

# **PERK**

---

**THE PERKIOMEN SCHOOL**

**2014-2015**

**Course Catalogue**

# English

## **ENG-010      Reflections on Literature and History**

Reading, writing, vocabulary, grammar, and literary analysis form the core of the literature-based curriculum, which includes vocabulary, free choice reading, grammar through application, literary terms, poetry and prose, drama, creative writing, and the essay. Students are guided in the process of reading and writing through a variety of genres and on a variety of themes relevant to this age level. In addition, many selections relate to what is studied in history class. Favorite books from the year include *Roll of Thunder, Hear My Cry*, Taylor; *Chasing Vermeer*, Balliett and Helquist; *Drums, Girls, and Dangerous Pie*, Sonnenblick; and *Catherine, Called Birdy*, Cushman. Department members make frequent use of the laptop cart to teach writing.

## **ENG-020      Quest for Self**

Reading, writing, vocabulary, grammar, and literary analysis form the core of the literature-based curriculum, which includes vocabulary, free choice reading, grammar through application, literary terms, poetry and prose, drama, creative writing, and the essay. Favorite books from the year include *Mississippi Trial, 1955*, Crowe; *The Outsiders*, Hinton; and *The Boy in the Striped Pajamas*, Boyne. Highlights of the Holocaust unit include a visit to the school from a survivor of Auschwitz and a trip to the United States Holocaust Memorial Museum.

## **ENG-030      Engaging Communities**

Reading, writing, grammar, vocabulary, and literary analysis form the core of the literature-based curriculum, which includes vocabulary, free choice reading, grammar through application, literary terms, poetry and prose, drama, creative writing, and the essay. Students are guided in the process of reading and writing through a variety of genres and on a variety of themes relevant to their age. Through reading literature and writing, students develop and explore a sense of self and identity with a focus on the role of the individual and his or her responsibilities within a community. Many of the book selections relate to themes and content from the history curriculum. Favorite books from the year include

*The Chocolate War*, Cormier; *Inherit the Wind*, Lawrence and Lee; *To Kill a Mockingbird*, Lee; and *Red Scarf Girl*, Jiang. Department members make frequent use of the laptop cart to teach writing.

### **ENG-100          Foundations of Literature and Composition**

This course introduces the variety of skills students need to be effective readers, writers, and thinkers. In an in-depth study of classical literature, students are guided to discover motifs and archetypes in all genres. Furthermore, students study composition in its many forms, from the expository to the creative. This course also includes development in grammar/mechanics and vocabulary. Texts may include *The Odyssey*, Homer; *Oedipus the King*, Sophocles; *Antigone*, Sophocles; *Macbeth*, Shakespeare; and *Things Fall Apart*, Achebe.

### **ENG-200          World Literature**

This course is a study of diverse perspectives, both classical and contemporary. While reading major works of world literature from the five major genres—short stories, essays, novels, poetry, and drama—students learn in-depth critical thinking and writing skills. Writing assignments are varied, and the review of grammar/mechanics is stressed. Texts may include *The Inferno*, Dante; *The Taming of the Shrew*, Shakespeare; *Candide*, Voltaire; *Canterbury Tales*, Chaucer; *The Kite Runner*, Hosseini; *Purple Hibiscus*, Adichie; and *The White Tiger*, Adiga.

### **ENG-201          World Literature (Honors)**

This course is open to qualified students upon the recommendation of the English Department based on previous performance in English class.

This course is a study of diverse perspectives, both classical and contemporary. While reading major works of world literature from the five major genres—short stories, essays, novels, poetry, and drama—students learn in-depth critical thinking and writing skills. Writing assignments are varied, and the review of grammar/mechanics is stressed. The basic goals and content of this honors course closely match those of the regular World Literature class, but more challenging works and more demanding writing assignments help to meet the needs of qualified students. Texts may include *The Inferno*, Dante; *Othello*,

Shakespeare; *Candide*, Voltaire; *Canterbury Tales*, Chaucer; *The Kite Runner*, Hosseini; and *The White Tiger*, Adiga.

### **ENG-300 American Literature**

This course enhances the critical reading and writing skills introduced and developed during English 100 and 200, respectively. American literature, from its roots through the twenty-first century, is read concurrently with the study of United States history to emphasize the innumerable ways in which prose, poetry, literature, and nonfiction texts represent America's diverse history, culture, and society. Texts may include *Walden*, Thoreau; *The Awakening*, Chopin; *The Great Gatsby*, Fitzgerald; *A Farewell to Arms*, Hemingway; and *Reservation Blues*, Alexie.

**\*\*All seniors who are not in an AP English course must take ENG-400: Senior English and at least two other term electives. Seniors who are in an AP English course are welcome to take any of the English electives as well.**

### **ENG-400 Literature and Research** (Required for all seniors not in AP; terms 1, 2, and 3)

This term course is designed to help prepare students to become more active participants in a globalized world through the study of nonfiction and research on contemporary topics. By analyzing a wide variety of nonfiction texts, such as essays, articles, and two core texts: *Hamlet's Blackberry* and *The Digital Divide*, students become more deliberate and focused learners. They are empowered to participate in student-driven forums, pursue independent research, and become informed participants in exchanges of ideas relevant to contemporary times. This course culminates in the dissemination of a research paper and a presentation, enabling seniors to share their newfound knowledge in multiple forms of traditional and new media as well as in traditional essay format.

### **ENG-401 Memoir: As Literature and Craft** (Term 3)

Everyone has a story to tell in this term course. Whether a life is unconventional or relatively normal, there's bound to be something fascinating about it. That's why the contemporary memoir—everyday people telling their tales—has become

such a popular phenomenon. Memoirs appear in magazines and books, and a lucky few, such as *The Glass Castle* and the controversial *A Million Little Pieces*, even make the bestseller list.

The memoir must be told with the finesse of fiction. Students learn how to focus their life stories, give them literary purpose, and apply such craft elements as character, plot, description, dialogue, setting, pacing, and theme. Students encounter a variety of readings and develop a greater understanding of and appreciation for memoir as a form of creative nonfiction writing. They explore creative techniques for writing and crafting memoir, including approaching and selecting a topic, research, organization, and style.

### **ENG -404            Multicultural America (Term 3)**

This term course examines the possibilities and problems of a multicultural America. As Americans have constantly redefined their national identity due to the ever-changing nature of immigration, the literature has expanded to include the stories of a multiplicity of racial and ethnic cultures. An examination of this literature can reveal the causes and consequences of racial tension, the struggle of minorities to be heard, and the future of the American dream. Therefore, this class addresses questions such as: What does it mean to be an American? What are the benefits and costs of assimilation? Is it possible to hold on to a foreign heritage within an American society? What are the possibilities for cross-racial communication and relationships? What can be learned about “the other?” What are the benefits and costs of a multiplicity of perspectives within one society? By examining these issues, students are better prepared for the complexity and diversity of life in a multicultural, globalized world.

### **ENG-405            The Poetics (Term 1)**

This term course is a critical look at hip hop and rap as inclusive within the poetic canon and seeks to emphasize language and literacy learning in the lives of young people through an accessible and contemporary medium.

Students gain an understanding of traditional elements of poetry (rhythm, rhyme, meter, voice, style, etc.) by studying the lyrics of hip hop. Traditional poetic forms and writers are paired with contemporary artists and lyrical selections for emphasis. Doing this underscores modern students’ understanding

of the complexities of poetry. The objective is to use the study and criticism of poetry to illuminate the literary form of hip hop lyrics.

**ENG- 407            Literature: The Short Story (Term 1)**

In this term course, students improve reading comprehension and writing skills while studying short stories by a wide range of authors and from various time periods and nations. Students deepen their understanding of the literary elements that compose a short story: plot, character, theme, point of view, tone, mood, setting, symbols, irony, imagery, and dialogue. In addition, they produce analytical and research-based writing about assigned reading texts, as well as original short stories that emphasize one or more literary techniques.

**ENG- 408            Literature: Drama (Term 2)**

This term course provides opportunities to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students use the elements of drama to examine situations and issues that are relevant to their lives. They create, perform, discuss, and analyze drama, and then reflect on the experience to develop an understanding of themselves, the art form, and the world around them.

**ENG- 409            Literature: Poetry (Term 3)**

This term course allows students to develop language skills and an appreciation for poetry by studying a variety of poems and poets. The different types of poetry include acrostic poems, list poems, free verse, haiku, rhyming poems, narrative poems, and limericks. Students develop poetic craft, using sound word choice, creative imagery, and figurative language; write their own poems; and create poetry portfolios.

**ENG-410            Literature of the Oppressed (Term 2)**

This term course allows students to focus on literature that presents issues such as nonviolence, civil disobedience, human rights, and economic and environmental injustice. In the process, they become more aware of the interconnectedness of their own and other people's decisions and of local and

global sustainability challenges faced by their own and future generations. Readings, discussions, and research projects emphasize ethical sensitivity, social systems and global sustainability, and collective action. The course poses the question: What can literary texts, literary language, and ways of thinking contribute to our understanding of peace and social justice? Authors to be considered include but are not limited to Jonathan Swift, Athol Fugard, Ralph Ellison, Henry David Thoreau, Mahatma Gandhi, Nelson Mandela, Chinua Achebe, and Elie Wiesel.

### **ENG-411            English Renaissance Literature (Term 2)**

This term course continues the study of English literature through an in-depth exploration of the arts and culture of Renaissance England. It was a period of cultural transformation, a time when England was beginning to develop a national identity and play an increasing role in international trade. Students examine the poetry and plays of William Shakespeare, Christopher Marlowe, Ben Jonson, and Thomas Middleton; gain a deeper understanding of the New Historicist approach to literature; and apply that understanding to close readings of the texts. They respond in multiple written forms, including expository essays, persuasive essays, a research paper, and personal response essays. Ultimately, students discover the relevance of this time period to our contemporary world.

### **ENG-412            Literature of Horror (Term 3)**

The world is filled with terror and horror, and the great works of literature are frequently horror stories—and deeply moralistic stories at that. This term course looks at horror as a genre form that asks readers and viewers to evaluate what is meant by “morality,” the role of the hero/heroine vs. the villain, and several other trends. Texts for consideration include "The Lottery," Jackson; "The Ones Who Walk Away from Omelas," Le Guin; *Zombie: A Novel*, Oates; *Carrie* and *The Shining*, King; *Let the Right One In*, Lindqvist; *American Psycho*, Ellis; *The Woman in Black: A Ghost Story*, Hill; and several film selections.

### **ENG-413            Research and Analysis (Terms 1, 2, and 3)**

The focus of this term course, open to all upper school students, is the school newspaper, *The Perkiomenite*. As part of managing the paper, students are required to write or edit two articles per week totaling 500+ words as well as to

edit shorter stories for both content and clarity. Class is spent working on articles, reading sources, considering ideas pertaining to journalistic integrity, improving the web page, learning SNO (Student Newspapers Online) systems, honing journalistic and reporting skills, and remaining current on developing news stories both domestic and international. Students are expected to attend games, theater and music productions, and speakers as well as to conduct interviews and perform research. Grades are based on a focused portfolio assessment and the presentation of a story, including discussion of the writing process and how that story may have developed/changed since it was written.

### **ENG-490            AP English Language and Composition**

This course is open to qualified students upon the recommendation of the English Department and prepares them to take the Advanced Placement English Language and Composition exam.

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts as well as skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and their sources of language contribute to effectiveness in writing. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

### **ENG-491            AP English Literature and Composition**

This course is open to qualified students upon the recommendation of the English Department and prepares them to take the Advanced Placement English Literature and Composition exam.

AP English Literature and Composition is designed to enable students to explore how literature and its meanings, values, and socio-historical aspects are relevant to contemporary times. Through close reading and analysis of a plethora of works, ranging from Greek drama to Shakespearean sonnets to contemporary novels, drama, and poetry, students develop their understanding of how a writer uses language and technique to develop meaning. Students consider a work's structure, style, and themes as well as its figurative language, imagery, tone,

diction, and syntax. Writing is an indispensable part of this course. Analytical writing may take the form of one-paragraph responses or longer, more in-depth essays and requires students to evaluate a literary work and the author's purposes through interpretation and argument. Evaluation of a student's work rests on how compellingly and persuasively the student explains and supports his or her argument.

## **English as a Second Language**

### **ENG-0100                      Foundations of Composition**

This course develops expressive English language proficiency using writing and oral presentations as well as direct grammar instruction. Students complete daily writing assignments, such as reading questions, short essays, and creative pieces, and focus on correctly using grammatical structures and rules within the context of writing, especially sentence and paragraph development. Frequent group activities provide students with opportunities to practice speaking using a variety of primary sources and literature from other classes. In addition, students work individually and in small groups to produce different types of projects utilizing various presentation tools.

This is a required companion course to ENG-0110: Literature and American Culture. Placement is determined by the English as a Second Language Department in consultation with the Office of Admission.

### **ENG-0110                      Literature and American Culture**

This course examines literary works written in English that explore traditional American culture. ESL students increase their reading comprehension and fluency while learning basic vocabulary, structure, and strategies that help them attack difficult works or ideas. Writing assignments focus on communicating meaning and developing basic literary analysis skills through direct instruction on sentences and paragraphs. Students read from a variety of sources, such as newspaper and magazine articles and short stories (first and second terms) and young adult novels (third term). Emphasis is placed on reading comprehension, reading fluency, vocabulary development, and short essay-writing skills.

This is a required companion course to ENG-0100: Foundations of Composition. Placement is determined by the English as a Second Language Department in consultation with the Office of Admission.

### **HIS-0200            Twentieth-Century History**

Using a sheltered instruction protocol, this course explores twentieth-century U.S. history, beginning with discussions about life in the United States today. Students read current events and short stories that take place in different geographic and social regions of the country. As the year progresses, the class continues to explore life in the United States one era at a time, noting important cultural, political, and social changes. Along the way, the class investigates important global events and their impact on American life.

### **HIS-0300            World Cultures**

This course focuses on major areas of the world: the United States, Canada, Mexico, Western Europe, Africa, South America, Russia, Eastern Europe, Asia, and the South Pacific. Broad acceptance and respect for other cultures are important goals. In addition, geography and map skills are reviewed, and study skills including organization, test-taking, and writing are emphasized.

### **ENG-1000            Intermediate English Composition**

This course develops expressive English language proficiency through writing and oral presentations as well as direct grammar instruction. Students complete daily writing assignments such as reading questions, short essays, and creative pieces and focus on correctly using grammatical structures and rules within the context of writing, especially sentence and paragraph development. Frequent group activities provide students with opportunities to practice speaking using a variety of primary sources and literature from other classes. In addition, students work individually and in small groups to produce different types of projects utilizing various presentation tools.

This is a required companion course to ENG-1010: Intermediate English Literature. Placement is determined by the English as a Second Language Department in consultation with the Office of Admission.

## **ENG-1010                      Intermediate English Literature**

This course uses the literary theme "Slices of the American Pie" to examine literary works written in English that explore the lifestyles, choices, values, experiences, and perspectives of diverse people who make up our multicultural society. Intermediate ESL students increase their reading comprehension while learning basic vocabulary, structure, and strategies that help them attack difficult works or ideas. Writing assignments focus on communicating meaning and developing basic literary analysis skills. The first and second terms utilize short stories and articles, while the third term introduces the novel.

This is a required companion course to ENG-1000: Intermediate English Composition. Placement is determined by the English as a Second Language Department in consultation with the Office of Admission.

## **HIS- 1100                      Foundations of the Modern World**

Using a sheltered instruction protocol, this course for intermediate and advanced English language learners parallels the regular Foundations of the Modern World class. An introduction to the variety of skills students need to be critical readers and analytical writers of history, this course emphasizes the interactions of people throughout the world, from the earliest civilizations to the seventeenth century. Students examine all aspects of world cultures using art, music, literature, and other primary sources to make intercultural connections between the worlds of today and yesterday. This course requires the researching and writing of a formal term paper, allowing students to pursue topics of individual interest.

## **SCI-1200                      Biology**

Using a sheltered instruction protocol, this course for intermediate English language learners parallels the regular Biology class. This course explores the major areas of biological science and is designed to allow all students to participate regardless of previous knowledge. Incorporating experiments and current events, the hands-on, lab-friendly curriculum provides students with a thorough background in biology; enables them to practice applying this knowledge through critical analysis, design, and interpretation of scientific experiments; brings real-world applications to the classroom; and prepares students for future studies. Weekend field trips to local museums, aquariums,

and zoological displays are available for students who want a more in-depth approach.

### **ENG-2000                      Advanced English Composition**

This course develops expressive English language proficiency utilizing a variety of source material within the class as well as from other classes. Students learn about and practice writing the basic components of a typical academic essay. In addition, frequent writing assignments such as reading questions, essay test questions, and creative pieces provide students with consistent practice with the writing process while addressing their individual strengths and weaknesses. Presentations, projects, speeches, debates, and class discussions are the primary ways students practice and build their speaking and listening competencies.

This is a required companion course to ENG-2010: Advanced English Literature. To enroll in this course, returning students must have at least a B average in the intermediate-level courses and the recommendation of those teachers. Placement for new students is determined by the English as a Second Language Department in consultation with the Office of Admission.

### **ENG-2010                      Advanced English Literature**

This course uses the literary theme "The Outsider" to examine literary works written in English that explore American society from the perspective of those who do not feel quite at home due to their views, ethnicity, or place of origin. Advanced ESL students prepare for the rigors of a mainstream English class by increasing their reading comprehension while learning more advanced vocabulary, structure, and strategies that help them attack difficult works or ideas. Writing assignments focus on communicating meaning and developing more advanced literary analysis skills. The course begins with a themed short story anthology before the introduction of increasingly more challenging novels.

This is a required companion course to ENG-2000: Advanced English Composition. To enroll in this course, returning students must have at least a B average in the intermediate-level courses and the recommendation of those teachers. Placement for new students is determined by the English as a Second Language Department in consultation with the Office of Admission.

## **HIS-2100          Modern World History**

Using a sheltered instruction protocol, this course for intermediate and advanced English language learners parallels the regular Modern World History course. Examining global studies from the seventeenth century through the present day, it focuses on the various cultural, political, and technological revolutions of the seventeenth through nineteenth centuries that ushered in the modern age. The goal is to trace the impact of these revolutions on the twentieth century and draw connections to today. Primary sources and current events are utilized to understand our world's past and present. This course requires the researching and writing of a formal term paper, allowing students to pursue topics of individual interest.

## **Fine and Performing Arts**

### **FIA-010          Foundations of Music**

Sixth-grade students expand upon their fundamental knowledge of music and develop their musical skills through rhythmic exploration, composition, aural experiences, and in-class performance opportunities. In looking at how music tells a story and brings people together, students gain a basic foundation of music literacy through group work and ensemble playing.

### **FIA-011          Art in Historical Context**

In this class, students are introduced to a wide variety of media and techniques and learn about artists, styles, and movements throughout the history of art and from around the world. They build connections between art assignments and other areas of the academic curriculum. In particular, work in the art room parallels and engages with work being done in sixth-grade history. Starting with Ancient Greece and Rome and moving through to the Age of Exploration, students create two- and three-dimensional works of art, develop and expand problem-solving skills, develop visual literacy, and begin to understand art within a larger context.

**FIA-012            Creative Dramatics**

Theatrical arts for sixth-grade students explores the craft of acting through improvisational exercises, scene work, and theater games in order to develop effective performance techniques and improve public speaking and presentational skills. The course focuses on character development and creative dramatics, making students more imaginative performers.

**FIA-020            Exploring American Music**

This course helps seventh-grade students develop relationships with the musical world. Complementing the seventh-grade history curriculum, the class explores the struggle for human rights and how music plays a role in American history. Students explore music that speaks for groups of people and music that has brought about and aided change, delve into the history of American music and how it affects current artists, and develop musical skills through rhythmic exploration and composition, aural experiences, and in-class performance opportunities.

**FIA-021            Art Activism through Group Installation**

Students continue to improve their skills by working within the fine plastic arts as well as in craft traditions. As a complement to the seventh-grade history curriculum, this course focuses on the struggle for human rights and challenges to having one's voice heard. Students examine the power that art can have not only to convey a message but also to enact change. The course culminates in a group installation piece that combines individual projects into one whole. Students create works of art in a variety of media and techniques, exercise research and problem-solving skills, work as individuals and in groups, and use art as a medium for expressing a clear and powerful message.

**FIA-022            Explorations in Acting**

Theatrical arts for seventh-grade students continues the exploration of the craft of acting through improvisational exercises, scene work, and theater games in order to develop effective performance techniques and improve public speaking and presentational skills. The course focuses on scene work in groups of two or three students with an emphasis on listening, commitment, and teamwork.

### **FIA-030 Middle School Band**

The Middle School Band is open to instrumentalists who are interested in furthering their proficiency on a given instrument. Band rehearsals focus on developing playing skills specific to each student's instrument and the group as a whole; musical literacy involving notes, rhythms, and musical style; and group dynamics. The band prepares varied literature to be performed at such events as Vespers, the Winter Concert, and the Fine Arts Festival.

### **FIA-031 Drawing Technique and Composition**

This course introduces students to realistic drawing techniques in preparation for upper school classes. Students start with a series of exercises that familiarize them with concepts such as creating the illusion of three-dimensional shapes and naturalistic perspective. They then create a number of drawing projects, including architectural drawing and a finished sketch from a still life. The culmination of this course is a self-portrait, an eighth-grade tradition. In addition, students think about and discuss how art is relevant today and to their own lives.

### **FIA-032 Effective Performance and Public Speaking**

Theatrical arts for eighth-grade students explores the craft of acting through improvisational exercises, scene work, and theater games to develop effective performance techniques and improve public speaking and presentational skills. The course emphasizes effective storytelling and individual work in the form of monologues. It also helps students understand how vocal inflection and body language can affect meaning to make them more effective communicators and public speakers.

### **FIA-033 Middle School Chorale**

Open to all interested students who enjoy group singing, this course emphasizes and applies basic vocal techniques, music skills, and principles of presentation through musical repertory. The chorale prepares varied literature and performs at such events as Vespers, the Winter Concert, and the Fine Arts Festival.

### **FIA-034            Middle School Strings**

This program is open to anyone who plays a string instrument. Ensemble rehearsals focus on developing playing skills specific to each student's instrument and the group as a whole; musical literacy involving notes, rhythms, and musical style; and group dynamics. The string ensemble meets twice a week during conference period and prepares literature to be performed at such events as the Winter Concert and the Fine Arts Festival.

### **FIA-100            Studio Art**

This upper school elective is for students with an interest in exploring visual art in a variety of materials and techniques, both two- and three-dimensional. The course accommodates students of various abilities and experience. Students learn vocabulary and concepts appropriate to different units of study, complete a series of nine materials-based projects, begin to develop a personal artistic vision, and learn the critiquing process.

### **FIA-101            Ceramics and Sculpture**

This full-credit upper school elective in three-dimensional artwork is designed as an introductory-level studio course and has no prerequisite. Students of all abilities and experience are welcome. The majority of projects are completed in clay, although occasional forays into other 3-D forms and materials may be included. Students experience a variety of forming methods, are introduced to the work of well-known artists, and work both independently and collaboratively. Sensitivity to the materials and to aesthetic design and the imaginative use of materials are expected. Instruction is by lecture, critique, and demonstration of procedures and skills.

### **FIA-102            Functional Aesthetics (not offered 2014-2015)**

This full-credit upper school elective studio class explores art forms where aesthetics meets functionality. Students apply the principles of design to create objects that have a functional use. Additionally, they learn about art movements such as Arts and Crafts and Bauhaus. Projects include basketry, painted furniture, and jewelry. This is a project-structured course with lectures, presentations, and critiques.

**FIA-110            Chorale**

This elective course is open to all interested students in grades nine through twelve who enjoy group singing. Chorale rehearsals focus on developing vocal technique, musical literacy, and styles and principles of presentation. The chorale prepares varied literature and performs at such events as Vespers, the Winter Concert, and the Spring Concert.

**FIA-120            Band**

This elective course is open to all interested students in grades nine through twelve who enjoy playing musical instruments. Rehearsals focus on developing and improving personal skills while learning to play with a group. The course culminates in several performances throughout the year.

**FIA-130            Music Theory**

This elective is open to students who have an interest in learning to read, write, and analyze the fundamentals of music. It begins by looking at rhythm and basic notations and covers scales, intervals, transposition, and harmony both visually and aurally. The course culminates with students writing their own songs.

**FIA-200            Honors Advanced Studio Art**

This upper school elective accommodates students who have spent significant time in the studio either here or at previous schools. It includes the preparation of a portfolio, which may be sent to colleges. Work is highly individualized to meet the needs of the student, and in some cases, projects may fulfill the admission requirements of a specific school. Most often, assignments "complete" the individual's portfolio in a more general way. A faculty member assists students in photographing and presenting their work.

**FIA-201            Honors Advanced Ceramics and Sculpture**

This upper school elective is taught in tandem with the introductory-level course. Continuing to develop and refine their skills, students have many opportunities for individual investigation of both form and materials. They develop a series of

at least three related pieces, culminating in an opportunity to display their works in the Schumo Gallery.

**FIA-202                    Honors Advanced Functional Aesthetics (not offered  
2014-2015)**

Designed for students who have taken FIA-102: Functional Aesthetics, this upper school elective continues to explore aesthetics and functionality. The project-based course comprises lectures, presentations, and critiques. After reviewing concepts and techniques, students go on to design their own projects—which can include lighting, furniture, jewelry, clothing, glass work, and leather work—and develop a personal artistic style.

**FIA-300                    Digital Photography and Design**

This upper school elective introduces the fundamental, technical, and aesthetic issues of photographic images as well as the use of those images in design applications. Students learn how to use digital cameras; explore the many types of digital images and their uses; create and manipulate digital images on Macintosh computers, working primarily in Adobe Photoshop®; and learn the elements and principles of design. Assignments demonstrate mastery of technical skills and individual creative expression. Through teacher presentations and discussion, students gain familiarity with the history of photography, as well as critical debates surrounding photography in general. This is a project-structured course, with lectures, demonstrations, project assignments, quizzes, and critiques.

**FIA-350                    Introduction to Acting**

This elective term course uses open scenes, theater games, and exercises to introduce the beginning actor to basic techniques and the vocabulary of acting. The emphasis is on physical movement and the use of voice in the development of characterization. The course focuses on the development of character relationships through the principles of objective, circumstance, habit, activity, age, and emotion. Introduction to Acting frees students from self-consciousness, fear, and pretense, enhancing their powers of concentration and imagination.

**FIA-351            Scene Study**

This elective term course, for students who have taken FIA-350: Introduction to Acting or have teacher approval, builds on the skills learned in the introductory class. It continues to develop the actor's tools of voice and physicality to create character through scene study. Students learn the fundamentals of text analysis and how to apply various modern acting techniques, read and dissect excerpts by major acting theorists (Adler, Hagen, Spolin, Stanislavski, Strasberg, etc.), and explore the crafting of a character, rehearsal techniques, and scene study utilizing contemporary plays. This course is very hands-on and requires regular meetings with scene partners outside of class time.

**FIA-352            Improvisation**

This elective term course introduces students to the building blocks of improvisation and the techniques of successful improvised scene work: commitment, energy, physical characterization, building conflict, etc. Both long- and short-form comedy improvisation and non-comedic improvisation are studied. Students develop their skills through rehearsal and performance games and connect these techniques back to text-based acting.

**FIA-400            Honors Advanced Digital Photography and Design**

This is an upper school elective for students who have taken the introductory level or have teacher approval and wish to advance their photography and design skills. Students learn about the theory and history of photography and design through lecture, discussion, debate, and reading. This project-based course meets the individual interests of students and culminates in the creation of a professionally printed "coffee-table book" of their work.

**FIA-490/491        Advanced Placement Studio Art**

This course in two-dimensional design or drawing is an elective for advanced art students who have completed at least two years of art classes and/or present a portfolio for review to be admitted. Students attend class daily but spend additional time in the studio to complete the assigned projects, refining and improving their skills over the year. They begin to develop a personal vision and style that is evidenced in their work, consider this work in the context of a larger

art community, and examine and discuss the art of both contemporary and historical artists. To prepare for their Advanced Placement assessment, students are informed of the process used by Advanced Placement readers, practice this method in their own critiques, and view examples of student artwork from previous portfolios received by the College Board. After submitting their work to the College Board, students exhibit their artwork in the school gallery.

### **FIA-492                      Advanced Placement Music Theory**

This upper school course explores musicianship, theory, musical materials, and procedures. Students learn to integrate harmony, melody, texture, rhythm, and form; develop skills such as diction, sight-singing, and keyboard harmony; and learn musical analysis, elementary composition, and introductory music history and style. To prepare for the spring Advanced Placement assessment, which tests understanding of musical structure and compositional procedures, students hear about the process used by Advanced Placement graders and practice the appropriate methods.

## **History**

### **HIS-010                      Global History**

In this course, students develop an understanding of the geography, history, and cultural foundations of our world. It begins with a European focus, examining Ancient Greece and Rome, the Middle Ages, and the Renaissance and Reformation; broadens its world view with the Age of Exploration, a time of increased globalization and cultural diffusion; and concludes with the nineteenth-century world of revolutions. These periods are connected to the contemporary world through student-centered discussion, current events and news articles, and an examination of primary source documents. Field trips may include the University of Pennsylvania Museum of Archaeology and Anthropology and Medieval Times. In addition, this class emphasizes map skills, study habits, note taking, public speaking, and information literacy through daily work and projects.

## **HIS-020            Foundations of U.S. History**

This course focuses on American history from the seventeenth century to the late nineteenth century. It first examines emerging colonies in North America, the Declaration of Independence, and the Revolutionary War. Second, the founding and expansion of the American nation is explored through the creation of the U.S. Constitution, the actions of the earliest presidents, and the concept of Manifest Destiny. Finally, the Civil War and Reconstruction are evaluated for their impact on various cultural and ethnic groups, including African Americans and women. These periods are connected to the contemporary world through student-centered discussion, current events and news articles, and an examination of primary source documents. In addition, this class emphasizes map skills, study habits, note taking, public speaking, and information literacy through daily work and projects.

## **HIS-030            American Government and Global Issues**

This course focuses on twentieth-century history and the United States' central role in international politics. Beginning with discussions about the United States today, students explore current events as a means to connect to historical events. As the year progresses, the course explores the United States one era at a time, noting important cultural, political, and social changes. Particular attention is paid to the United Nations and the United States' crucial role as a permanent member of the Security Council. As a final project, students are challenged to participate in a Model United Nations Security Council simulation using geography and history as a tool to view, analyze, and understand global issues and world politics. Possible global issues facing the United Nations include urbanization, population, poverty, land use, and economic development. This class emphasizes map skills, study habits, note taking, public speaking, and information literacy through daily work and projects.

## **HIS-100            Foundations of the Modern World**

An introduction to the variety of skills students need to be critical readers and analytical writers of history, this course emphasizes the interactions of people throughout the world, from the earliest civilizations to the seventeenth century. Students examine all aspects of world cultures using art, music, literature, and other primary sources to make intercultural connections between the worlds of

today and yesterday. This course requires the researching and writing of a formal term paper, allowing students to pursue topics of individual interest.

### **HIS-200                    Modern World History**

Examining global studies from the seventeenth century through the present day, this course focuses on the various cultural, political, and technological revolutions of the seventeenth through nineteenth centuries that ushered in the modern age. The goal is to trace the impact of these revolutions on the twentieth century and draw connections to today. Primary sources and current events are utilized to understand our world's past and present. This course requires the researching and writing of a formal term paper, allowing students to pursue topics of individual interest.

Qualified 200-level students have the option to take either HIS-200: Modern World History or HIS-490: Advanced Placement World History, but not in succession.

### **HIS-300                    United States History**

This course is a yearlong survey of American history, from the meeting of African, European, and Native American cultures to the twentieth century and the modern era. Areas of focus include important themes and major events, cultural and societal transformations, and individuals who helped to shape the development of the United States. This course requires the researching and writing of a formal term paper, allowing students to pursue topics of individual interest.

Qualified 300-level students have the option to take either HIS-300: United States History or HIS-491: Advanced Placement United States History, but not in succession.

### **HIS-351                    Economics (Term 1)**

This term elective provides students with a firm understanding of economics from the viewpoint of business owners and individual consumers, mainly focusing on the law of supply and demand, prices, starting and running a business, and government involvement in the U.S. market system. The class also

looks at financial markets as well as both micro- and macroeconomics. In addition, competing economic theories are illustrated by examining current events and market trends. A culminating research project enables students to explore additional topics of their choosing, including how to improve a country's financial situation through subsidies, tax reform, monetary or fiscal policy, and investment.

### **HIS-352                      Comparative Politics: Model United Nations (Term 2)**

This student-driven term elective increases student knowledge about international issues, policymaking, and the activities of the United Nations. By choosing to participate in this challenging but rewarding class, students gain valuable skills in public speaking, research and writing, negotiation and powers of persuasion, leadership, organization, and interpersonal communication. Students hone these skills through course assignments and classroom simulations and, most importantly, by playing the role of delegates at Model United Nations (MUN) conferences.

Students are responsible for attending classes, completing assignments in preparation for MUN conferences, and participating in conferences. As a result, the time commitment for this course is great and includes weekend as well as weekday competitions. A willingness to speak in public is a prerequisite. The instructor fulfills the roles of both course instructor and faculty club advisor. Interested students must have the approval of the instructor, and class size is limited. An activity fee, not exceeding \$600, is charged to cover the cost of travel, hotel, and conference registration.

### **HIS-354                      Comparative Religions: Three Faiths, One God (Term 2)**

Judaism, Christianity, and Islam all claim Abraham, the Biblical patriarch, as their "father in faith." If Jews, Christians, and Muslims all are "children of Abraham," why do they follow three different religious traditions? This term elective examines this question through historical and cultural analysis of the three "religions of the book." Exploring the similarities and differences between the three Abrahamic traditions, the course has a comparative focus on common history and heritage. Discussions of the importance of the law, ritual, and family in all three religions serve as a foundation for building mutual respect, understanding, and tolerance.

**HIS-355**                      **World Religions** (Term 3)

This term elective takes a global studies approach to the development and practice of various expressions of religious and spiritual life, exploring the similarities and differences that exist between different religious groups throughout the world. Particular attention is paid to religious traditions originating in India: Hinduism, Jainism, Buddhism, and Sikhism. Comparative discussions serve as a foundation for building mutual respect, understanding, and tolerance, as well as a better understanding of the diversity of religious expression throughout the world.

**HIS-356**                      **Ethics** (Term 1)

This term elective focuses on the problems of moral philosophy, also known as ethics. It begins by examining problems that arise when people try to make moral judgments. Cultural relativism, subjectivism, and the role of religion in morality serve as a foundation for examining a wide variety of controversial moral issues such as abortion, the death penalty, euthanasia, human cloning, war and torture, drug policies, and animal rights. This course does not seek to form judgments about specific moral issues, but looks to improve students' critical thinking and analysis of considerations that may count as reasons for, as well as possible objections to, moral judgments.

This course increases a student's understanding of ethics, introduces major ethical theories, and improves skills in ethical thinking and decision-making. It requires a level of personal maturity including but not limited to personal honesty and respect for others and their opinions.

**HIS-360**                      **Philosophy** (Term 3)

This term course is designed as a topics-based introduction to philosophy. Instead of focusing on historical figures and their views, the class addresses various philosophical topics and compares what historical and contemporary writers have said about them. This course primarily examines problems in metaphysics and epistemology, including but not limited to the nature of mind and body, the existence of the external world, the scope and limits of knowledge, the existence of God, and the apparent conflict between freedom and determinism. Students develop critical thinking and reasoning capacities as they

explore some of the great questions that have plagued humans since the beginning.

**HIS-364                    Modern War (Term 1)**

There have been arguably more films made about war than any other subject. This term course studies the intertwined relationship between film and modern war from the Boer War through the Gulf Wars. Students examine the evolution of modern war and the historical, social, and cultural roles played by specific feature, propaganda, and documentary films. These films provide commentary on the wars they portray and reflect the eras in which they were produced. Readings provide historical context for film screenings, and some come from film and literary anthologies, including pieces by Mark Carnes, Lawrence Suid, Jeanine Basinger, John E. O'Connor, and Jeremy Arnold. The documentary films screened may include episodes from the series *The Great War and the Shaping of the Twentieth Century*, *The World at War*, *Vietnam: A Television History*, *American Experience*, and *Frontline*.

**HIS-368                    Humanity: A Moral History of the Twentieth Century  
(Term 2)**

Less a history course than a philosophical and psychological study of human identity and the human condition, this term course is inspired and guided by the work of ethics philosopher Jonathan Glover, whose book, *Humanity: A Moral History of the Twentieth History* forms the core text of this class. Students explore twentieth-century horrors, trying to understand why so many atrocities occurred, and despite its bleak subject matter, the book offers a framework for the future, however tentative. Topics include the undermining of moral absolutes associated with Friedrich Nietzsche; the “trap” of the Great War; atrocities in China during World War II; genocides in the Nazi era, Cambodia, and Rwanda; the practice of total war in World War II, including use of the Bomb; the extensive Soviet Gulag system; and the massacre of civilians at My Lai and Huế in the Vietnam War and in cities of the former Yugoslavia. Finally, the class uses Glover's framework to consider the meaning of 9/11 and the subsequent War on Terror.

### **HIS-369                      Genocide and Public Memory (Term 2)**

While the twentieth century was filled with great progress and achievements, it was also rife with suffering and exploitation, much of which is often overlooked. These events are vital to understanding the history of the last half-century and demonstrate the relevance of historical events to today's world. This course examines genocides of the twentieth century to develop students' communication and critical thinking skills. Most class periods involve a careful consideration of daily assigned readings through group discussions, debates, film clips, and presentations. At the end of the course, students research a genocide not covered in class and create a memorial in a form of their choosing, producing an annotated bibliography of their research. Primary sources may include *An Ordinary Man*, *First They Killed My Father*, and selected accounts from *Centuries of Genocide*. Secondary sources may include Brown University's Choices Program—*Confronting Genocide: Never Again?*; articles from *Time*, *National Geographic*, and *The Economist*; excerpts from *A Problem from Hell* and *Genocide: A Comprehensive Introduction*; and selected readings on public memory and memorialization.

### **HIS-370                      Colonization and Independence in Africa (Term 3)**

In the late nineteenth century, Europe's great powers claimed the vast African continent for themselves. In the guise of a humanitarian mission, European leaders and businesses exploited African natural resources and people to fuel European economic growth. Africans did not submit to outside control willingly, and African resistance continued throughout the colonial period, culminating in the independence movements of the mid-twentieth century. Experiences of colonialism were diverse, as Africa comprises more than 50 countries and thousands of ethnic groups and societies. Nevertheless, there are common themes within its colonial history and legacies. This course explores these themes both generally and specifically through four case studies: Ghana, Algeria, Kenya, and the Democratic Republic of the Congo. Readings and activities help students consider the perspectives of Africans and the ways in which they responded to European colonialism. Brown University's Choices Program is a key resource.

### **HIS-371                      A History of Economic Thought (Term 2)**

This course provides a survey of economic theories from Aristotle to Keynes. Topics include the ancient Greeks and Aquinas, mercantilism, Adam Smith and

his precursors, David Ricardo, Malthus, Thomas Carlyle, classical economics, pre-Marxian socialists, John Stuart Mill, Marx, Jevons, Austrian economics, Marshall, the Stockholm School, Keynes, and neoliberalism. The course focuses on determining how specific theories are reflected in recent economic policy and how specific economic philosophers would react to current economic challenges. Resources may include *The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers* and excerpts from *The Development of American Economic Life*.

### **HIS-372                      Russia in the Twentieth Century (Term 3)**

For Russia, the twentieth century was violent and turbulent, characteristics that may continue. This course explores the history and culture of what is still the largest country in the world, profoundly affected by its geography and climate. Among the questions addressed are: How did the Romanov dynasty end in civil war in less than a decade? How did Tsarist Russia shape communism in the Soviet era? How has the relationship between the ruling elites and peasant populace changed? How has the growth of a Russian culture impacted social values and national identity? What is the final result of the Russian Revolution? And what does the future hold for Russia and the world? In addition to Soviet history, students learn about Russian arts, including examples of literature, music, and cinema, as well as its culture and traditions, from ideas about community and family to customs and food.

### **HIS-400                      Art History**

This upper school elective is for students with an interest in history and art. The teacher uses visual aids and multimedia presentations to present significant works of art and architecture from the prehistoric age through the current era. Emphasis is given to introducing students to the vocabulary and language used to discuss works of art, and writing assignments are geared towards this end. The course utilizes traditional pedagogical teaching methods with emphasis on class discussion. Regular quizzes and tests are given, and a research paper (or project) is completed in the spring term. All course materials are available online through the school website.

Qualified students have the option to take either HIS-400 or HIS-495: Advanced Placement Art History, but not in succession.

## **HIS-490                      Advanced Placement World History**

This course is open to qualified students by recommendation of the History Department and prepares them to take the Advanced Placement World History exam in May.

Emphasizing global history rather than any one state or region, this course focuses on change and continuity within societies as well as comparisons between them. It surveys global economic, social, and political trends from the earliest civilizations to the present and requires students to research and write a formal term paper, allowing them to pursue topics of individual interest.

Qualified 200-level students have the option to take either HIS-200: Modern World History or HIS-490: Advanced Placement World History, but not in succession.

## **HIS-491                      Advanced Placement United States History**

This course is open to qualified students by recommendation of the History Department and prepares them to take the Advanced Placement U.S. History exam.

This rigorous survey course covers the period from European exploration and colonization through the 1980s. It is expected that students will learn most of the factual knowledge through their own reading, review, and completion of assignments. A significant amount of class time is spent in discussion and doing exercises to gain a better understanding of analytical and interpretive issues in American history. In other words, students learn the “what happened” on their own so the class can focus on how and why history followed the path it did. Students should expect to do a minimum of 45 minutes of homework and/or class preparation per night.

Qualified 300-level students have the option to take either HIS-300: United States History or HIS-491: Advanced Placement United States History, but not in succession.

**HIS-492****Advanced Placement Economics**

This course is open to qualified students by recommendation of the History Department and prepares them to take both the Advanced Placement Microeconomics and Macroeconomics exams.

The course's microeconomics component gives students a thorough understanding of the economic principles that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

The macroeconomics component introduces students to fundamental economic concepts such as scarcity and opportunity costs. Students understand the distinction between absolute and comparative advantage and apply the principle of comparative advantage to determine the basis on which mutually advantageous trade can take place between individuals and/or countries and to identify comparative advantage from differences in opportunity costs. Other basic concepts include the functions performed by an economic system and the way the tools of supply and demand are used to analyze the workings of a free-market economy. The course also introduces the concept of the business cycle to give students an overview of economic fluctuations and to highlight the dynamics of unemployment, inflation, and economic growth.

**HIS-493****Advanced Placement United States Government and Politics**

This course is open to qualified students by recommendation of the History Department and prepares them to take the Advanced Placement U.S. Government and Politics exam.

This demanding college-level course teaches students to understand and critically analyze important concepts in U.S. politics through the in-depth study of American government, its foundations, and contemporary discourse. Daily reading assignments, regular persuasive writing assignments, and periodic objective assessments using Advanced Placement multiple-choice questions are required. Success in this course demands more than reading nightly assignments. It requires that students immerse themselves in national politics. As a result, students are expected to read, listen to, and watch the news on a daily basis and

to be prepared to discuss political events at the start of every class. After taking the Advanced Placement exam in May, the class goes on a field trip to New York City to see *The Daily Show with Jon Stewart* and works on a collaborative, multimedia research project pursuing a topic of individual interest.

### **HIS-494                      Advanced Placement European History**

This course is open to qualified students by recommendation of the History Department and prepares them to take the Advanced Placement European History exam.

This course examines the themes of European history (intellectual-cultural, political-diplomatic, and social-economic) and teaches students how to apply these themes as they examine the effects of the past on the present and the future. Students learn about various aspects of European culture from the High Renaissance to the present day, including geography, art, music, and literature, in order to make intercultural connections between the people of yesterday and today.

### **HIS-495                      Advanced Placement Art History**

This course is open to qualified students by recommendation of the History Department and prepares them to take the Advanced Placement Art History exam.

This course is for students with an interest in history and art and is taught in tandem with Art History (HIS-400) with differentiated assessments. The teacher uses visual aids and multimedia presentations to present significant works of art and architecture from the prehistoric age through the current era. Emphasis is given to introducing students to the vocabulary and language used to discuss works of art, and writing assignments are geared towards this end. The course utilizes traditional pedagogical teaching methods with emphasis on class discussion. Regular quizzes and tests are given, and a research paper (or project) is completed in the spring term. All course materials are available online through the school website. Students following the AP track are expected to do additional homework and exam preparation throughout the year.

Qualified 300-level students have the option to take either HIS-400: Art History or HIS-495: Advanced Placement Art History, but not in succession.

# Mathematics

## **MAT-010          Math Connections**

Providing a comprehensive overview of general mathematics, this course begins with a complete review of addition, subtraction, multiplication, division of fractions, mixed numbers, and decimals. Variables and exponents and their use in formulas and in solving equations are subsequently introduced. Integers, absolute value, prime factorization, multiples, greater common factor, ratios and related word problems, percent, and simple and compound interest are also covered. Geometry is introduced as it applies to one-, two-, and three-dimensional figures, angles, and circles. A small amount of graphing is also included.

## **MAT-020          Pre-Algebra**

This course focuses primarily on developing a strong foundation for future algebraic concepts. Students learn to use variables, rational numbers, and functions to represent patterns and relationships. In addition, they continue to write and solve equations as well as graphing these functional relationships. Students practice real-world application of these skills through problem solving and laboratory exercises using current data. Basic concepts of probability, statistics, and geometry are integrated into the course.

## **MAT-100          Algebra 1**

In this course, students learn fundamental algebraic skills, relationships, and applications. They use variables and functions to represent patterns and relationships; gain experience with quadratics, probability, statistics, and trigonometry; focus on setting up and solving equations; and work with polynomials and graphing concepts. The course ends with an introduction to solving general quadratic equations.

## **MAT-200            Geometry**

This course not only focuses on deductive reasoning and proofs, but also emphasizes skills in visualization, pictorial representation, and the application of geometric ideas to the world around us, as well as some trigonometry. Topics include segments, angles, deductive reasoning, parallel and perpendicular lines, coordinate geometry, congruent and similar triangles, quadrilaterals, right triangle trigonometry, circles, and area and volume. Learning is enhanced through the use of Geometer's Sketchpad. Students develop mathematical reasoning and organizational skills needed for future mathematics courses.

## **MAT-201            Honors Geometry**

Qualified students with strong ability in math may enter an honors section of geometry with the recommendation of the Math Department.

This class covers the material noted for the standard geometry class but at a faster pace and more advanced level. The course not only focuses on deductive reasoning and proofs, but also emphasizes skills in visualization, pictorial representation, and the application of geometric ideas to the world around us, as well as some trigonometry. Topics include segments, angles, deductive reasoning, parallel and perpendicular lines, coordinate geometry, congruent and similar triangles, quadrilaterals, right triangle trigonometry, circles, and area and volume. Learning is enhanced through the use of Geometer's Sketchpad. Students develop mathematical reasoning and organizational skills needed for future mathematics courses.

## **MAT-300            Algebra 2**

This course begins with a review of Algebra 1 fundamentals, incorporating the use of helpful websites, calculator lessons, and standardized test practice questions. It also includes the solving of linear equations, inequalities, systems of equations, polynomials, quadratic equations, and conics. Algebra 2 prepares students for MAT-400: Pre-Calculus, and MAT 320 Math Analysis.

**MAT-301                      Honors Algebra 2/Trigonometry**

This course is open to qualified students based on a recommendation by the Math Department.

This course begins with a review of Algebra 1 fundamentals, incorporating the use of helpful websites, calculator lessons, and standardized test practice questions. It also includes the solving of linear equations, inequalities, systems of equations, polynomials, quadratic equations, and conics. Students end the year by completing the study of trigonometry and then proceeding to polynomial functions, rational polynomial expressions, logarithmic functions, series and sequences, and probability and statistics. This course prepares students for Pre-Calculus and for other future high school math study.

**MAT-320                      Math Analysis (Full year)**

This yearlong course builds on the mathematics covered in Algebra 2 and prepares students to be successful in Pre-Calculus. It treats all major topics in trigonometry, including right triangle trigonometry, trigonometric functions and inverses, and identities and proofs. Other topics include sequences and series, probability, and exponential and logarithmic relationships. A TI-84 Plus graphing calculator is required. This course is composed of MAT-321: Trigonometry, MAT-322: Integrated Math, and MAT-323: Probability and Statistics, which can also be taken individually.

**MAT-321                      Trigonometry (Term 1)**

This term course covers trigonometry using techniques that students learned from the study of algebra and geometry. Topics covered include standard properties of trigonometric functions, inverse trigonometric functions, the unit circle with degrees and radians, law of sines and cosines, and double- and half-angle formulas and identities. A TI-84 Plus graphing calculator is required.

**MAT-322                      Integrated Math (Term 2)**

This term course covers advanced algebraic topics and applies them to the real world. Students learn about sequences and series, exponential and logarithmic

relationships, and a more in-depth study of conic sections. A TI-84 Plus graphing calculator is required.

**MAT-323**                    **Probability and Statistics** (Term 3)

This term course introduces statistical thinking, focusing on statistical ideas and reasoning and relevance to such fields as medicine, education, environmental science, business, and sports. Activities, applications, and number theory give students opportunities to investigate and discuss ideas and methods used in statistics. A TI-84 Plus graphing calculator is required.

**MAT-324**                    **Analysis and Applications of Functions** (Term 3)

This term course serves as an introduction to and rediscovery of topics from Algebra 2 and Math Analysis, with a focus on the analysis and application of algebraic, linear, and non-linear functions. Emphasis is placed on linear, quadratic, radical, absolute value, exponential, logarithmic, and trigonometric functions. Graphical analysis (with a look at limits), behaviors of functions, and applied modeling include rates of change, linear programming, regression lines, optimization, logarithmic or exponential modeling, trajectory, and trigonometric functions. Students examine the application of functions in finance, statistics, and science as well as how similar functions compare in terms of shifting, expanding, and contracting on a graph.

**MAT-400**                    **Pre-Calculus**

This course is open to students who have successfully completed MAT-300: Algebra 2, MAT-301: Honors Algebra 2/Trigonometry, or MAT-320: Math Analysis, and have the recommendation of the Math Department.

The goal of this course is to prepare students for MAT-402: Calculus while developing analytical thinking skills. The course covers functions, domain, range, graphing, and problem solving of trigonometric, logarithmic, exponential, polynomial, and rational functions. The concept of a limit is introduced for sequences and then for more general functions.

## **MAT-401                      Honors Pre-Calculus**

This course is open to students who have successfully completed MAT-301: Honors Algebra 2/Trigonometry and have the recommendation of the Math Department.

The goal of this course is to prepare students for MAT-402: Calculus or MAT-492: AP Calculus AB while developing analytical thinking skills. The course covers functions, domain, range, graphing, and problem solving of trigonometric, logarithmic, exponential, polynomial, and rational functions. The concept of a limit is introduced for sequences and then for more general functions. This course moves at a faster pace and covers additional topics in greater depth than MAT-400: Pre-Calculus.

## **MAT-402                      Calculus**

This course is open to students who have successfully completed MAT-400: Pre-Calculus or MAT-401: Honors Pre-Calculus and desire exposure to calculus on a non-Advanced Placement level. It focuses on the study of change using fundamental calculus concepts. The class begins with a short review of pre-calculus topics and then proceeds to the concept of limits before exploring differential and integral calculus of a single variable.

## **MAT-491                      Advanced Placement Statistics**

This course is open to qualified students who have completed MAT-301: Honors Algebra 2/Trigonometry, MAT-400: Pre-Calculus, or MAT-401: Honors Pre-Calculus with an average of B+ or higher and have the recommendation of the Math Department. It prepares students to take the Advanced Placement Statistics exam.

This course introduces students to ideas and methods for collecting, analyzing, and drawing conclusions from data. Four major concepts are covered: exploring data, sampling and experimentation, anticipating patterns, and inference. The use of the TI-84 Plus graphing calculator and Fathom software enables students to perform involved computations, gather samples, and create graphs with ease.

## **MAT-492                      Advanced Placement Calculus AB**

This course is open to qualified students by recommendation of the Math Department and prepares them to take the AP Calculus AB exam.

The class helps students prepare for the AP exam by giving them a strong conceptual understanding of calculus. A college-level course, it moves at a very fast pace and requires thorough preparation in pre-calculus and strong mathematical skills. A TI-84 Plus calculator is needed.

## **MAT-493                      Advanced Placement Calculus BC**

This course is open to students who have completed MAT-492: Advanced Placement Calculus AB with an average of B+ or higher and have the recommendation of the Math Department. Scores on the Advanced Placement Calculus AB exam may be taken into consideration. This course prepares students to take the AP Calculus BC exam.

Leading to a deeper understanding of fundamental concepts of differential and integral calculus of a single variable, this course begins with a review of Calculus AB topics before tackling applications of integration, infinite series, differential equations, and polar and parametric equations. Students gain experience with applications and methods through weekly quizzes and practice with Advanced Placement exams. The use of the TI-84 Plus or TI-89 calculator is required.

# **Physical Education**

## **PED-010                      Physical Education 6**

Throughout the year, students participate in different units, which focus on sports and activities that introduce students to, and allow them to practice, the skills needed to improve their physical education. Through units such as a standard physical fitness test, basketball, floor hockey, soccer, and volleyball, students work on motor skills and movement patterns needed to perform a variety of physical activities; endeavor to understand movement concepts,

principles, strategies, and tactics as they apply to the learning and performance of physical activities; and participate regularly in physical activity, helping them achieve and maintain a health-enhancing level of physical fitness.

Students also learn and practice responsible personal and social behavior that respects self and others in physical activity settings. The goal of the course is to teach students the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

### **PED-020                      Physical Education 7**

Throughout the year, students participate in different units, which focus on sports and activities that introduce students to, and allow them to practice, the skills needed to improve their physical education. Through units such as a standard physical fitness test, basketball, floor hockey, soccer, and volleyball, students work on motor skills and movement patterns needed to perform a variety of physical activities; endeavor to understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; and participate regularly in physical activity, helping them achieve and maintain a health-enhancing level of physical fitness.

Students also learn and practice responsible personal and social behavior that respects self and others in physical activity settings. The goal of the course is to teach students the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

### **PED-030                      Physical Education 8**

Throughout the year, students participate in different units, which focus on sports and activities that introduce students to, and allow them to practice, the skills needed to improve their physical education. Through units such as a standard physical fitness test, basketball, floor hockey, soccer, and volleyball, students work on motor skills and movement patterns needed to perform a variety of physical activities; endeavor to understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; and participate regularly in physical activity, helping them achieve and maintain a health-enhancing level of physical fitness.

Students also learn and practice responsible personal and social behavior that respects self and others in physical activity settings. The goal of the course is to teach students the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

**PED-031                      Middle School Health**

This course is designed to help students understand the basic mental, emotional, and physical functions that help them deal effectively with the environment. Special emphasis is placed on student-to-student and adult-to-student interactions. Students explore growth and developmental changes that occur between childhood and adolescence and identity factors that can influence these changes, analyze nutritional concepts that impact health, study factors that influence child and adolescent drug use (peer influence, body image, stress, social acceptance, consequences, rules, regulations, and laws), apply the steps of decision-making processes to health and safety issues, and examine strategies to avoid or manage conflicts and violence.

## **Science**

**SCI-010                      Integrated Science**

This course seeks to increase students' curiosity and knowledge of their world by investigating topics in areas of earth, physical, and life sciences. The topics covered include, but are not limited to, fossils, seismic events, machines, forces and motion, bacteria, protists, and plants. Students interact with the course content through guided discussion, hands-on activities, and inquiry-based projects. The classroom experience is often enhanced by targeted activities at the Franklin Institute and the Da Vinci Science Center.

**SCI-020                      Life Science**

This course is designed to develop critical and scientific thought processes while teaching the function and organization of living things. Students learn to think analytically and express their thoughts and observations in concise terms. Course

work begins at the cellular level and develops to include functions of both plant and animal life. The final term includes a study of the human body and its functions and a look into immunity and disease. Laboratory skills and protocols are developed throughout the course through direct instruction as well as a variety of hands-on experiences.

### **SCI-030            Introduction to Scientific Principles**

The theme of this lab-centered, hands-on course is the study of physical and earth sciences. The physical science aspect includes volume and mass, mass changes in closed systems, properties of substances and objects, solubility, the separation of mixtures, compounds and elements, radioactivity, the atomic model of matter, sizes and masses of molecules and atoms, electric charge, atoms and electric charge, and cells and charge carriers. Throughout the course, readings lay the groundwork for new concepts and for labs. Experiments are designed to reinforce ideas immediately after the ideas are encountered in the text and laboratory, and new terms are introduced as the need for them is established. In the course of everyday assignments, students are exposed to technology, including computers, word processing, data collection devices, data storage, and spreadsheets.

### **SCI-100            Biology**

This course explores the major areas of biological science and is designed to allow all students to participate regardless of previous knowledge. Incorporating experiments and current events, the hands-on, lab-friendly curriculum provides students with a thorough background in biology; enables them to practice applying this knowledge through critical analysis, design, and interpretation of scientific experiments; brings real-world applications to the classroom; and prepares students for future studies. Weekend field trips to local museums, aquariums, and zoological displays are available for students who want a more in-depth approach. Textbook readings, labs, and exams supplement in-class lectures.

### **SCI-200            Chemistry**

This course presents a basic introduction to the major principles of chemistry. Students complete class work, homework, and lab work to build knowledge,

conceptual understanding, and problem-solving skills. The course is designed to impart the skills and knowledge necessary for further study in either Advanced Placement or college-level chemistry. Students enrolled in the course are expected to have achieved competency in mathematics through the Algebra 1 level.

### **SCI-300            Physics**

This course is open to students who have successfully completed Algebra 2 or above.

This physics course takes a step-by-step approach to problem solving, providing mathematical models and real-world examples to prepare students to understand the world around them. Classes include hands-on labs that require student involvement in creating procedures and determining how to analyze data to find a desired result. The following topics are covered: kinematics, projectile motion, forces, momentum, circular motion, energy, waves, light and sound, mirrors, and lenses.

### **SCI-320            Engineering and Applied Sciences (Full year)**

This course is open to students who have completed or are concurrently enrolled in Chemistry and Physics.

This yearlong course introduces students to engineering disciplines, concentrating on analytical problem solving and the creation of functional products. (Engineering and applied sciences are strongly connected to industry and real-world applications.) Each term focuses on a different, popular discipline. For example, in spring students look at the application of concepts related to biological and mechanical engineering in the medical field. This course is composed of SCI-321: Mechanical and Civil Engineering, SCI-322: Chemical Engineering and Materials Science and Engineering, and SCI-323: Biomechanics, which can also be taken individually.

### **SCI-321            Mechanical and Civil Engineering (Term 1)**

This term course introduces students to "thinking like an engineer" by having them explore problem-based learning and the application of real-world problems

with an engineer's perspective. The main focus is on mechanical engineering, the most widespread form of engineering, which is used to create and optimize manufactured objects. The closely related field of civil engineering, concerned with the form and function of structures such as bridges, buildings, dams, and roads, is also explored. The culmination is a final project related to one or both fields.

**SCI-322                    Chemical Engineering and Materials Science and Engineering (Term 2)**

This course explores chemical engineering and the processes chemical engineers use to efficiently use the oil, natural gas, and other resources of our planet. It also addresses the work of materials scientists, who work with new products created to improve our daily life, such as plastics and polymers, and test them for strength and durability. Like engineers, students in this course work to understand systems and optimize their efficiency.

**SCI-323:                    Biomechanics (Term 3)**

The fusion of engineering technologies and the human body through prosthetics, biomechanics is the study of the structure and function of the body by means of mechanics. (Prosthetic limbs work to replace missing body parts, enabling patients to function as they would prior to a trauma or disease.) This course combines concepts from SCI-321: Mechanical and Civil Engineering and SCI-322: Chemical Engineering and Materials Science and Engineering with concepts from biology, especially human anatomy. Students spend the first part of the term studying the form and function of a specific prosthetic and the second part designing and building their own prosthetic.

**SCI-330:                    Anatomy and Physiology, Biomechanical Specialization (Full year)**

Providing an understanding of the human body as a true machine with integrated tissues and systems, this yearlong course focuses on different areas in each term. Topics include bony landmarks, fine motor skills development and function, enhanced and modified movement, and the healing process. The course is ideal for students interested in exploring the structure, systems, and repair of the human body, specifically those interested in preparing for medical studies.

This course is composed of SCI-331: Body Systems and Function, SCI-332: Body Structure and Movement, and SCI-333: Physiotherapy, which can also be taken individually. Students wishing to specialize in biomechanics should substitute SCI-323: Biomechanics during the spring term. This course is open to students who have successfully completed Biology.

**SCI-331                    Body Systems and Function (Term 1)**

In the fall, students learn about the human body at the gross functioning level, first by looking at body systems separately and then as a cohesive whole. Disease and its warning signs are covered, as is the role of prevention in enhancing quality of life.

**SCI-332                    Body Structure and Movement (Term 2)**

Designed for students interested in the mechanics of the human body, this class covers bones, muscles, and actions through an examination of the skeletal, muscular, and nervous systems. By evaluating and discussing the synergistic actions needed to complete a motion, students get a look at kinesiology.

**SCI-333                    Physiotherapy (Term 3)**

Physical therapy, sports medicine, and kinesiology are the focus in this course, for students interested in rehabilitation or exercise science. Students learn how to evaluate, treat, and rehabilitate an injury. In addition, they are exposed to tools and techniques used in the physical and mental/emotional healing process.

**SCI-340                    Ecology (Full year)**

Covering the science of living systems, this yearlong course addresses the effects of human populations on our world, from changes in migration patterns to the growth of invasive species to the loss of valuable biodiversity. Students first learn to use Geographic Information Systems (GIS) to manage global positioning information and put data into context with natural and man-made systems. They then use GIS to understand the importance of aquatic, marine, and terrestrial ecosystems as well as how local impacts result in global consequences.

This course is composed of SCI-341: (GIS) Function and Application, SCI-342: Marine Biology, and SCI-343: Wetland Ecology, which can also be taken individually. This course is open to students who have successfully completed Biology.

**SCI-341                    Geographical Information System (GIS) Function and Application (Term 1)**

This problem-based STEM course teaches students how to use GIS software along with global positioning data to put scientific data into context with the community around it. Students learn the basics of orienteering and then develop GPS skills using LabQuest 2 technology. The course culminates with a data-collection project in which small teams measure environmental factors and map them using GIS software.

**SCI-342                    Marine Biology (Term 2)**

The importance of oceans, which cover seventy percent of the earth's surface, is the subject of this term course. Students investigate ecosystem mechanics, responses to global change, and the human harvesting of sea life as they study such topics as the ocean zones, coastal ecology, invasive species, global climate change, and commercial fishing. Activities include a coastal field trip, a visit to the Adventure Aquarium, and tank maintenance.

**SCI-343                    Wetland Ecology (Term 3)**

This term course focuses on biological, chemical, and physical processes that occur in lakes, streams, ponds, and wetlands. Using the hydrological resources on campus, students learn about the life cycles of organisms endemic to those ecosystems. Adaptations to the changing physical and chemical aspects of the habitats as well as the influence of human habitation are the major topics covered during the course.

### **SCI-350                      Forensic Science (not offered 2014-2015)**

The study and application of science to the processes of law, forensic science involves the collection, examination, evaluation, and interpretation of evidence. This course introduces the field—which encompasses many scientific areas—through an exploration of its applications to criminal investigation and reviews basic concepts from the biological, physical, chemical, medical, and behavioral sciences as they pertain to questions of evidence. In the process, students gain a basic understanding of the capabilities and limitations of the forensic sciences as they are currently practiced.

This course is lab intensive, employing techniques used in basic forensic science investigations to analyze physical and biological evidence. Experimental methods and analysis of data introduce students to the ways a forensic scientist must think and reveal the pure science that forms the basis for forensic science. Basic forensic anthropology and the identification of unknown skeletal remains are discussed, and technology, procedures, and the limitations of the modern crime laboratory are examined by simulating crime scene investigations.

### **SCI-490                      Advanced Placement Biology**

This course is open to qualified students by recommendation of the Science Department and prepares them to take the Advanced Placement Biology exam.

The course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Labs are more complex and challenging than Biology (SCI-100) labs and allow students to think and work in a more independent environment. Test preparation is a large part of the course, and strategies for approaching the AP exam are addressed in all aspects of class, including labs, projects, research papers, homework, and in-class exams and quizzes. Students have the opportunity to dissect organisms in the comparative anatomy section, participate in field trips to the Smithsonian during the human evolution chapter, and serve as peer tutors online in the APPERKBioWikispace.

### **SCI-491                      Advanced Placement Chemistry**

This course is open to qualified students by recommendation of the Science Department and prepares them for the Advanced Placement Chemistry exam and

for the further study of chemistry in general and advanced college-level courses.

Students complete class work, homework, and lab work to build their skills and knowledge, explore advanced chemical topics such as kinetics and equilibrium, and learn test-taking techniques.

### **SCI-492                      Advanced Placement Environmental Science**

This course is open to qualified students by recommendation of the Science Department and prepares them to take the Advanced Placement Environmental Science exam.

Designed to be the equivalent of a one-semester, introductory-level college course in environmental science, this class takes a multidisciplinary approach, examining the impact of all other science and social science disciplines on the natural world. It provides students with a foundation of understanding, knowledge, and skills to deal effectively with environmental problems such as global warming, acid rain, endangered species, and invasive plants and animals. Students learn a variety of basic laboratory and field techniques, including soil and water sampling. The course incorporates both academic and applied studies, which include fieldwork in the local watershed and on-site field trips. Topics include the structure and function of natural ecosystems, the history of the environmental movement, and the impact of legal, economic, and political systems on environmental concerns. Emphasis is placed on using critical thinking and analytical skills to make a positive impact on the environment.

### **SCI-493                      Advanced Placement Physics 1**

This course is open to qualified students who have completed Algebra 2 and by recommendation of the Science Department. The class prepares them to take the Advanced Placement Physics 1 exam.

This yearlong, algebra-based, college-level course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

**SCI-494****Advanced Placement Physics 2**

This course is open to qualified students who have completed AP Physics 1 and by recommendation of the Science Department. The class prepares them to take the Advanced Placement Physics 2 exam.

Building on the skills and concepts learned in earlier physics classes, this yearlong, algebra-based course is the equivalent of a second semester of college physics. It covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics.

**SCI-495****Advanced Placement Physics C Mechanics**

This course is open to qualified students who have completed or are concurrently enrolled in Advance Placement Calculus AB and by recommendation of the Science Department. The class prepares them to take the Advanced Placement Physics C: Mechanics exam.

Modeled on a semester-long college physics course for students pursuing physics or engineering, this class provides a survey of the major components of mechanics, including force, energy, and momentum. There is a substantial rotational mechanics portion, requiring a solid grasp of calculus. Students engage with the material through lecture, discussion, activities, demos, and labs and are taught to problem solve, employ graphical analysis, and describe their reasoning. To prepare students for the AP exam, the course relies significantly on multiple-choice and free-response testing formats.

## **The Learning Center**

**TLC-100****TLC—Full Time**

The Perkiomen School is a college-preparatory school dedicated to working with young people as individuals. It recognizes that many highly intelligent students encounter academic difficulties because they may have an inherent language disability, dyslexia, Attention Deficit Disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD), or they may not have received adequate

language training in their early schooling. To address these needs, Perkiomen established a Learning Center.

The Learning Center is a major academic subject that meets five times a week for a full class period. Class size is limited to four or five students per class.

Each student's class is designed to improve weak areas through coping skills and remediation. Topics covered may include reading (decoding), spelling (encoding), handwriting, comprehension, oral reading, vocabulary, composition, SAT and ACT preparation, organization skills, executive functioning, study skills, test-taking strategies, and task attention skills. A structured multi-sensory, discovery approach is utilized to maximize teacher effectiveness.

Subject area course work is only used when it is relevant to strengthening skill areas (for example, outlining). Instead, it is the “how to” that receives the emphasis. Extra help with content areas is available from classroom teachers.

All Learning Center students are mainstreamed for their subject area course work, and their progress is monitored. Each teacher completes a weekly evaluation for each student, rating his or her performance on homework, note taking and daily preparation, tests and papers, and behavior and effort.

This evaluation is reviewed by the Learning Center teacher and the Head of Upper School or Head of Middle School and mailed, emailed, or faxed home.

Perkiomen offers students many accommodations; however, we do not modify any assignments. Accommodations include Recordings for the Blind and Dyslexic and/or Talking Book Library of the Library of Congress; additional time to complete quizzes, tests, and assignments; alternative test settings; recorded lectures; prepared lecture outlines; study guides; daily assignment books; written and oral directions; note takers; readers; preferential seating; peer tutors; oral testing; “white sound” headphone permission for study hall/testing; world language waivers; and nonstandard administration of the PSAT, SAT, ACT, and AP exams.

### **TLC-101            TLC Math ½ Time**

This program, which meets every other day, is available to qualified students with instructor approval.

**TLC-102**

**TLC Writing ½ Time**

This program, which meets every other day, is available to qualified students with instructor approval.

## **World Languages**

**WOL-010**

**Introduction to Latin**

This course teaches young students that Latin is alive! Students explore how Latin has influenced the English language and that people truly use Latin every day. A derivative tree project at the beginning reinforces these ideas. The course also illustrates the importance of the Roman gods and goddesses in the ancient world and devotes a significant amount of time to the study of mythology, both Greek and Roman. Although it is an introductory course, students still learn a significant amount of vocabulary and are able to read and create simple sentences with the grammar covered. The course closes with a study of the Roman Empire with a focus on the Roman army.

**WOL-020**

**Introduction to Chinese**

This course introduces Mandarin Chinese and Chinese culture to young learners. Students learn to speak and understand basic Mandarin Chinese and become familiar with modern Chinese culture through pop songs and cartoons. To better understand China's cultural identity, students explore modern historical events such as the Opium Wars, the May Fourth Movement, and the Cultural Revolution through the lenses of naval warfare, current world conflict, and film, respectively.

**WOL-100**

**Latin I**

Focusing primarily on the grammatical aspects of the Latin languages, Latin I helps students build their vocabulary, master simple sentence constructions, use colloquial Latin phrases, and understand the influence that Latin has had on the English language, through a derivative tree project. The course also introduces students to the ancient Romans who spoke the language and to the history of

ancient Rome, from the monarchy through the fall of the Empire. During the project *Iam Aedificemus Romam* (Now Let Us Build Rome), students learn about not only the geography of ancient Rome, but also significant monuments that the Romans created, such as the Coliseum and the Parthenon.

**WOL-110                      Spanish I**

This course develops foundational language skills through reading, writing, listening, speaking, studying grammar, and engaging in a variety of interactive activities and exercises. In addition to learning the language, students begin to learn about the cultural habits, geography, and history of Spanish-speaking countries.

**WOL-120                      German I**

This course introduces students to the German language and develops a foundation for advanced study. Basic grammar covers three tenses (present, future, and present perfect) and three cases (nominative, accusative, and dative). Students are presented with basic verb conjugations, a wide range of vocabulary, simple expressions, and cultural aspects of the German-speaking world. The geography of three European countries—Germany, Austria, and Switzerland—is covered.

**WOL-130                      Chinese I**

This class introduces the language and culture of China. Studying Mandarin Chinese and learning simplified characters enable students to communicate with the greatest number of Chinese. Students also gain insight into the growing importance of the Chinese language in today's rapidly changing world, the violent and profound effects of the movement of Chinese people around the globe, and China's new position as an economic and military power. New vocabulary and structures are primarily mastered through games and activities involving movement. Hard work and memorization skills are essential, as students often learn 30 or more difficult Chinese characters a week.

**WOL-200 Latin II**

This course is a continuation of Latin I, covering the rest of the basic grammar (the fourth and fifth declensions of nouns and all tenses in the passive voice for all conjugations), excluding the subjunctive mood. At the completion of the course, students are capable of reading simple Latin prose. While they expand their knowledge of Latin, students also increase their knowledge of English through the study of derivatives and sentence structure, and the content of passages they translate helps them better understand Roman history and civilization.

**WOL-210 Spanish II**

This class gives students the tools to succeed in upper-level Spanish study by improving their written and spoken Spanish skills through independent and collaborative work. The course expands grammar and vocabulary, which students use to describe aspects of their experience and compare them with the traditions and culture of the Spanish-speaking world.

**WOL-220 German II**

While reading/translating intermediate-level passages and dialogues referring to German history, geography, culture, and everyday life, students acquire a wide range of new vocabulary and idioms. The course also covers the rest of basic grammar, i.e., all the cases, the principal parts of verbs, and all the tenses in the indicative mood (some in both the active and passive voices). Furthermore, correct pronunciation and conversational skills are emphasized. Similarities between German and English—in cognates and principal parts of irregular verbs—are pointed out in order to make language acquisition easier and more interesting.

**WOL-230 Chinese II**

Students must show they have mastered the basics of Chinese I before entering Chinese II, in which they dive deeper into the language and develop the ability to communicate at a basic level through both spoken and written Chinese. Board games are often used to facilitate the enjoyment of learning this difficult language

as well as the retention of a large base set of characters. Once most character radicals are learned, students practice calligraphy.

### **WOL-300            Latin III**

This course completes the study of Latin grammar. The passages that students read and translate provide material for detailed analysis of the subjunctive mood and its application, as well as gerund and gerundive. At the completion of the course, students are able to read Latin literature with a special focus on prose. While expanding their knowledge of Latin, students increase their knowledge of English. They are also able to extract historical and cultural information from primary Latin texts, increasing their knowledge of Western civilization.

### **WOL-310            Spanish III**

Spanish III prepares students to excel in upper-level high school Spanish courses through engaging reading, writing, listening, and speaking activities. The focus of the course is divided between grammar and vocabulary, and exploring culture. Students explore aspects of modern and ancient cultures from Spanish-speaking countries and territories.

### **WOL-320            German III**

While reading/translating advanced passages and dialogues that refer to German history, geography, culture, and everyday life, students further enrich their grasp of vocabulary and idioms. The course also covers advanced grammar, i.e., all the tenses in the subjunctive mood (some in both the active and passive voices). During intensive and extensive drills and simulated situations, students acquire superior conversational skills. Similarities between German and English—in cognates and principal parts of irregular verbs—are pointed out in order to make language acquisition easier and more interesting.

### **WOL-330            Chinese III**

Students must show they have mastered the material in Chinese II before entering Chinese III, in which they broaden their ability to communicate by mastering language related to a large number of practical settings. Chinese

idiomatic expressions are studied. It is required that students take the SAT Subject Test in Chinese while taking this course.

#### **WOL-400 Latin IV Honors**

This course is offered to those students who either are interested in continuing Latin (beyond three years) without taking the AP course or want to get better prepared for the AP course. After reviewing advanced grammar—the subjunctive mood (both active and passive) and its multiple applications, gerund, and gerundive—students get acquainted with the meter and poetic devices used by Vergil and begin the study of the original form of the *Aeneid*. In addition to translating excerpts from books I, II, IV, and VI and learning new vocabulary, they analyze the story line from a historical point of view as well as the roles of gods in the fate of human beings.

#### **WOL-410 Spanish IV**

This class prepares students for college-level Spanish courses by helping them develop higher-level proficiency in all language-related skill areas, while increasing their knowledge of and appreciation for the cultures of the Spanish-speaking world. This course reviews and expands upon major grammar concepts and increases vocabulary through creative independent and collaborative projects and creative writing.

#### **WOL-420 German IV**

The focus of this course is to read and translate articles from original German resources—newspapers and magazines—but also poems and short stories by German authors. Critical analysis of these written texts is carried out in both written and spoken form. The course also covers the review of advanced grammar, especially the conjugations and all the tenses in the subjunctive mood (in both the active and passive voices). During intensive drills and simulated situations, students acquire advanced vocabulary from a variety of fields and keep improving their conversational skills. Similarities and differences between German and English—in cognates (true and false) and principal parts of irregular verbs—are pointed out along with other phenomena related to language universals.

### **WOL-430                      Chinese IV**

This course is taken in preparation for WOL-493: Advanced Placement Chinese Language and Culture. As such, students are required to take the November Chinese with Listening SAT Subject Test in order to accustom themselves to a similar testing format and environment. Lessons introduce a wide range of cultural and societal issues, which are explored in more depth during the AP course. Students use interpersonal and presentational skills to explore Chinese culture while developing a lexicon.

### **WOL-490                      Advanced Placement Latin**

This course is open to qualified students by recommendation of the World Languages Department and prepares them to take the Advanced Placement Latin exam.

In this course students spend most of their time translating the required lines of Vergil's *Aeneid*, constituting excerpts from books I, II, IV, and VI, as well as sections of books I, IV, V, and VI of Caesar's *De Bello Gallico*. In addition to examining the *Aeneid* story, from both a historical and mythological point of view, and learning new vocabulary and phrases, which must be memorized for the AP exam, students analyze Vergil's meter, structure, grammar (especially his famous irregularities), and poetic devices. They also search for parallels between the *Aeneid* and Homer's *Iliad* and *Odyssey*. Considering the enormous number of lines that need to be translated and mastered, taking WOL-400: Latin IV Honors prior to this course is highly recommended, though it is not a prerequisite.

### **WOL-491                      Advanced Placement Spanish Language and Culture**

This course is open to students who have completed Spanish IV, who have performed well in previous Spanish courses, and who receive permission from their current Spanish teacher and the head of the World Languages Department. The class provides comprehensive preparation for the AP Spanish Language and Culture exam as well as for intermediate-level college Spanish courses.

In this course, students develop written and oral proficiency in order to compare and make connections with the language, cultures, and communities of the Spanish-speaking world. Speaking and writing focus on interpersonal, interpretive, and presentational forms of communication. The course also aims to

improve students' awareness and appreciation of cultural aspects of the Spanish-speaking world with authentic readings and audio/video programs.

### **WOL- 492      Advanced Placement German Language and Culture**

This course is open to qualified students by recommendation of the World Languages Department and prepares them to take the Advanced Placement German Language and Culture exam.

Students continue to increase their ability to comprehend and produce written work, improve their spoken and conversational skills, and expand their vocabulary and knowledge of German culture and history while reading advanced "German learner" texts and works of German literature. The class experiences the German language through a variety of media, including news articles, videos/movies, plays, novels, and fairy tales. Students are expected to produce cohesive essays, short stories, and other types of formal and informal written work. The ultimate goal is to give students an introduction to and preparation for college-level work, while also preparing them for the AP examination.

### **WOL- 493      Advanced Placement Chinese Language and Culture**

This course is open to qualified students by recommendation of the World Languages Department and prepares them to take the Advanced Placement Chinese Language and Culture exam.

The goal of this course is to continue to develop the interpretive, interpersonal, and presentational skills of intermediate Chinese learners. Extensive readings and media exploration in Chinese prepare students for communication-based assessments. In order to meet standards set by the College Board, lessons are based on cultural, societal, or historical discussion topics. Relevant television and film screenings and interaction with native speakers on campus reinforce the relevance and importance of these cultural topics while helping to prepare students for the required AP exam.