *The Canterbury Tales*, Shakespeare's *Macbeth*, Stevenson's *Dr. Jekyll and Mr. Hyde*, H.G. Wells' *The Island of Dr. Moreau*, and selected poems and prose from the Romantic, Victorian, and Modern periods. Writing assignments include creative, personal response, and analytical papers. In-class and research writing skills will also be covered. Vocabulary expansion and applied grammar are important parts of this course, as well.

Honors English II* – Grade 10 (1)

Honors English II provides students with a broad sampling of English literature from the Medieval Period to the Modern Age. Readings will include *Beowulf*, selections from *The Canterbury Tales*, Shakespeare's *Macbeth*, selected poetry and prose from the Romantic period, *Frankenstein*, *Dr. Jekyll and Mr. Hyde*, *Brave New World*, and other selected works from the Modern Age. Writing assignments will include in-class writings; creative, personal response, and analytical papers; and research writing skills. Vocabulary and applied grammar are also important parts of the course.

English III – Grade 11 (1)

American Literature provides a sampling of representative genres from America's beginnings to the modern day. The primary foci are upon major literary currents which include such writers as Hawthorne, Whitman, Twain, and Fitzgerald. Students will read such major works as *The Catcher in the Rye*, *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Their Eyes Were Watching God*. Attention is given to the historical and philosophical milieu of each major author and to the author's development of character, theme, imagery and narrative structure. Further, the course considers broad thematic connections between writers of various eras. Composition, a major component of the course, will focus on critical analysis of literature covered in class discussions, and on personal narratives relevant to the reading material. Vocabulary and grammar are also addressed in the course.

Honors English III* – Grade 11 (1)

Perspectives in American Literature, designed as a precursor to Advanced Placement English Literature and Composition, covers major thematic strands in American literature and involves students in frequent and varied writing activities. A broad range of genres—from letters, essays, and speeches, to poems, plays, and novels, and short stories—exposes students to diverse perspectives on American identity and values. Readings include such works as *The Scarlet Letter*, *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *The Grapes of Wrath*. In addition to honing their reading and writing skills, students are expected to build skills for strong participation in seminar style discussion. Intensive vocabulary building and some grammar review round out the course.

ENGLISH IV CORE OPTIONS

Students who do not take AP English Literature and Composition or AP Language and Composition will be placed into two of the following courses.

Men and Women in Literature – Grade 12 (1/2)

This semester course provides students the opportunity to explore traditional male and female roles through a variety of literary selections. The cultural expectations and societal mores presented in the literature will be given particular attention. As well, students will consider how these literary portrayals apply to their lives today. The readings will include works such as Shakespeare's *Othello*, Ibsen's *A Doll's House*, Edith Wharton's *Ethan Frome*, and Tennessee Williams' *A Streetcar Named Desire*. Selected poems, short stories, and essays will round out the reading. Composition assignments will be both creative and analytical; a major resource paper will also be required. Vocabulary development and effective usage will continue to be emphasized.

Shakespeare – Grade 12 (1/2)

In this semester course, students explore selected works of William Shakespeare. Students will read and discuss these works as reflections of the Elizabethan world, and they will examine Shakespeare from a contemporary perspective by studying how attitudes toward his plays have changed over the years. Students will also explore themes and the ways Shakespeare can be meaningful to them. Plays include such works as *The Taming of the Shrew*, *Hamlet*, *Much Ado About Nothing*, and *Henry V*. Composition assignments will be both creative and analytical; a resource paper will also be required. Vocabulary development and effective usage will continue to be emphasized.

African-American Literature – Grades 12 (1/2)

This one-semester course is a broad-based survey of literary works of all genres by African-Americans from the mid-1800s to the present, with a heavy emphasis on twentieth century literature. Major works include *A Lesson Before Dying* by Ernest Gaines, *Native Son* by Richard Wright, *A Soldier's Play* by Charles Fuller, *Blues for Mr. Charlie* by James Baldwin, and *The Autobiography of Malcolm X* as told to Alex Haley. Poetry from the Harlem Renaissance period and the Black Arts Movement are also covered. The main objectives of this course are: 1) to encourage critical reading, 2) to cultivate critical thinking, 3) to develop critical and analytical writing skills, 4) to expose students to cultural, political, psychological, and spiritual issues concerning African-Americans, and 5) to provide students with an understanding of where African-American literature fits in the larger context of American literature. Students will write both analytical and personal essays, along with a resource paper. Vocabulary enrichment is also integral to the course.

The Inferno in Literature and Film – Grade 12 (1/2)

This semester course will introduce students to various literary and cinematic depictions of Hell and the afterlife, as well as addressing the themes of sin, damnation, and redemption. While Dante's *Inferno* will be the core text, students will read a variety of historical, religious, and contemporary texts to supplement their knowledge of evil in the world and the human response to it. Texts will include Dante's *Inferno*, Voltaire's *Candide*, selections from *The Bible*, Greek mythology, and *Paradise Lost*, Stephen King's short stories, "Morality" and "Fair Extension," and the films, *1408*, *Apocalypse Now*, *The Mist*, and *Se7en*. Composition assignments will be both analytical and personal. Short responses on biblical, cultural, and ethical issues, as well as formal critical essays on the major texts will also be required. Film analysis will also be addressed.

World Literature: Africa – Grade 12 (1/2)**

This semester course offers students the opportunity to explore works of contemporary African literature with particular focus on writers from Nigeria, Zimbabwe, Kenya, and South Africa. In addition to literary analysis, students will also consider the cultural, religious, and political influences in major works such as Chinua Achebe's *Things Fall Apart*, Athol Fugard's "Master Harold" ...and the boys, Mark Mathabane's *Kaffir Boy*, and Chimamanda Ngozi Adichie's *Purple Hibiscus*. Short stories and poetry from writers such as Wole Soyinka, and Ngugi Was Thiong'o will round out the required reading. Films relating to the curriculum will also comprise a part of the course. Composition assignments will include personal and analytical essays; one resource paper will be required as well. Vocabulary development and review of correct usage will also be integral components of the course.

World Literature: Latin and South America – Grade 12 (1/2)**

This semester course is a survey of some traditional but mostly contemporary Latin American literature. Novels, short stories, and poetry of such major writers as Carmen Tofalla, Laura Esquivel, Rudolfo Anaya, Sandra Cisneros, and Pedro Juan Soto will serve as the focus of the course. Films watched include *The House of the Spirits*, *The Mambo Kings*, and *Maria Full of Grace*. Students will explore the political, religious, and social milieu which helped shape the literature of these regions. Composition assignments will include both literary and personal essays. Students will also undertake film analysis as well as an analytical resource paper. Vocabulary and usage will also be addressed.

World Literature: Asia – Grade 12 (1/2)**

This semester course is a survey of traditional and contemporary Asian literature from Japan, Korea, China, India, and Afghanistan. Major texts include Maxine Hong Kingston's *The Woman Warrior*, Kamala Markandaya's *Nectar in a Sieve*, Natsume Soseki's *Kokoro*, and Yi Munyol's *Our Twisted Hero*. In addition to these novels, we will read poetry, short stories, and essays, plus view films relating to the curriculum. The focus of the course will be to identify and uncover the ways in which the personal, political, and religious histories of these cultures merge to shape world literature. Composition assignments will include creative as well as personal and literary essays; an analytical resource paper will also be required. Vocabulary and usage are also course components.

***At least one of the World Literature core options listed above will be offered in a given academic year.*

Advanced Placement English Language and Composition – Grades 11 & 12*

11th GRADE CO-REQUISITE: HONORS ENGLISH III

12th grade Prerequisites: Composition and Honors English III or English III

While the AP English Literature course emphasizes literary forms and conventions, students in this course consider how language works in different contexts. Students will explore the rhetorical functions of various writing conventions through exposure to diaries, autobiographies, biographies, journalistic non-fiction, travel writing, political essays, speeches, as well as science and nature essays. The primary text for this course is *The Bedford Reader*; representative writers include Benjamin Franklin, Mark Twain, Helen Keller, Elie Wiesel, George Sheehan, Martin Luther King Jr., George Orwell, Sandra Cisneros, Gloria Naylor, Anne Frank, Sherman Alexie, and Annie Dillard. Visual literacy will be a key component in the course. Like the long established Composition course at Ravenscroft, AP Language and Composition emphasizes writing as a craft and encourages students to become increasingly self-aware about their own writing process. Students actively explore writing strategies during class writing labs. Students enrolled in this course will be expected to take the AP examination.

Advanced Placement English Literature and Composition – Grade 12 (1)

Advanced Placement English Literature and Composition provides students with a course in composition and literary analysis which makes demands equivalent to those of a full year introductory college course. Through the close study of literary works of all genres and selected critical essays, students sharpen their awareness of language and their understanding of the writer's craft, while developing critical standards for appreciating and evaluating literature. As well, the prevailing cultural, social, and psychological ramifications of individual works are explored. The course will examine representative world literature, such as Dostoevsky's *Crime and Punishment*, Sophocles' *Oedipus Rex*, Shakespeare's *Hamlet*, Ibsen's *A Doll's House* and *Hedda Gabler*, and Miller's *Death of a Salesman*. In addition, the study of poetry from the Renaissance to the present will comprise at least one full quarter. Composition is a major component of the course; students write numerous expository and expressive papers, both in and out of class. Resource papers and a poetry project are also required. As with all English core courses, vocabulary enrichment receives particular emphasis as well. Students enrolled in this course will be expected to take the AP examination.

The Composition Requirement

Starting with the Class of 2015, students will be recommended for either Composition or AP English Language and Composition for their junior year. English III students will take Composition. Honors English III students may take either the full year of AP English Language and Composition or the semester Composition course to meet the composition requirement.

English Composition – Grades 11-12* (1/2)

This required semester Composition course prepares students for writing requirements in the Upper School curriculum and beyond through immersion in daily writing practice, feedback through the editing and revision processes, and opportunities to share with peers. The course emphasizes writing as a multi-stage process wherein the best results are achieved through thoughtful, disciplined prewriting and revision. While the core English courses generally require students to write about fiction and/or poetry, Composition offers them the opportunity to write about their own lives and about subjects that have inherent interest to them. The first half of the course focuses on writing from personal experience; the second half centers on argumentative and persuasive essays in which MLA formatting is emphasized. Ultimately, students choose a topic for in-depth, independent research that culminates in a research paper.

Reading assignments are relatively short with focus on how writers achieve their points. The primary text, *The St. Martin's Guide to Writing*, offers students myriad models of the various essays they undertake in the course. Through the use of Chromebooks, students also make frequent use of online writing tools such as NoodleTools and EasyBib. Additionally, as with all writing in the English department, students submit their papers online at Turnitin.com. *Note: New students may not take the course until they have been at Ravenscroft for at least a semester.*

**Any student in the Class of '14 who needs to meet the Comp requirement must be enrolled first semester.*

Advanced Placement English Language and Composition – Grade 11

11th GRADE CO-REQUISITE: HONORS ENGLISH III

While the AP English Literature course emphasizes literary forms and conventions, students in this course consider how language works in different contexts. Students will explore the rhetorical functions of various writing conventions through exposure to diaries, autobiographies, biographies, journalistic non-fiction, travel writing, political essays, speeches, as well as science and nature essays. The primary text for this course is *The Bedford Reader*; representative writers include Benjamin Franklin, Mark Twain, Helen Keller, Elie Wiesel, George Sheehan, Martin Luther King Jr., George Orwell, Sandra Cisneros, Gloria Naylor, Anne Frank, Sherman Alexie, and Annie Dillard. Visual literacy will be a key component in the course. Like the long established Composition course at Ravenscroft, AP Language and Composition emphasizes writing as a craft and encourages students to become increasingly self-aware about their own writing process. Students actively explore writing strategies during class writing labs. Students enrolled in this course will be expected to take the AP examination.

Student Publications Electives

The following courses will be offered both semesters; students may take a given course twice.

Creative Writing – Grades 11-12 (1/2)

Creative Writing introduces students to the process and techniques of writing beyond the analytical essay. Students experiment with various types of writing, including (but not limited to) fiction, creative non-fiction, poetry and screenplays. Class readings expose students to various writing styles and provide examples of the successes and strategies of other writers. In class, students discuss the writer's craft, the assigned readings, and student writing in intensive workshops. Pre-writing, critical reading and critique, written and oral response to peer work, and portfolio development are integral skills for the creative writer. In the second semester, students become editors of Ravenscroft's award-winning literary magazine, *The Living Hand*. Students will solicit poetry, prose, and essays as well as fine art and photography from their peers, then assemble and distribute the magazine.

Journalism: Newspaper I and II – Grades 10-12 (1/2)

This semester course focuses on the writing and production of print media, particularly newspapers. Student reporters are introduced to journalistic writing techniques, interviewing skills, and the effective use of visual arts in communication. An understanding of the six primary legal issues (censorship, libel, invasion of privacy, copyright, access to information, and reporter's privilege) along with an overview of the Supreme Court cases that set legal precedence for student publications is expected. In addition, a mastery of the software programs PhotoShop and InDesign is acquired during the layout and design process. Students of this course are expected to play an active role in the creation of issues of the school's newspaper, *The Nevarmore*.

Journalism: Online News I and II – Grades 10-12 (1/2)

This semester course focuses on the writing and production of online news. Student reporters are introduced to journalistic writing techniques, interviewing skills, and the effective use of visual arts in communication with search engine optimization in mind. An understanding of the six primary legal issues (censorship, libel, invasion of privacy, copyright, access to information, and reporter's privilege) along with an overview of the Supreme Court cases that set legal precedence for student publications is expected. In addition, a mastery of the skills needed to create and maintain a professional online presence using social media tools and short video clips is acquired. Students of this course are expected to play an active role in the operation of Ravenscroft's student online news site, *Nevarmore Online*.

Journalism: Yearbook I and II – Grades 9-12 (1/2)

Enrollment with permission of instructor

This semester course focuses on the journalistic style and structure of a large publication: the yearbook. This course will center on writing techniques and technology skills which are unique to this print medium. An understanding of the YTO computer program (Yeartech Online) is emphasized. Enrollment in this class will not be a requirement for being on the *Corvus* staff, but it will benefit those staff members who want to learn more about publications. The ultimate goal of this class and of the entire yearbook program is to enable students to produce a high quality annual, thus providing in-depth coverage of the school year.

HISTORY/SOCIAL STUDIES

World History, 1000-Present – Grade 9 (1)

Students in this course will continue the study of the global history of the human experience. Years covered include 1000 A.D. to the present. A student's understanding of the world will be enriched by studying the record of human aspirations, strivings, accomplishments and failures in the following themes of human activity: interaction with the environment, power and authority, religious and ethical systems, cultural interaction, revolution, empire building, science and technology, and economics. This course will provide students with the historical perspective and global context necessary to analyze contemporary issues and problems confronting citizens today.

Economics – Grades 10-12 (1/2)

This required one-semester course develops a student's knowledge of basic economic principles, with a special emphasis on the American economic system. Major topics include economic fundamentals and systems, the market economy, supply and demand, business organizations, market structures, money and monetary policy, fiscal policy, poverty, and international economics. Upon successful completion of the course, students will have the background, vocabulary, and analytical tools to comprehend and critique economic problems and policies.

American Government – Grade 10-12 (1/2)

This course introduces students to the American governmental and political system. Students begin by tracing the settlement of the American colonies and addressing the evolution and eventual breakdown in relations between the colonies and Great Britain. Students examine the revolutionary period, considering both the course of the war and the development of the American system of representative government and the democratic republic. Particular attention is paid to the historical basis and development of the Constitution and Bill of Rights. Other topics of study and discussion include but are not limited to the party system, federalism, campaigns and elections, the role of the press, current events, and the changing roles of Congress, the Presidency and the Courts.

United States History – Grades 11-12 (1)

United States History is a survey of the history of the United States from the Federal start of the government, through the period of national growth, the trauma of the Civil War, the massive changes of industrialization and urbanization, and our development as a world power, to the present. This course emphasizes the repeated occurrence of certain themes and controversies in our history. These include the central government versus the state governments, the urge for reform, the role of government in the economy, then tensions of racial and ethnic pluralism, and the issue of isolationism versus interventionism in world affairs. Students use library and internet materials as well as textbooks and will develop a vocabulary of terms useful in the study of history. They will also discuss current events as they relate to basic American themes and principles.

Advanced Placement United States History – Grades 11-12 (1)

Advanced Placement United States History covers the spectrum of United States history from the colonial era to the present, including cultural, political, economic, artistic and intellectual movements, leaders and events. Students are exposed to numerous primary and secondary sources and to the interpretations of various historians. Class participation through discussion, presentations, and role-playing activities is required. Special emphasis is placed on reading for comprehension, developing critical thinking skills, and writing well-reasoned, well-organized and well-written essays. Development of these skills enables the students to improve their skills of historical inquiry and prepares them for the AP United States History examination in May. The course is open by department approval to those juniors and seniors who have demonstrated interest and special ability in social studies.

Advanced Placement European History – Grades 10-12 (1)

Prerequisite: World History

Similar to a college level survey, Advanced Placement European History provides students with the opportunity to examine major aspects of the history of Europe during the last five centuries, within a social, political, cultural, and economic framework. Primary areas of focus include the following in chronological sequence: the legacy of medieval society, the upheaval of the Renaissance and Reformation, the intellectual impact of the Scientific Revolution and Enlightenment, the centralization and consolidation associated with the growth of the state, and the causes characteristics and effects of the French Revolution (in the first term); the impact of the Industrial Revolution, modern nationalism, the imperial impulse of the 19th century, the impact of two world wars upon parliamentary democracy, postwar European renewal and integration, the collapse of the Soviet Union and the repercussions in eastern Europe (in the second term).

Advanced Placement World History – Grades 10-12 (1)

Prerequisite: World History

This course provides students with a rigorous survey of World History from 8000 B.C.E. to the present, and it prepares them for the Advanced Placement exam. Following the curriculum prescribed by the College Board, students will study the evolution of global processes and global networks using a thematic approach. Themes include the interaction between humans and the environment, culture, government and conflict, economic systems, and social and gender structure. Students will also develop analytical writing skills unique to the history profession. They will compose document-based essays and two types of comparative essays, one of which requires students to compare two different cultures, the other requires students to compare changes and continuities within an individual culture over time.

Advanced Placement United States Government and Politics – Grades 11-12 (1/2)

Prerequisites: American Government; pre- or co-requisite: United States History

This course is designed to simulate a college-level, introductory American political science course. It will teach students how to “think like political scientists” in order to gain a critical, yet objective, perspective on U.S. politics and government. It provides an in-depth look at the full spectrum of American government and politics. Building upon the basic principles introduced in the sophomore year and utilizing the historical background provided by junior year American History, the course examines the way the American Constitutionally-based political system has evolved over the nation’s history and how it operates today. Particular attention will be paid to the interaction between structure and personalities and the way they combine to affect governmental operations. In preparing students for the AP exam, we focus on specific content areas while working to further develop relevant and important analytical skills. Students enrolled in this course are required to take the AP examination.

Advanced Placement Comparative Government and Politics – Grades 11-12 (1/2)

Prerequisites: American Government; pre- or co-requisite: United States History

This course is designed to simulate a college-level, introductory comparative politics course. It will teach students how to “think like political scientists” in order to gain a critical, yet objective, perspective on politics in foreign countries. This course will study the nature, organization, and operations of modern government. It will give students a good basic understanding of the world’s diverse political structures and practices and will encompass the study of specific countries and of general concepts used to interpret the key political relationships found in virtually all national polities. Six nation-states, Great Britain, Russia/the former Soviet Union, China, Nigeria, Mexico and Iran, will form the core of the course, though references and comparisons to other countries will be made when applicable. Students enrolled in this course are required to take the AP examination.

Advanced Placement Human Geography – Grades 10-12 (1/2)

Prerequisite: World History

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will develop skills that enable them to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, and recognize and interpret at different scales the relationships among patterns and processes. The following topics will be covered in the course: geography’s nature and perspectives, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use. Students enrolled in AP Human Geography will take the AP Human Geography Exam administered by the College Board.

Advanced Placement Microeconomics – Grades 11-12 (1/2)

Sophomores may take the course with the permission of the department chair.

This course is designed to simulate a college-level, introductory microeconomics course. It builds on foundations prepared in Economics, expanding on microeconomics concepts, such as consumer behavior, utility maximization, market structures, profit-maximizing strategies, public choice theory, government and market failure, taxation, income inequality and poverty. Students will study many concepts from the survey course in greater depth as well as explore new material. In order to familiarize students with the academic rigors of a college level economics course, special attention will be paid to graphical and mathematical models and analysis. Students enrolled in this course are required to take the AP examination.

Advanced Placement Macroeconomics – Grades 11-12 (1/2)

Sophomores may take the course with the permission of the department chair.

This course is designed to simulate a college-level, introductory macroeconomics course. Students enrolled in this course will be expected to take the AP examination. This course builds on the foundation prepared in Economics, expanding on macroeconomics topics, such as measuring domestic output; unemployment and inflation; deficits, surpluses, and debt; monetary and fiscal policy; money and banking; contending macroeconomic theories and policies; and international trade and finance. Students will study many concepts from the survey course in greater depth as well as explore new material. In order to familiarize students with the academic rigors of a college level economics course, special attention will be paid to graphical and mathematical models and analysis. Students enrolled in this course are required to take the AP examination.

Advanced Placement Psychology – Grades 11-12 (1)

This year long course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major theoretical approaches within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is open to all seniors and pre-approved juniors who are motivated to accept the challenge of a demanding curriculum equivalent to an introductory college course in psychology. Students should possess and regularly demonstrate strong analytical and writing skills, in addition to a strong interest in the subject. Students enrolled in this course are required to take the AP examination.

Honors Seminar in Religion and Ethics – Grades 11-12 (1/2)

This course will examine the role of religion in shaping ethical beliefs and practices within the context of western civilization, with particular emphasis given to religion and ethics in America. Students first will consider the tenets of several modern religions and then will examine the ways that those religious beliefs take form in ethical practice. With a foundation in the religious and ethical practices of various cultures, students will examine their own beliefs as they relate to major ethical situations facing modern society. The course will be taught as an honors seminar, emphasizing discussion and collaboration, and it will culminate with a research project on a major modern ethical issue.

The Civil War Era, 1845-1877 – Grades 11-12 (1/2)

This course is designed to provide students with a broad understanding of the causes of the American Civil War, of the military, political, economic and social aspects of the war itself, and the attempts to resolve sectional and racial conflicts during Reconstruction. Topics covered include slavery, territorial expansion, antebellum reform movements (especially abolition), the disruption of the party system, the political crisis of the 1850's secession, military campaigns, wartime politics, wartime social and economic trends, presidential Reconstruction, congressional Reconstruction, the "home-rule" movement in the South, and the compromise of 1877. Readings are selected from primary and secondary sources. Two projects are required. The course is open to Juniors and Seniors on a selective basis.

The Vietnam War – Grades 11-12 (1/2)

The course will consider the war, its causes and consequences. It will include the historical background of American involvement in the Far East, the Cold War and its influence on American involvement, the French-Indo-China war, and the American advisory effort. The portion of the class dealing with the war itself will address military, political and social aspects to include the effect of the war on the domestic scene. Readings are selected from primary and secondary sources. The course is open to Juniors and Seniors on a selective basis.

Leadership for the 21st Century – Grades 10-12 (1/2)

Leadership for the 21st Century, funded by the Lichtin Family Foundation, explores the traits and characteristics of successful leaders using Kouzes & Posner's Leadership Challenge as the organizing framework. Through self-exploration, other study, and collaborative projects and activities, students will come to understand more clearly what it means to lead purposefully while developing their skills as servant leaders.

Introduction to Global Issues (I &II) – Grades 10-12 (1/2)

The Global Issues course is a prerequisite for students seeking to fulfill the requirements of the Ravenscroft International Diploma and is intentionally aligned with the school's mission to prepare students "to thrive in a complex and interdependent world". A variety of topics are chosen each year to increase knowledge of the world's regions, cultures and practices, to ensure that this cultural and geographic literacy also makes students more internationally aware and culturally competent and to provide students with the opportunity to think creatively and systematically about ways in which their world is one in transition; how they might survive in such a world and contribute significantly as responsible caretakers of this inheritance from past generations and bequest to future generations. A culminating project requiring students to engage in real world problem solving is a course requirement. Materials used include Great Decisions articles prepared by the Foreign Policy Association, and topics from the Choices Program formulated at Brown University as well as a variety of online resources.

Mathematics

Note: All students, except for Calculus students, are expected to own a Texas Instrument TI-NSpire CX Calculator. AP Calculus students should own a Texas Instrument TI-NSpire CX CAS Calculator

Algebra I (1)

This course will cover the full scope of an introductory Algebra I curriculum. The terminology of algebra, solving equations and inequalities, solving systems of equations and inequalities, polynomial operations, factoring, applications of factoring, an introduction to functions, graphing in the coordinate plane, an introduction to irrational numbers, solving quadratic equations, work with rational expressions, and an introduction to exponential functions will all be covered during the year.

Geometry (1)

Prerequisite: Algebra I

This course investigates mathematical reasoning through technology-based exploration and the integration of algebra skills. The study of Geometry includes geometric vocabulary, reasoning and proofs, lines, triangles, polygons, circles, similarity, area, volume and transformations. With the use of Geometer's Sketchpad and methods of proof, students will continually be challenged to cooperatively and individually formulate conjectures which develop critical thinking skills to increase conceptual understanding.

Honors Geometry (1)

Prerequisites: Algebra I and Departmental Approval

This course is similar to Geometry, but with more depth and breadth. A strong emphasis will be placed on problem solving and creative thinking. Students will be expected to purchase a computer software program for use at home in order to support the work done in class.

Algebra II (1)

Prerequisite: Geometry

In Algebra II students extend their knowledge of the real number system, are introduced to the imaginary number system, build on those skills introduced in Algebra I, and continue to develop skills in algebraic techniques. Emphasis is given to graphical techniques where applicable. Reading, interpreting, and setting up equations for problem solving are stressed. Units of study will include exponential and logarithmic functions, matrices, probability, introductory trigonometry, and conic sections.

Honors Algebra II/Trigonometry (1)

Prerequisites: Geometry and Departmental Approval

Students in this course will study all of the topics studied in a standard Algebra II class, but at a more accelerated pace and from a more conceptual perspective. The approach will be function based with students learning how to graph, apply and solve equations within each function. Topics covered in addition to the standard Algebra II curriculum include polynomial, exponential, logarithmic and trigonometric functions.

Advanced Functions and Modeling (1)

Prerequisite: Algebra II

This course will extend the student's study of both algebra and geometry by considering advanced functions and their applications to situations in the real world. The course will include a review of Algebra II, as well as a study of absolute value, inequalities, graphic and analytic applications of functions including trigonometry, polynomials, exponential and logarithmic functions.

Precalculus (1)

Prerequisites: Algebra II or Advanced Functions and Departmental Approval

The course will begin with some review of the fundamental topics treated in the pre-requisite math courses. In addition, this course will include a study of elementary functions, including polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. The pace is slower than in H Precalculus and will prepare the student for an introductory Calculus course.

Honors Precalculus AB (1)

Prerequisites: Algebra II or Advanced Functions and Departmental Approval

This course is a culminating course in the preparation for AP Calculus AB or Calculus I at the college level. This course will include a thorough study of elementary functions, including polynomial, rational, radical, exponential, logarithmic, and trigonometric functions. We will also study other introductory calculus topics, including sequences and series and the concept of a limit.

Honors Precalculus BC (1)

Prerequisites: Honors Algebra II and Departmental approval

This course provides a formal approach to the fundamental elements used in a complete course in Calculus, including toolkit functions, graphical techniques, circular and triangular trigonometry, complex numbers, polynomial functions, rational functions, exponential and logarithmic functions, counting and probability, sequences and series, and mathematical induction. Students will spend the fourth quarter beginning the AP Calculus BC curriculum.

Calculus (1)

Prerequisites: Precalculus and Departmental Approval

This course is designed for the student who will need to take Calculus in college. The course will include review of the fundamental topics treated in Precalculus, an introduction to limits, continuity, derivatives and definite integrals as they apply to elementary functions and applications.

AP Calculus - AB (1)

Prerequisites: Honors Precalculus AB and Departmental Approval

This course will cover, at a minimum, the topics outlined in the AB syllabus provided by the Advanced Placement Testing Service. Those topics constitute an introduction to limits, differentiation, and integration as they apply to elementary functions and applications, including explicitly and implicitly defined functions, trigonometric functions and their inverses, logarithmic and exponential functions. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination.

AP Calculus - BC (1)

Prerequisites: Honors Precalculus BC and Departmental Approval

This course will cover, at a minimum, the topics outlined in the BC syllabus provided by the Advanced Placement Testing Service. Those topics constitute an introduction to limits, differentiation, and integration as they apply to elementary functions and applications, including explicitly and implicitly defined functions, trigonometric functions and their inverses, logarithmic and exponential functions, parametric functions, polar coordinate systems, and vectors; basic differential equations and more advanced integration techniques; sequences, series, and power series. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination.

AP Statistics (1)

Prerequisite: Full year of math beyond Algebra II or Algebra II with Departmental Approval

This course will cover, at a minimum, those topics that need to be covered in order to prepare students to take the AP exam. Those topics will include interpreting, presenting, and describing univariate and bivariate data, methods of data collection, producing models of data distribution using probability and simulation, and the study of statistical inference as a guide for choosing appropriate models for data. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination. All students who take this course will need a TI-84 Plus or TI Nspire calculator.

Honors Multivariable Calculus (1)

Prerequisites: AP Calculus BC and a 4-5 on the AP Exam

Multivariable Calculus begins with a revisiting of some of the topics introduced in BC Calculus (specifically integration techniques, parametric equations, and polar equations). The remainder of the year will be devoted to topics in multivariable calculus: vectors in space, cylindrical and spherical coordinates, differentiation and integration of vector-valued functions, functions of several variables, multiple integration, and vector fields. A key component of this course will be the use of the program *Mathematica* as both a computational and visual tool.

SCIENCE

Biology – Grades 9-10 (1)

This course is designed to deepen the student's understanding of the natural world through experiences in several of the major areas of biology: cellular biology, energetics, genetics, evolution, plant anatomy/physiology, animal anatomy/physiology, and ecology. Laboratory and classroom activities are designed to make learning an active and engaging process.

Honors Biology – Grades 9-10 (1)

Assignment to this section is based on recommendations from Middle School Science instructors.

This course allows students to experience various areas of biology in more depth and at a more rapid pace than in the general biology course. Major units are cell structure and function, energetics, genetics, evolution, plant and animal anatomy/physiology, and forensics. Communication, scientific literacy, and research are also stressed in the course. Lab and class activities are designed to involve students in the learning process, emphasizing critical thinking, analysis and inquiry.

Advanced Placement Biology – Grades 11-12 (1) (Lab)

Prerequisites: Biology and Chemistry

The Advanced Placement Biology Course is equivalent to a one year college level general biology course. The aim of the course is to achieve knowledge of the facts, principles, and processes of biology as well as an understanding of the means by which biological information is collected and interpreted. Students will follow an AP syllabus focused on four big ideas. Students will complete at least 8 inquiry-based, student directed lab investigations along with a variety of other lab activities to master course material. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination.

Chemistry – Grades 10-12 (1)

Prerequisites: Biology and Algebra I

Chemistry presents a detailed investigation of the properties and structure of matter, the behavior of a variety of chemical systems, and an introduction to various qualitative and quantitative laboratory techniques. Topics will include atomic and molecular structure; chemical bonding; chemical reactions and stoichiometry; liquid, solid, and gas phase behavior; energy; acid-base and solution chemistry; other topics as schedule permits. Through laboratory experiments, each student will gain experience manipulating various types of equipment and chemicals and will analyze results. Emphasis will be placed on critical thinking and problem-solving skills, real life applications, and current topics in chemistry.

Honors Chemistry – Grade 10 (1)

Prerequisites: Biology and Algebra I (Geometry recommended)

Like the college prep course, Honors Chemistry will provide a comprehensive exposure to a wide variety of general chemistry topics. The pace is faster than in the regular course; more topics will be covered and in more depth. Students will be asked to apply principles to more complex systems. Through laboratory experiments, each student will gain experience manipulating various types of equipment and chemicals and will be called on to articulate the reasons behind the results obtained.

Advanced Placement Chemistry – Grades 11-12 (1) (Lab)

Prerequisites: Chemistry and Algebra II

Students will follow a typical AP syllabus, reviewing and building on topics from the introductory course as well as studying new, higher-level concepts. In addition to the greater depth of content, much more emphasis is placed on independent lab work. While students will be well prepared for the AP exam, learning to question and organize data and working with abstract models are important skills to be learned. Students will make extensive use of CBL technology in the laboratory. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination.

Physics – Grades 11-12 (1)

Prerequisites: Chemistry plus Algebra II as pre- or co-requisite

Physics provides an introduction to mechanics, waves, sound, light, and electricity. The broad topic of mechanics includes studies of velocity, acceleration, force, momentum and energy. The course emphasizes laboratory experimentation and algebra-based problem solving skills.

Honors Physics – Grades 11-12 (1)

Prerequisites: Chemistry, Algebra II, and Math Department Recommendation for Honors Precalculus or Calculus.

Honors Physics provides an introduction to mechanics, heat, sound, light, and electricity. The broad topic of mechanics includes studies of velocity, acceleration, force, momentum and energy. This mathematically-based course emphasizes problem solving through laboratory experimentation and the frequent use of geometry, algebra, and some trigonometry.

Advanced Placement Physics – Grade 12 (1) (Lab)

Prerequisites: Any AP Science course (co-requisite: recommended for or taking Honors Precalculus BC), OR Honors Physics (co-requisite: recommended for Honors Precalculus or Calculus), OR Physics (co-requisite: recommended for and taking Honors Precalculus BC or Calculus).

Students will follow the AP syllabus, which is similar to the introductory course but in greater depth. The course will emphasize a mathematical approach to studying physics through proofs and word problems. Lab work will often be open-ended to stimulate creative approaches. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination.

Advanced Placement Environmental Science – Grades 11-12 (1) (Lab)

Prerequisites: Biology plus Chemistry as pre- or co-requisite

The Advanced Placement Environmental Science course is usually equivalent to a semester long college level environmental science course (exact credit depends on the university). The aim of the course is to provide a survey of major topics in environmental science and to develop critical thinking skills and laboratory techniques including data interpretation and analysis. Students explore the scientific, cultural, political, and economic themes associated with environmental issues and policy. This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination.

Human Anatomy and Physiology – Grades 11-12 (1)

Prerequisites: Biology plus Chemistry as pre- or co-requisite

This college prep lab course is designed to give students the opportunity to advance their study of the structure and function of the human body. It will build on the understanding of biology and chemistry developed in the introductory courses. Human organ systems will be covered and a number of labs will be incorporated into each unit. Topics will include cell physiology, skeletal, muscular, circulatory, digestive, respiratory, urinary, nervous, reproductive and endocrine systems.

Honors Astronomy: Night Sky and Solar System Astronomy – Grades 10-12 (1/2)

Prerequisites: Chemistry plus Algebra II as pre- or co-requisite

Students will be introduced to the night sky, including constellations, earth cycles, planetary motion, as well as observation techniques and instruments. Theories on the formation of the solar system will be explored and the properties of the Sun, Earth, Moon, planets, and other bodies within the solar system will be presented, with emphasis placed on recent results from space missions and ground-based telescopes. The course will conclude with an investigation of planets orbiting other stars as well as the search for extra-terrestrial intelligence. Activities will include naked eye and telescopic observations, analysis of real astronomical data, image processing and computer simulations.

Honors Astronomy: Stellar and Galactic Astronomy – Grades 10-12 (1/2)

Prerequisites: Chemistry plus Algebra II as pre- or co-requisite

The course begins with the study of light and spectroscopy, which is the analysis of light to determine chemical composition, relative motion and astronomical distances. With this background, the classification of stars, and theories of star formation and evolution will be investigated. Stellar death (including white dwarfs, supernovae, pulsars, neutron stars, and black holes) and the resulting origin of heavy chemical elements will then be explored. The course will then shift its focus to galaxies, including the structure and evolution of the Milky Way Galaxy and the nature of other galaxies (including active galaxies). Finally, students will be introduced to cosmology, the study of the origin and fate of the Universe. Activities will include spectral analysis, photometry, searching for supernovae, and analysis and manipulation of radio and x-ray data. *Note: the Honors Astronomy courses can be taken in any order.*

Honors Engineering A

Prerequisites: Algebra II plus Pre- or co-requisite: Physics

Engineering is the practice of using scientific knowledge to design something technologically useful, such as a bridge, a cancer drug, or a computer. In Honors Engineering, we will focus specifically on the engineering of the abundant digital devices found in modern society. Students will study how these devices were engineered in the past and learn how to engineer new applications for future use. The course consists of two independent semesters; students may take either course or both. *In Honors Engineering A, we will study digital music, digital pictures, and robotics, among other topics.* The course will rely heavily on lab work, with the use of customized design software and Lego Mindstorms robots.

Honors Engineering B

Prerequisites: Algebra II plus Pre- or co-requisite: Physics

Engineering is the practice of using scientific knowledge to design something technologically useful, such as a bridge, a cancer drug, or a computer. In Honors Engineering, we will focus specifically on the engineering of the abundant digital devices found in modern society. Students will study how these devices were engineered in the past and learn how to engineer new applications for future use. The course consists of two independent semesters; students may take either course or both. *In Honors Engineering B, we will study the storage of digital information, coding of digital information, and robotics, among other topics.* The course will rely heavily on lab work, with the use of customized design software and Lego Mindstorms robots.

*Note: The Honors Engineering courses **may** be taken in any order.*

Sports Medicine I – Grades 11-12 (1/2)

Prerequisite: Biology. Sophomores may take the course with the permission of the instructor.

An introduction to the field of sports medicine including training room administration, mechanism of injury, prevention, care, and rehabilitation of athletic injuries, and special topics.

Sports Medicine II – Grades 11-12 (1/2)

Prerequisite: Sports Medicine I. Sophomores may take the course with the permission of the instructor.

This course is designed as an in-depth study of human anatomy for the purpose of athletic injury assessment, focusing on extensive work with the skeletal and muscular systems and developing hands-on evaluative techniques utilized by athletic trainers, physical therapists, and physicians. Topics include medical terminology, classification of injuries, mechanism of injury with signs and symptoms, and athletic injury assessment. Students will be responsible for written, oral, and practical evaluations of all presented material. The course utilizes various texts and materials.

WORLD LANGUAGES

NOTE: World Language placement in Upper School is based on student performance. Specifically, Ninth Graders must take the second level of a language they are continuing after satisfactorily completing the first level in Middle School.

French I – Grades 9-12 (1)

Conducted primarily in French, this introductory course offers students the skills and foundation necessary to communicate in the French language. Students study vocabulary, grammatical structures, and francophone culture thematically and apply these to a variety of activities. Emphasis is placed on writing, speaking, listening, and culture. Students are encouraged to recognize and appreciate the differences and similarities between foreign cultures and their own.

French II – Grades 9-12 (1)

Prerequisite: French I

Conducted primarily in French, French II aims to review and expand upon topics introduced in French I. Students study different verb tenses, a more detailed vocabulary and more complicated grammatical structures and are asked to apply these concepts in lengthier written compositions and oral presentations. A slightly higher level of analysis is required for the reading and listening comprehension activities. Students continue to investigate and develop an understanding of the francophone culture.

Honors French II – Grades 9-12 (1)

Prerequisites: French I and recommendation of the instructor

Conducted primarily in French, the Honors French II is an accelerated French II course. The class moves more quickly through the vocabulary, grammar, and cultural topics presented in the textbook so that students have the opportunity to explore other resources. Students are asked to demonstrate a greater capacity for writing and speaking through more extensive writing assignments and oral presentations. The study of several original short stories in French challenges students to comprehend and analyze French literature on a higher level.

French III – Grades 9-12 (1)

Prerequisites: French II

Conducted primarily in French, this course reviews and expands upon the grammar of French I and II and then completes the introduction of new grammatical structures. Students continue to study vocabulary pertaining to everyday situations while being introduced to a more literature specific vocabulary, words needed to understand the literary excerpts included in the textbook. The reading, writing, listening, and speaking activities require an even greater degree of analysis and ease of expression. Cultural studies revolve around French authors and historical personalities and their lives and experiences.

Honors French III – Grades 9-12 (1)

Prerequisites: French II and recommendation of the instructor

Conducted primarily in French, the Honors French III is an accelerated French III course. The class moves more quickly through the vocabulary, grammar, culture, and literature excerpts presented in the textbook in order to allow for other enrichment activities. More extensive writing assignments, listening comprehension exercises, and oral presentations are required. Students will work on improving their oral proficiency.

French IV – Grades 10-12 (1)

Prerequisites: French III

Conducted primarily in French, the French IV class is an intermediate course which provides students with the opportunity to use their language skills in a highly functional way and to bridge the gap between the novice high/intermediate low and intermediate high/advanced low levels of proficiency. Students will explore language in the context of everyday functions and situations, authentic documents and cultural aspects. Students will continue to develop their language skills, both receptive and productive through a cyclical, rather than linear, approach. Students will have opportunities to listen, speak, read, write, watch videos, listen to music and communicate in French.

Honors French IV – Grades 10-12 (1)

Prerequisites: French III and recommendation of the instructor

Conducted in French, Honors French 4 is an intermediate course which provides students with the opportunity to use their language skills in a highly functional way in order to bridge the gap between the novice high/intermediate low and intermediate high/advanced low levels of proficiency. Students will explore language in the context of everyday functions and situations, authentic documents and cultural aspects. Students will continue to develop their language skills, both receptive and productive through a cyclical, rather than linear, approach. Students will have opportunities to listen, speak, read, write, watch videos, listen to music and communicate in French. The theme-based approach will also prepare interested students for the Advanced Placement course in French Language and Culture.

Advanced Placement French Language and Culture – Grades 11-12 (1)

Prerequisites: (H.) French IV and recommendation of the instructor

Conducted in French, this course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination. Students must be proficient in listening, reading, speaking, and writing skills. The class consists of an intense grammar review, in-class compositions, recorded oral exercises, the reading of media articles and several literary works, and various listening activities. Assessment exercises in each competence mirror those of the AP exam.

Latin I – Grades 9-12 (1)

This first-year course uses the reading-based *Ecce Romani IA & IB* to teach students to pronounce, read, write and translate Latin. Over the course of the year, students read a narrative, taking place in 80 A.D., of a Roman senatorial family. These Latin readings, supplemented with cultural and historical material in English, offer insight into Roman family life, travel in the ancient world, Roman history, and the marvelous city of Rome itself. In the process, students build a base of Latin vocabulary and basic grammatical forms, including six verb tenses and full declension charts.

Latin II – Grades 9-12 (1)

Prerequisite: Latin I

This second-year course continues the use of the reading-based *Ecce Romani IIA & IIB*. After a review of Latin I coursework, students resume work in the new textbook. Students continue to build their Latin vocabulary and grammar base, adding more complex constructions including an introduction to the subjunctive mood. The course continues to enhance the students' understanding of Roman history and culture, focusing on the Late Republic and early Empire.

Honors Latin II – Grades 9-12 (1)

Prerequisites: Latin I and recommendation of the instructor

This second-year course continues the use of the reading-based *Ecce Romani IIA & IIB*. After a review of Latin I coursework, students resume work in the new textbook. Students continue to build their Latin vocabulary and grammar base, adding more complex constructions including each tense of the subjunctive mood and several uses of it. The course continues to enhance the students' understanding of Roman history and culture, focusing on the Late Republic and early Empire. This course moves at a more rigorous pace, with more demanding assignments, and more challenging assessments than the Latin II course.

Latin III – Grades 9-12 (1)

Prerequisite: Latin II

This intermediate Latin course provides an introduction to original Latin texts while building upon the material that students learn during their first two years of Latin. After a brief review, the class will begin *Ecce Romani III*, continuing with the textbook series used in Latin I and II. As the students read longer, more complex passages of Latin, they will learn more vocabulary and grammatical constructions. Adapted from authors such as Cicero, Asconius, Augustus, and Petronius, the readings focus on two critical periods in Roman history, the Late Republic and the Early Empire. Topics include the Civil Wars of Rome, oratory, the Roman attitude toward Christianity, and experiences of wealthy freedmen.

Honors Latin III – Grades 9-12 (1)

Prerequisites: (H.) Latin II and recommendation of the instructor

This intermediate Latin course provides an introduction to original Latin texts while building upon the material that students learn during their first two years of Latin. After a brief review, the class will begin *Ecce Romani III*, continuing with the textbook series used in Latin I and II. As the students read longer, more complex passages of Latin, they will learn new vocabulary and grammatical constructions. Selected from authors such as Cicero, Asconius, Augustus, and Catullus, the readings focus on two critical periods in Roman history, the Late Republic and the Early Empire. Topics include the Civil Wars, oratory, lyric and epic poetry, and the changing social structure of Rome.

Honors Latin IV – Grades 9-12 (1)

Prerequisites: (H.) Latin III and recommendation of the instructor

To prepare students for the demands of Advanced Placement Latin V, Honors Latin IV focuses on a variety of Rome's greatest written works, from Cicero's *in Catilinam*, a speech in which he reveals a deadly plot against the Roman Republic, to the poetry of Catullus, Horace and Ovid. These readings reinforce and build upon the grammar and vocabulary that the students learn in their first three years of Latin. The class will carefully analyze the themes, figures of speech, and style of the works they are studying. Students will also practice writing prose and verse.

Advanced Placement Latin V – Grades 10-12 (1)

Prerequisites: (H.) Latin IV and recommendation of the instructor

This course is designed to familiarize students with the language and themes of Caesar's commentary on the campaigns he led in Gaul, *de Bello Gallico*, and Vergil's epic masterpiece, the *Aeneid*. Students enrolled in this course are expected to take the AP Latin examination in May; to prepare for this, they read substantial selections of *de Bello Gallico* and the *Aeneid* in Latin, and additional passages in English translation. In the process, students learn to analyze and discuss Caesar's prose style, Vergil's poetics and the cultural context of Rome of the Late Republic and Early Empire that helped shape them.

Mandarin Chinese I – Grades 9-12 (1)

The Mandarin Chinese I course introduces students with little or no previous knowledge or exposure to the language the basic concepts of the Chinese language and culture. Students will develop their skills in Chinese through the "Pinyin" system, a Romanized version of Chinese spelling as well as an organized study of the character system. Students will develop their speaking, listening, reading and writing skills in Chinese through a variety of classroom activities and situations. The first three elements of Bloom's Taxonomy – remembering, understanding, and applying are the main focus. In addition, students will also have plenty of exposure to Chinese history, geography, culture, political, and economic systems via multimedia or through the internet. An exchange with a high school in Beijing is also offered as an optional summer program.

Mandarin Chinese II – Grades 9-12 (1)

After the training in basic skills learned in Mandarin Chinese I, this second year of study reinforces and builds upon the foundation of Mandarin Chinese language vocabularies and structures to further students' ability in listening, speaking, reading, and writing. Chinese history and culture elements such as dynasty chronicles, geography, major inventions, philosophy, social structure, food, art, religion, economy, government, etc., will also be introduced via multimedia or through the internet. An exchange with a high school in Beijing is also offered as an optional program in the summer.

Honors Mandarin Chinese II – Grades 9-12 (1)

This course is conducted at a quicker pace and moves beyond topics studied in Mandarin Chinese II. Students will be expected to use Chinese characters in reading and writing without assistance of a word-bank. In addition to Remembering, Understanding, and Applying elements in Bloom's Taxonomy, students will be introduced to the use of Analyzing, Evaluating, and Creating elements in their learning process. An exchange with a high school in Beijing is also offered as an optional program in the summer.

Mandarin Chinese III – Grades 9-12 (1)

The third year of Mandarin Chinese continues to build on the structures and vocabulary developed in previous years to further improve students' ability in listening, speaking, reading, and writing. In additions to Remembering, Understanding, and Applying elements in Bloom's Taxonomy, students will be introduced to the use of Analyzing, Evaluating, and Creating elements in their learning process. Students will continue to study deeper on Chinese history and culture elements. An exchange with a high school in Beijing is also offered as an optional program in the summer.

Honors Mandarin Chinese III – Grades 9-12 (1)

This is an accelerated Mandarin Chinese III course. Students are to exercise more on Analyzing, Evaluating, and Creating of Bloom's Taxonomy to further their language proficiency. Students are expected to produce more complex writing assignments, and to comprehend a more intricate use of the language. The target speaking proficiency of this course is Novice High to Intermediate Low. An exchange with a high school in Beijing is also offered as an optional program in the summer.

Mandarin Chinese IV – Grades 9-12 (1)

Conducted primarily in Mandarin, extensive readings from authentic materials are used to stimulate class discussion and small group work. This class strives to equip the students not only with language ability, but also the ability to interact with Chinese people in a knowledgeable, confident, and culturally sensitive manner. An exchange with a high school in Beijing is also offered as an optional immersion program in the summer.

Honors Mandarin Chinese IV – Grades 9-12 (1)

Conducted primarily in Mandarin, this is an accelerated Mandarin Chinese IV course in both speed and quantity. We take the theme-based approach so as to prepare interested students for the AP Course in Chinese Language and Culture, where the themes are such as: global challenges, science and technology, personal and public identities, families and communities. The target speaking proficiency of this course is Intermediate Low to Mid. An exchange with a high school in Beijing is also offered as an optional immersion program in the summer.

Spanish I – Grades 9-12 (1)

Conducted primarily in Spanish, this beginning level course will guide students in building a basis for communication in the target language. Through instruction and exercises in reading writing, speaking, and listening, students will learn to obtain and interpret information, engage in short conversations, and present on a variety of topics. Through their study of the language, students will gain knowledge of the practices and perspectives of Spanish-speaking cultures and will begin to develop insight about the similarities and differences between Hispanic cultures and their own.

Spanish II – Grades 9-12 (1)

Prerequisite: Spanish I

Conducted primarily in Spanish, this course reinforces and builds upon concepts and structures learned in Spanish I. Conducted mostly in Spanish, instruction focuses on new grammatical structures and increased vocabulary, as well as on increased fluidity in reading and writing. Students will continue to investigate Spanish-speaking cultures and to make comparison between those cultures and their own.

Honors Spanish II – Grades 9-12 (1)

Prerequisites: Spanish I and recommendation of the instructor

This course, conducted primarily in Spanish, is similar to Spanish II with expanded instruction and practice in the areas of grammar and vocabulary. Students will be expected to complete more extensive writing assignments and participate in more complex conversations and oral presentations. Honors Spanish II is conducted at a quicker pace and moves beyond topics studied in Spanish II.

Spanish III – Grades 9-12 (1)

Prerequisite: Spanish II

Formal study of the basic structures is completed, preceded by a review of grammatical structures introduced in Spanish I and II. While conversational speed is increased and new active vocabulary introduced, there is a greater emphasis on reading, writing (though still carefully controlled), and the development of a useful passive vocabulary as well. Cultural patterns are studied in greater depth. The class is conducted primarily in Spanish.

Honors Spanish III – Grades 9-12 (1)

Prerequisites: (H.) Spanish II and recommendation of the instructor

Conducted in Spanish, this is an accelerated Spanish III course. This class moves rapidly through the vocabulary, grammar, culture and short literary works presented in the text, in order to allow for the enrichment activities such as oral presentations, dialogs, cultural explorations and internet projects. Students are expected to produce more complex writing assignments, and to comprehend more intricate uses of the language.

Spanish IV: Conversation and Culture – Grades 10-12 (1)

Prerequisite: Spanish III

Conducted in Spanish, Spanish Conversation and Culture offers the more experienced Spanish students the opportunity to polish their communication skills. Extensive vocabulary, readings from authentic materials of the Spanish-speaking world, and short literary works stimulate class discussions and small group work. Students engage in a review of the relevant grammatical structures and are expected to write and occasionally present reaction and opinion papers. A significant portion of assessments is oral proficiency testing, written quizzes and tests, and performed partner dialogues.

Honors Spanish IV: Advanced Grammar and Composition – Grades 10-12 (1)

Prerequisites: Spanish III and recommendation of the instructor

This course is designed for the student who intends to pursue AP Spanish Language by strengthening speaking, listening, reading, and writing skills. Intensive grammar review and new structures, along with detailed writing assignments, will aid students in developing their writing skills. Reading comprehension skills are enhanced through the study of some short works and one complete longer work. The format of most assessments, and especially speaking and listening assessments, is based on that of the AP Spanish Language examination.

Spanish V: – Grades 11-12 (1)

Prerequisite: Spanish IV

This course is an alternative to the AP program. It is designed to prepare the advanced Spanish student to better understand the many cultural and literary aspects of Latin America and Spain. Through readings and videos in Spanish, this class will promote active participation and discussions while also fostering a broad appreciation of the Hispanic world in all genres. By using selected works from Latin American and Spanish authors, students will analyze the form and content of their works both orally and in writing while using appropriate terminology.

Advanced Placement Spanish Language – Grades 11-12 (1)

Prerequisites: (H.) Spanish IV and recommendation of the instructor

This course, conducted in Spanish, is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination. Students continue to work on all four language skills (listening, speaking, reading and writing) and to improve competency in all these areas. Grammatical skills are refined and more sophisticated structure is presented.

Honors Greek I – Grades 11-12 (1)

Prerequisite: At least two years of a foreign language or by permission of the instructor.

This first year course in Ancient Greek uses the "reading-based" *Athenaze* text. After learning the Greek alphabet, the class immediately starts to read in Greek an Athenian family's narrative history that runs from 432 B.C. in the days immediately preceding Athens' famous war against Sparta to the war's conclusion in 404. Interwoven with the narrative are grammar lessons, tales from Greek myth, and excerpts from literary, historical, and philosophical texts, all in Greek. Students will also read Greek texts in translation, such as Hesiod's *Theogony* and Euripides' *Helen*, to increase their understanding of the cultural context of the passages they read in Greek.

Honors Greek II – Grades 11-12 (1)

Prerequisites: Honors Greek I and recommendation of the instructor

This second year course in Ancient Greek returns to the "reading-based" *Athenaze* series, used in Honors Greek I. After review, students resume reading in Greek an Athenian family's narrative history that encompasses Athens' famous war with Sparta, 432-404 BC. Interwoven with the narrative are grammar lessons, tales from Greek myth, and excerpts from literary, historical, and philosophical texts, all in Greek. This course occasionally considers excerpts from Greek texts in translation and related modern literature that helps illustrate the parallels between our modern world and antiquity.

ADDITIONAL UPPER SCHOOL ELECTIVES

FINE ARTS

Wind/Strings Ensemble – Grades 9-12 (1)

Prerequisite: Previous experience on an appropriate instrument and permission of the instructor.

These ensembles are open to strings, wind, brass, and percussion players with prior experience. Emphasis is placed on building musical skills through theoretical, technical, and musical training in preparation for performance. The ensemble will be divided into three groups--winds, strings, and percussion. These groups will perform jointly and alone. Students are expected to provide their own instruments, with the exception of some larger instruments and percussion. Students are expected to provide the appropriate concert attire and to participate in all ensemble performances.

Choral Ensemble – Grades 9-12 (1)

This ensemble studies and prepares a broad variety of music from within the Renaissance to the contemporary choral tradition. The curriculum includes instruction in basic music reading skills as well as opportunity for solos and work in small ensembles. Students are expected to provide the appropriate concert attire and to participate in all ensemble performances. Auditions are not required.

Honors Ensemble Sections – Grades 11-12 (1)

Through audition, students participating in US ensembles (Choral, Strings and Wind/Percussion) will be eligible to receive Honors level credit during their Junior and Senior year. The purpose of these sections is to provide an opportunity for our best musicians to gain more from their experience in Fine Arts and to award them equitably for the time commitment, which comes with dedication to performance. The department is committed to screening applicants for the honors section and will provide opportunity to audition. Requirements for audition for placement in the honors section are available from the Ensemble Director and the Fine Arts Office. We call these sections, as there is no intent to create a new class or class time for this group. All students would continue to meet at the normal class time.

Private Lessons

Private lessons are available in the following areas: brass, percussion, piano, strings, voice and woodwinds. Lessons are scheduled during the school day during designated times which have been approved by the Administration of all three Divisions.

Music Theory – Grades 9-12 (1/2)

This course is offered based on interest and faculty availability

The six basic elements of music (harmony, melody, rhythm, form, dynamics, and timbre) will be presented along with musical notation and orchestration. Musical structure will be emphasized, with students prepared to write their own composition upon completion of the course. The use of *Finale*, a music writing computer program, may also be taught depending on the skill level of students enrolled.

Art Ideas – Grades 9-12 (1)

This course is designed to provide an overview of art for those interested in an intellectual approach to visual art.

This is a class about the visual expression of ideas through art. Students will be given the opportunity to explore the cross cultural and interdisciplinary nature of art. Art Ideas class will include projects like animations, political cartoons, video, and environmental art. Art history and philosophy will provide the context for independent and collaborative projects. Projects will include written, oral and visual components.

Art Foundations - Two and Three Dimensional Design – Grades 9-12 (1)

This course is a prerequisite for all other art classes

This entry-level, yearlong course offers the visual art student fundamental knowledge of the artistic principles of design in two and three dimensions. Students will experiment with a variety of tools and mediums while learning basic skills in drawing, printmaking, collage, painting, and sculpture. The Art Foundations course is intended to develop the student's visual and critical thinking skills while instilling an appreciation for the history of art and the creative process.

Drawing and Painting – Grades 10-12 (1/2) (may be offered both semesters)

Prerequisite: Art Foundations

This is an intermediate course, which explores the basic elements of drawing and painting: line, value, texture, composition, and color theory. Various media will be utilized, including: pen and ink, pencil, charcoal, watercolor, pastel, acrylic, and water-based oils. Emphasis will be placed on working from observation of still life objects and the figure, as well as working from the imagination. The class provides a historical context of specific principles of design, style, and philosophy in drawing and painting.

Advanced Art – Grade 11 (1)

Prerequisite: Art Foundations and Drawing and Painting

The work from this class contributes to the *Breadth* portion of the AP Studio Art Portfolio. Personal ideas and assigned projects are pursued on an advanced level. The students also begin to develop a personal style and a concentration that they will pursue more completely in AP Studio Art the following year.

Advanced Placement Studio Art – Grade 12 (1)

Prerequisites: Three credits of Art, twelve pieces of art completed prior to enrollment, and permission of the instructor

This is the culminating experience for the serious Art student. Students enrolled in this course will be expected to take the AP examination. Students will pursue a concentration of their own choosing, based on a theme and a stylistic approach. Twelve finished pieces in a concentration are required for this class. Students will exhibit their artwork in a final show and write a statement about the content of the work.

The AP Design Portfolio may include a photography concentration for those students who have completed two semesters of Photography.

Advanced Placement Art History – Grades 11-12 (1)

Prerequisite: Completion of World History and Art Foundations recommended

This course is designed to prepare students for success on the AP exam. Students enrolled in this course will be expected to take the AP examination. The course corresponds to a full year introductory college course in art history. It is designed to broaden the student's knowledge of art history, including basic information about artists, schools, and movements; chronological periods and specific dates; and the subjects, styles, and techniques of particular works of art.

Photography I – Grades 10-12 (1/2) (offered first semester)

This course explores photography from a basic level from the pinhole camera to the 35mm and some digital work. Historic developments of the medium and the study of visual art design elements to create well thought out compositions will be the focus of the work. Students learn to expose film properly, develop negatives and print enlargements as well as mount finished work for display. Digital camera work on an introductory level will be addressed in some assignments. Note: A 35mm SLR film camera and a digital camera with Manual Mode are required by each student.

Photography II – Grades 10-12 (1/2) (offered second semester)

Prerequisite: Photography I

This is the second course in photography for those students who wish to continue their exploration in this art form. Emphasis is two-fold: Improving technical skills and the creative use of those skills. Theme and concept based ideas are the focus of the assignments for this course, as well as the advancement of technical abilities. Note: A 35mm SLR film camera and a digital camera with Manual Mode are required by each student.

Drama: Acting in the Theatre – Grades 9-12 (1/2) (offered both semesters)

Prerequisite: MS Drama and/or Permission of Instructor

This course will afford students an opportunity to acquire and improve skills in acting in the theatre. The students will examine the actor's tools and resources while experiencing the process of performance preparation. Students will be required to prepare and present scenes, monologues, pantomimes and other presentation for the purpose of learning to express emotions through the voice, body movements and facial expressions. Class participants will be introduced to acting viewpoints from theatre professionals through videotapes, writings and visiting artists. The class will work with the expectation of performing for small audiences in the *young people's theatre* and larger gatherings in the Jones Theatre. The actor as director will also be introduced as an integral piece of understanding this art form. Public performances are a requirement of this course. Note: This course may be repeated as often as the instructor permits.

Honors Drama Section – Grades 11-12 (1) (must be in class for full year)

Through audition, students participating in Drama: Acting in the Theatre will be eligible to receive Honors level credit during their Junior and Senior year. The purpose of this section is to provide an opportunity for our best actors and technicians to gain more from their experience in Fine Arts and to award them equitably for the time commitment, which comes with dedication to the theatre. The department is committed to screening applicants for the honors section and will provide opportunity to audition. Requirements for audition for placement in the honors section are available from the US Drama Faculty and the Fine Arts Office. We call this a section, as there is no intent to create a new class or class time for this group. All students would continue to meet at the normal class time.

Fundamentals of Stagecraft I – Grades 9-12 (1/2) (offered both semesters)

Prerequisite: MS Introduction to Stagecraft and/or Permission of Instructor

This course introduces the student to all areas of the theatrical experience. The semester will begin by helping the students understand the theater from the perspective of the performer, the technician and the audience. The course will explore the basic elements in the technical areas such as construction of flats, lighting and stage design. In addition to costumes and make-up, other areas touched on will be the elements of acting and directing. The curriculum will include instruction in the proper use of tools for set construction, the parts of the lamps used for lighting. Members of the class will be required to perform 20 hours of technical work during the semester of a project approved by the instructor which could include being on the stage crew of a production.

Fundamentals of Stagecraft II – Grades 9-12 (1/2) (offered Spring Semester)

Prerequisite: Fundamentals of Stagecraft I and/or Permission of Instructor

A continuation of materials covered in Stagecraft I for students interested in learning more about the theater and making a commitment to the craft. Classes are structured with an overview of drama as a performing art and its historical conventions; how a production is organized, planned, and produced; a breakdown on scenery (types, materials, construction, and painting); lighting equipment and color; audio equipment; and stage properties and effects. The focus of the course is to apply the information gleaned in Stagecraft I and be able to transfer that knowledge into one of our working stages. Students are required to participate on crews for one production during the semester to assimilate classroom information into real experience. Stagecraft II can be taken for more than one semester as an independent study in either semester with permission of the Instructor.

PHYSICAL EDUCATION

Health and Physical Education – Grade 9 (1)

Required; It is strongly recommended that students enroll in the year-long Health and Physical Education course during the 9th grade year
The course provides students with the information and skills to enjoy lifetime fitness, as well as some team sport activities. The health portion of the 9th grade course covers topics such as the six dimensions of wellness and the dangers of alcohol use. They also have a course in CPR/first aid. Students participate in activities that are either individual or team sport oriented, as well as some lifetime activities. Examples of these units include volleyball, football, tennis, ultimate Frisbee, basketball, dance, indoor soccer, floor hockey, speed and agility training, badminton, softball, swimming, yoga, and track and field.

Lifeguarding Today/Cardio Games – Grades 10-12 (1/2); Fall Semester

To participate, students must meet the following prerequisites:

- be at least 15 years of age
- be able to swim 500 yards continuously in the following manner: 200 yards of freestyle, 100 yards of breast-stroke and 200 yards of any combination of those two strokes.
- be able to surface dive to a minimum depth of 9 feet and bring a 10 pound diving brick to the surface
- be able to tread water for 3 minutes with use of arms and legs

In this semester course, students will be prepared for all phases of American Red Cross Lifeguarding. The content will include CPR for Professional Rescuers, Community Safety and First Aid, and Lifeguarding skills. There will also be two additional phases to this class:

- 1) instruction of basic pool chemistry, proper pool maintenance, and emergency action planning;
- 2) training that will include activities to enhance levels of endurance and strength conditioning

Completion of the course requirements will certify the student for Lifeguarding through the American Red Cross. The Lifeguarding certification will last for three years and the CPR certification lasts for one year.

In addition, the students will be involved in games that help cardio endurance as well as other fitness and Physical Education activities. On days that the students are not in the pool or doing life guard related activities in the classroom, they will be expected to dress out into appropriate clothing and participate actively in this phase of the class.

Fitness Education: Strength & Conditioning – Grades 10-12 (1/2)

In this elective semester course, students will be exposed to the major components of strength and conditioning. A variety of exercises will be used focusing on the individual goals of the student. Exercises will use many methods of training including free weights, machines; medicine and stability balls. Proper form of power lifts, as well as core lifts, will be taught. The understanding of hypertrophy, strength training, and muscular endurance will be emphasized along with instruction on the correct equipment to use for these specific workout goals. Course requirements include: being prepared for class each day, timeliness, enthusiastic participation, six article reviews, four skill assessments, and the ability to document a weekly personal workout. The goal of this class is to educate the participant with appropriate knowledge, plus the understanding of exercise programs so that he/she can be a lifelong fitness participant who possesses sound fitness principles and techniques.

Sport Sociology (1/2)

This course will examine sport structure in our society (past and present) and allow students to analyze sport from a sociological viewpoint. Students will also become aware of the positive and negative consequences of the way sport is organized in our society.

ACADEMIC SKILLS

Academic Skills – Grades 9-12 (1/4)

Prerequisite: Before entering the program, a student must submit a written psycho-educational evaluation report completed within the past three years. Maintaining a current psycho-educational evaluation is necessary to remain in the program.

Academic Skills is a fee-based program designed to address the needs of students who may or may not be identified as having a specific learning disability or ADHD. Additionally, hard-working and positively motivated students who struggle to achieve success, who meet program prerequisites, may also enroll in the program. Instructors work with each student to develop learning strategies designed to help him/her achieve at a level more commensurate with his/her true potential. Instruction may include assistance in reading comprehension, vocabulary development, composition, and quantitative skills that support current curricular courses being taken by the student. Major emphasis is placed on helping students develop active study strategies, sound note taking, test taking, organization, and time/task management skills. Students also work to develop and utilize strong, proactive self-advocacy skills. Note: A student's continued enrollment may be determined at the conclusion of each quarter.

COMPUTER SCIENCE AND TECHNOLOGY

Introduction to Computer Science – Grades 9-12 (1/2)

This course is designed to be a comprehensive introduction to the use of a computer as a personal productivity tool. It improves student's capabilities and productivity while demonstrating the core concepts behind computers and their applications. Students use word processing, spreadsheets, databases, graphics, and communications/networking to explore core Computer Science concepts. Students will learn about hardware and software issues, and basic troubleshooting. The programs will be used to demonstrate Boolean logic, logic gates, and basic principles of computer science.

Web Page Design I – Grades 9-12 (1/2)

This course is designed to be a comprehensive introduction to the Internet, the World Wide Web, and Web Page Design. Students will learn html, first with a simple text editor but eventually with a popular web page editor. Form, functionality, and design will be stressed. Students will learn how the Internet works, the history of the World Wide Web, and will discuss the ethical challenges and potential of this constantly changing medium. The creation of dynamic web pages (dhtml) will be accomplished with Cascading Style Sheets (css) and JavaScript.

Honors Computer Science – Grades 9-12 (1/2)

Prerequisite: Introduction to Computer Science or Webpage Design I; the prerequisite may be waived with permission of the instructor

This course uses multimedia to introduce students to core computer science concepts. Students will learn to develop movies using Macromedia Flash to develop powerful and interactive graphics and web based content. Flash's scripting language – ActionScript – is used to introduce students to programming. The course begins by introducing core concepts including instance names, variables, functions, properties, and methods; then proceeds through conditions, loops, event handling, and animating with ActionScript. The graphical interface provides a visual and effective representation of Object Oriented Programming (OOP) concepts. Successful completion of Honors Computer Science prepares a student for enrollment in AP Computer Science.

Web Page Design II (Independent Study) – Grades 9-12 (1/2)

Prerequisites: Successful completion of Web Page Design I and permission of the instructor

This course builds upon a foundational understanding of web page design. It examines professional web development technologies while introducing the student to skills required to create more interactive websites. Topics include dynamic hypertext markup language (DHTML), interactive technologies, advanced use of presentational technologies and Web 2.0 tools. Emphasis is placed upon the appropriate use of web programming tools and professional development standards. The class further develops the students' understanding of web page planning, basic design, layout and construction, and the setup and maintenance of a Web site.

Advanced Placement Computer Science A – Grade 10-12 (1)

Prerequisite: Completion of Algebra II; this prerequisite can be waived with permission of the instructor. Honors Computer Science can be a beneficial preparatory class, but it is not required.

This is a college-level first course in Computer Science, commonly referred to as CS1. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science, including the development, analysis, and applications of algorithms and fundamental data structures. An understanding of basic hardware functionality and the ethical use of technology are explored as relevant to programming.

Game Design (Independent Study) – Grades 10-12 (1/2 or 1)

Digital Game Design is an introduction to the exciting field of computer game design. The course blends high-level concepts with hands-on instruction and activities. The course focuses on game design, architecture, and creation concepts related to the development of interactive digital games. Topics covered will include anatomy of a game, types of games, game design theory and concepts, game algorithms, game delivery environments, and the game industry. Hands-on activities include game testing, creation of several small games, and the creation of a sizeable game. We also discuss a variety of other game engines and development tools.

Honors Special Topics in Computer Science

Programming in C++ – Grades 9-12 (1/2) or (1)

Prerequisite: AP Computer Science or permission of the instructor

This course is roughly equivalent to many university introductory courses in computer science. There will be an emphasis on understanding basic computer organization, algorithm development, programming techniques, program structure, data representation, debugging, and program verification. Students will learn the syntax and proper use of functions, control structures, arrays, text files, simple structures and classes in the C++ programming language. They will learn debugging and testing techniques for software development and become familiar with problem solving techniques. Students will develop a style of programming that makes programs readable and readily modified and they will study the need for abstraction and verification in solving problems using software.

Programming in Assembly – Grades 10-12 (1/2)

Prerequisite: Successful completion of AP Computer Science A and a subsequent Independent Study Course (or equivalent) in Data Structures.

This course introduces students to the structure and behavior of digital computers at several levels of abstraction. Students will learn what happens beneath High Level Languages such as C++ and Java. It covers the history of computing, number systems, Von Neumann architecture, instruction sets, machine code, assembly language programming, program testing, compilers, logical operations, microprogramming and interrupts. It includes a detailed study of a contemporary processor.

