

THE SEVEN HILLS SCHOOL

2019 - 2020

Program of Studies



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Introduction

Reflecting its Mission Statement, Seven Hills strives to “provide an education of superior quality in a college preparatory program that emphasizes academic excellence.”

The curriculum of the Middle and Upper Schools in English, Fine and Performing Arts, World Language, History, Mathematics, Physical Education and Health, Science, and Technology and Computer Science is coordinated from Grade 6 through Grade 12.

High school credits are awarded in accordance with guidelines established by the State of Ohio. All Upper School courses may be taken for high school credit; high school courses completed in the Middle School also receive high school credit.

Upper School Graduation Requirements

I. Minimum academic requirements:

<i>Subject</i>	<i>Credits</i>	<i>Required Courses</i>
<i>English</i>	<i>4 credits</i>	<i>English 9, 10, 11, 12</i>
<i>Mathematics</i>	<i>4 credits</i>	<i>Algebra I, Geometry, Algebra II, plus math elective</i>
<i>Science</i>	<i>3 credits</i>	<i>Biology, Chemistry, Physics</i>
<i>History</i>	<i>3 credits</i>	<i>U.S. History plus 2 additional credits</i>
<i>World Languages</i>	<i>3 credits</i>	<i>3 credits in a single world language</i>
<i>Fine and Performing Arts</i>	<i>1.5 credits</i>	
<i>Health</i>	<i>.5 credits</i>	
<i>Physical Education</i>	<i>.5 credits</i>	<i>.25 credits P.E. 9 + .25 credit P.E. 10</i>
<i>Electives</i>	<i>1.5 credits</i>	
<i>Total</i>	<i>21 credits</i>	

II. Additional requirements:

1. Successful completion of the English writing competency examination.
2. Successful completion of the Community Service and Personal Challenge requirements.
3. Successful completion including a passing grade in May Terms at the end of freshman, sophomore, and junior years.
4. Registration each year for a minimum of 5 credits*, with a minimum of 5 credits or the equivalent per semester. (Note: For calculation purposes, a .5 credit semester course is the equivalent of a one semester yearlong course during the semester in which it is taken.) *Exceptions must be approved by the Head of Upper School.*

**9s and 10s must take P.E. each year in addition to their other courses*

Upper School Honors and Advanced Placement (AP) Courses

1. Admission to these courses is by approval of the department.
2. Students who are not approved for admission may petition the department to reconsider its decision. Petitions for the 2018-2019 academic year must be submitted with registration form by Thursday, February 8, 2018. By Thursday, February 15, the department will make a recommendation and notify the student, the advisor, and the Scheduler.
3. The department head or another school official will evaluate requests for honors and AP courses made by transfer students. Depending on the course(s) requested, these students may be asked to complete a placement evaluation to determine their readiness to work at an advanced level.
4. Students in honors and AP courses may be tutored only in rare cases and for brief periods.
5. Students in AP courses are required to take AP examinations.

Requirement Notes

1. Students who successfully complete high school courses in the Seven Hills Middle School (Algebra I, Geometry, French I, Spanish I, Latin I, Chinese I) will receive high school credit for those courses.
2. To earn credit for any full-year course, the student must complete the year. To earn credit for any semester course, the student must complete the semester. Partial credit is not awarded.
3. All elective courses are offered under the condition of sufficient enrollment and scheduling availability. The school will cancel an offered elective course if there are too few students signed up to justify the class. This determination will be made based on consultation between department chairs, the Scheduler and the head of the division.

Seven Hills School's Flexible Credit Policy

In accordance with Ohio State Law, Seven Hills provides four ways for students to earn high school credit:

- *by completing courses at Seven Hills in the normal way,
- *by testing out of courses,
- *by taking courses at other accredited institutions, and
- *by pursuing independent study options.

All Flex Credit requires prior administrative approval

I. Normal completion of courses

The Program of Studies delineates graduation requirements and lists the entire Upper School curriculum.

II. Testing out of courses

Seven Hills permits students to demonstrate mastery of a course by scoring at least 85% on a school-developed comprehensive examination. Such courses are graded pass/fail for the purposes of the transcript. Students who pursue this option should understand that pass/fail grades do not affect the cumulative GPA.

-Each Upper School department has prepared exams that reflect the comprehensive competencies and learning outcomes of each course offered by the department.

-Students who score at least 75% but less than 85% are eligible to try a second time to test out of a particular course but must do so within one week of having taken the first test. The second test will be a comprehensive exam, similar to the first test. Students may try twice to test out of a specific course; those who are unsuccessful in two efforts may not try again to do so.

-Students interested in testing out of and receiving credit for a year-long or fall semester course must submit a testing-out proposal to the department head by June 1 and must take the department's exam no later than August 15. This allows students time to register for courses if they do not demonstrate mastery on the exam. Students interested in testing out of and receiving credit for a spring semester course must take the department's exam by December 1. Again, this allows students time to register for second semester courses if they do not demonstrate mastery on the exam. Interested students are required to make arrangements with the

department prior to these deadlines for taking the test. Except for students new to Seven Hills, no extensions of these deadlines will be permitted.

III. Taking courses at other accredited institutions

A. College courses: Seven Hills awards credit for the successful completion of credit-bearing college courses. Such courses are graded pass/fail for the purposes of the transcript and therefore do not affect the cumulative GPA. Once they have completed their courses, students who pursue this option should have the credit-issuing college send a transcript to Seven Hills to certify their completion of the course.

B. High school courses:

1. Courses that replace Seven Hills courses (for example, Algebra II): Departments reserve the right to require that, in addition to completing the non-Seven Hills course, students take and pass with at least an 85% the Seven Hills end-of-year exam. In either case, students pursuing this option should have a transcript sent to Seven Hills to certify their completion of the course. Such courses are graded pass/fail for the purposes of the transcript and therefore do not affect the cumulative GPA. Departments may deny permission to use flexible credit for a course that is a specific graduation requirement. (See section V.1, page 4)
2. Electives: Students pursuing this option should have a transcript sent to Seven Hills to certify their completion of the course. Such courses are graded pass/fail for the purposes of the transcript and therefore do not affect the cumulative GPA.
3. PE credits: Freshmen and Sophomores may flex PE during the summer with an outside physical education course approved by the P.E. Department. Students may use the flexible credit option for only one of these courses during his or her time at Seven Hills. (See section V.3, page 4)

IV. Pursuing independent study options

Students may develop a plan for pursuing an independent study option. Those interested in pursuing this alternative must write a detailed personalized learning plan that includes the following elements:

- A. Course description, syllabus, and rationale: a narrative that describes the motivation for the independent study option; the specific topics that will be studied (a syllabus); a listing of specific course objectives and desired outcomes; a statement of how, and how often, those outcomes will be achieved and assessed; and a timetable that outlines the start and completion dates for the course.
- B. Textbooks and/or other resources: Students must list the textbooks and/or other resources that will be used.
- C. Meeting Schedule: The student must include a specific schedule of meetings with his or her proposed teacher, supervisor, or program director.
- D. Adult Sponsors: The student must have a Seven Hills Upper School teacher agree to sponsor the learning plan, even if the learning plan is based on an off-campus program. Whenever possible, this teacher will be a member of the department relevant to the student's coursework. The student must also identify the off-campus lead contact person.
- E. Timetable: The proposed personalized learning plan must be presented to the appropriate department head by July 15 for a year-long or first-semester credit proposal, by December 1 for a second-semester credit proposal, or by May 1 for a proposed summer credit proposal. Except for students new to Seven Hills, no extensions of these deadlines will be permitted. The department head will meet with the student, and the department will make a decision regarding the proposal within two weeks of that meeting.

Students must have an independent study plan in place and approved before moving forward. Students without pre-approval who seek credit after the fact (after they have begun or completed an alternative educational option) will not receive credit.

F. Credit: Once the independent study plan has been approved, issuance of credit will be determined by the Seven Hills sponsoring teacher in consultation with the department head and the Upper School Head. If the plan involves an off-campus component, input from the off-campus contact person, if there is one, will become part of the decision to issue credit.

Notes:

1. The academic department approving the independent study plan may use a test to help determine whether the student has fulfilled the project's stated goals and outcomes.
2. If, in the course of the student's regular meetings with the Seven Hills sponsoring teacher, the teacher believes the student is making insufficient progress toward agreed-upon objectives and competencies, the sponsor will send a letter of

concern to the student and his or her parents, the off-campus contact person if there is one, and the Head of Upper School. If after a subsequent meeting, the student's progress continues to be insufficient, the Seven Hills sponsoring teacher will send a letter of warning, indicating that the student is in danger of not receiving credit for his or her course work. An independent study that does not receive credit will not appear on the student's transcript.

G. Transfer Students: The granting of independent study credits earned by transfer students will be determined by the Scheduler in consultation with the relevant department head and the Head of Upper School. Transfer students should not expect automatic acceptance of all credits earned in their previous school.

V. Flexible Credit and Full-time Status

V. Additional Flex Credit Policies

1. Courses: Except in rare cases and with the permission of the Upper School Head, a course offered at Seven Hills (e.g., English 10) may not be replaced by a flex credit course taken during the school year.
2. Grades: For the purposes of the transcript and the student's GPA, flex credit courses are graded on a pass/fail basis. Students should understand that pass/fail grades do not affect the cumulative GPA.
3. Graduation Requirements: Unless special circumstances prompt the Upper School Head to waive this rule, students may take for flexible credit only one course per department that satisfies a graduation requirement. Additional flex credits may be counted as electives.
4. Full-time Status: Students may use only one flexible credit course per semester to count towards full-time status at Seven Hills. This course must be taken during the school year.
5. Athletic Eligibility: According to the Ohio High School Athletic Association, students who are participating on Seven Hills athletic teams must receive a passing grade or a satisfactory progress report at the end of each quarter to maintain their eligibility.
6. Students may not use a project for another Seven Hills program, such as Personal Challenge or Community Service, as a flexible credit course.

All Middle and Upper School classes meet over a ten-day cycle. The number of blocks (or 1/2 blocks for some Middle classes) listed after the course name indicate the number of times that class meets during the ten-day cycle.

English

The English curriculum emphasizes literature and composition. Students read widely and write frequently, and they learn to understand and enjoy a range of styles and content. The course sequence provides students with a working knowledge of grammar, familiarity with forms of literature and practice toward writing competence. Every student takes an English course every year.

Every year, students are assigned a work or works to be read over the summer, and they discuss and are tested on these works the first week of school.

Upon request, the English Department will provide a comprehensive list of the major readings for all courses, grades 6 through 12. Teachers introduce new works from time to time as they routinely review and implement curricular changes.

Middle School Curriculum

Sixth Grade

English 6	5 blocks	full year
<p>The English 6 curriculum puts into place a foundation for subsequent work in Middle School English. Students learn to identify and use parts of speech properly and to understand structural parts and types of sentences through diagramming. They write short compositions with an emphasis on paragraph structure, and they learn to edit their work. Students read short novels such as Babbitt's <i>Tuck Everlasting</i>, Bunting's <i>Blackwater</i>, Taylor's <i>Roll of Thunder, Hear My Cry</i>, Lai's <i>Inside Out and Back Again</i>, and Lowry's <i>The Giver</i>, as well as a selection of poetry and short stories. Vocabulary study is based in the literature, with an emphasis on understanding words in context. Students complete simple research projects, participate in a formal debate, and are beginning to understand the process of documenting their sources.</p>		

Seventh Grade

English 7	5 blocks	full year
<p>This course continues to help students develop their communication, analytical, and critical thinking skills. Writing instruction focuses on ideas, organization, and voice in both creative and expository modes including literary essays. Sentence fluency and conventions are taught through writing and grammar lessons. Speaking skills are developed through class discussions and both individual and group projects and presentations.</p> <p>This course centers on American literature in conjunction with students' focus on American history in social studies. Students continue to develop their vocabulary and active reading skills and are encouraged to relate the ideas in the literature to their own experiences and historical themes. Works read include classic pieces like Hansberry's <i>A Raisin in the Sun</i>, Steinbeck's <i>Of Mice and Men</i>, and Lee's <i>To Kill a Mockingbird</i>, as well as a diverse range of contemporary literature including <i>Funny in Farsi</i> by Firoozeh Dumas and <i>Code Talker</i> by Joseph Bruchac. Poetry and nonfiction are explored as well, and students participate in an independent reading program.</p>		

Eighth Grade

English 8	5 blocks	full year
<p>To prepare students for the transition to Upper School English, the English 8 curriculum emphasizes the development of critical reading, writing, and thinking skills. The writing process is taught explicitly with special attention to the construction of the five-paragraph essay. Grammar and vocabulary drawn from course literary works are also integrated into the curriculum. The literature units focus on works dealing with power dynamics, leadership and social groups, and provide numerous opportunities for interdisciplinary connections with History 8. Works typically include Card's <i>Ender's Game</i>, Golding's <i>Lord of the Flies</i>, Zusak's <i>The Book Thief</i>, Shakespeare's <i>Romeo and Juliet</i>, a variety of short stories, and poetry.</p>		

Supplementary Middle School English Courses

Writing Workshop

6th grade

3 blocks

full year

Writing Workshop 6 is the required writing component of the 6th grade English program. It complements the English 6 curriculum and provides for additional concentration in various forms of self-expression, as well as the opportunity for individual coaching.

Writing Workshop

7th grade

4 blocks

full year

This required course gives students the opportunity to develop self-expression through different modes of writing, including letters to authors, personal essays, opinion pieces and editorials, poetry, and short fiction. Students also read as working writers to develop a sense of style and technique.

Journalism

8th grade

4 blocks

1 semester (1st or 2nd)

Students in this elective course produce the Middle School's online newspaper, The Hive. They study journalistic writing, and they learn how to research, report, photograph, check facts, write leads, edit, lay out and post on-line their publication under the pressure of time. They learn about the value of their press freedoms under the First Amendment, as well as how to work as a team and to carry out their duties under the strictures of sound journalistic ethics. The class also focuses on a continued approach to developing excellent writing skills and the ability to analyze data and information critically and objectively.

Elective courses are subject to scheduling availability.

Creative Writing

8th grade

4 blocks

1 semester (1st or 2nd)

Students in this elective course develop their own writing "voice" as they acquire skill with writing modes other than those ordinarily covered in required English classes. As they craft poems, short stories, and plays, they learn about the choices working writers must make. Students maintain a portfolio of their work and are given an opportunity to share it with the larger school community.

Elective courses are subject to scheduling availability.

Upper School Curriculum

Ninth Grade

<i>Introduction to Writing and Genre</i>	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
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English 9 consolidates and expands foundations in grammar, vocabulary, writing and critical reading to prepare students for subsequent Upper School coursework. The study of vocabulary incorporates synonyms and antonyms and Greek and Latin word parts. Compositions include topics on personal experience, contemporary issues, literary analysis and creative writing, with attention to sentence structure, methods of paragraph development, and unified, coherent papers.

The course also provides distinct units exploring the range of genres students will find in their further studies of literature, including the novel, poetry, drama, mythology, short stories, creative non-fiction, and advertisement. Students also enter the world of professional literary criticism by deepening their understanding of core literary terms. Anchor texts include Homer's *The Odyssey*, Glaspell's *Trifles*, a Shakespeare play, and a contemporary novel such as Erdrich's *The Round House* or Martel's *Life of Pi*.

The Honors Program

The English Department reviews the performance of ninth grade students and recommends honors placement where warranted. These placements are reviewed each year, and students are expected to maintain a minimum B average to continue in honors or AP courses.

Students who have not been recommended by their teachers for honors or AP courses may petition the department in early spring to enter these classes.

Tenth Grade

<i>British Literature</i>	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
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Students explore works selected to represent the major writers, periods, movements and genres of British literature. This course may include works from such authors as Chaucer, Shakespeare, Donne, Swift, Johnson, the Romantic and Victorian poets, and both modern and contemporary British writers including Joyce, Huxley, and Ishiguro. Instruction in rhetoric, grammar, and composition is integrated throughout both semesters.

Students analyze major works to learn the skills of close reading and formal analysis.

They write in a variety of forms and styles to help prepare them for the writing tasks they will encounter in their future here, at college and after. In the third quarter of the sophomore year, students write a major English research paper, adhering to standard scholarly guidelines for correct documentation and presentation.

Honors British Literature	1 credit	5 blocks	full year
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English 10 Honors augments the material included in the college preparatory section with additional works like Heaney's translation of *Beowulf*, Shelley's *Frankenstein*, and Conrad's *Heart of Darkness*. This course is a chronological British Literature survey course that focuses on giving students a strong foundation in literary movements from the Anglo-Saxon period through 21st century post colonial literature

Because the pace of the course and depth of the assignments are demanding, students must have the permission of the English Department to take the course.

Eleventh Grade

American Literature	1 credit	5 blocks	full year
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Students begin their studies with Puritan literature. Focusing on major trends and themes in American literature, they study poetry and prose from the colonial period through the twenty-first century. They work with poetry, short fiction, novels, and non-fiction essays to further develop the skills of critical reading, interpretation and formal literary analysis.

Writing assignments include literary analysis, as well as personal narratives and creative writing.

Grammar, sentence structure, usage, punctuation and vocabulary are reviewed regularly to help students prepare for the SATs and ACTs.

Major works typically include such works as Hemingway's *A Farewell to Arms*, Twain's *Adventures of Huckleberry Finn*, Fitzgerald's *The Great Gatsby*, Miller's *The Crucible*, Hurston's *Their Eyes Were Watching God*, and Thoreau's *Walden*.

Honors American Literature	1 credit	5 blocks	full year
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English 11 Honors students study many of the same texts as the college preparatory section but read several additional works, such as Whitman's *Leaves of Grass*, Faulkner's *As I Lay Dying*, and Rankine's *Citizen*.

Students develop their understanding of historical, philosophical, literary, and cultural contexts in America and its literature.

Because the pace and depth of these assignments are demanding, students must have the permission of the English Department to take the course.

AP English Language and Composition	1 credit	5 blocks	full year
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In consultation with their instructor, students enrolled in Honors American Literature may, **after the course has begun**, opt to take the AP Language and Composition Exam. Students taking the exam will continue to work with the same instructor in the same section, but they will complete additional work to prepare for the AP test.

To receive credit for completing the AP Language and Composition Course, students must take the AP exam in May and receive a score of 3 or higher.

Twelfth Grade

Memoir and Social Justice	1 credit	5 blocks	full year
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This senior English course offers students the opportunity to study in the first semester a range of personal narratives and memoirs, including *The Liars' Club*, *Between the World and Me*, *Maus*, and shorter works from anthologies and collections. In the second semester, students read both fiction and nonfiction works exploring themes and topics related to the self, society, and social justice. These works have included *Othello*, *Cat's Cradle*, and a variety of short stories and poems. Whenever possible, students read a selection by the Books for Lunch author.

AP English Literature and Composition	1 credit	5 blocks	full year
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Advanced Placement English is the equivalent of an introductory English course at a selective college. Students read seminal works of literature from the 16th through the 21st centuries—from American, British and world cultures. AP course assignments have included works of Shakespeare, Ibsen, Kafka, Jin, Camus, Faulkner, Roy, Steinbeck, O'Connor, McCarthy, Morrison and others. Students are expected to read closely and deliberately and employ a variety of critical approaches. This seminar style class requires that students prepare for and lead class discussions.

Students use rhetorical critical methods to discern and understand the ideas, language, characters, action, tone and imagery of the literature and are encouraged to develop critical standards that enable them to appreciate literature and to develop and hone their own writing and analytical skills.

In the second semester, AP students write an extensive independent research paper on a literary topic of their choice.

Because the pace and depth of these assignments are demanding, students must have the permission of the English Department to take the course.

All AP students are required to take the AP English Literature and Composition examination in May.

Additional English Courses

All Seven Hills students are required to take four years of English. Students also may take courses from the offerings listed below. These courses are taken in addition to those of the regular English requirement, and **credit earned may be only as elective credit toward the total number of credits for graduation.**

Journalism	1/2 credit	3 blocks	full year
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Students in this course write, edit, produce, and manage *Canvass*, the Seven Hills Upper School online newspaper. As they carry out staff duties, they learn about news value, news writing, interviewing, layout, and digital presentation. They deal with such issues as censorship and First Amendment rights and responsibilities, sound journalistic practices and ethics, and such media topics and substantive issues as may arise within the school community and the larger world.

The course is open to students in grades 9, 10, 11 and 12 and may be elected for all four years.

Public Speaking	1/2 credit	4 blocks	1 semester
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This course offers students the opportunity to gain skill, confidence, and fluency in public speaking through a range of public speaking activities. The course covers the fundamentals of public speaking, including appropriate topic selection and development of content, clear speech organization, and effective delivery techniques. Good listening skills are also emphasized through peer evaluation and critique. During the term, each student is required to present several formal speeches on a variety of topics, as well as to submit a formal outline for each speech.

The course is open to students in grades 9, 10, 11 and 12 and may be taken only once.

Creative Writing Seminar

1/2 credit

5 blocks

1 semester

This course, which is designed as both a seminar and a workshop, provides opportunities for original, imaginative writing; close reading from a craft perspective; practice in editing, revision, and critique; and an introduction to the writing workshop. Students will have the opportunity to read and write creative non-fiction, fiction, and poetry. Each student will create a portfolio of selected and representative work.

The course is open to juniors and seniors. With instructor approval, students may take the course more than once.

English Writing Competency Examinations**The Ninth Grade Writing Screen**

To assess progress toward competence in the mechanics and conventions of Standard English prose and to help identify areas of potential concern, ninth graders plan, write, and revise an essay of between 300 and 500 words during the second semester of the ninth grade year. Ninth graders who receive extended time for testing also receive additional time for the Screen.

Students choose from among several prompts, which typically ask them to relate and comment on a personal experience, to examine some aspect of their lives as students, to discuss some aspect of a literary work, or to address a controversial issue.

Print and electronic references, such as dictionaries, thesauruses, and handbooks; proofreading tools, such as a word processing program's spell-check feature; and hand-outs or personal notes about grammar and usage, for example, are permitted during the Screen. Notes and outlines for specific essays (as well as pre-written essays or any parts of essays) are not permitted.

The essays, identified only by code numbers to help ensure the objectivity of the results, are evaluated by three readers. Specific deficiencies are noted for review.

The Screen is a diagnostic tool for internal use by the English Department to assess progress and plan individual responses in instruction. Students whose performance on the test present issues of concern will meet with their sophomore teachers at the beginning of the year to address specific needs and will receive ongoing support from the classroom teacher.

If more extensive interventions seem warranted, parents will be notified so that further support strategies can be considered.

Students do not retake the Ninth Grade Screen.

The Eleventh Grade Writing Competency Examination

To demonstrate competence in producing Standard English prose, juniors take the Writing Competency Examination during the winter exam week in place of an English exam. **The Eleventh Grade Writing Competency Examination is a graduation requirement of The Seven Hills School, and every student must pass it in order to receive a diploma.**

Students have two hours to plan, write, and revise a well organized and well developed essay, choosing from among several prompts, which will typically ask them to relate and comment on a personal experience, to examine some aspect of their lives as students, to discuss some aspect of a literary work, or to address a controversial issue. **Students who qualify for extended time testing also receive additional time for the Competency.**

Print and electronic references (including dictionaries, thesauruses and handbooks), proofreading tools (computer spell-check and grammar-check tools), and hand-outs or personal notes about grammar and usage are permitted during the Competency Exam. Notes and outlines for specific essays (as well as pre-written essays or parts of essays) are not permitted.

Evaluation of the Writing Competency Exam

- ◆ Three readers—typically two from the English Department and one experienced reader from outside the department—evaluate each paper on a pass/fail basis.
- ◆ Each reader assigns a mark of P+, P, P- or NP to each essay. Specific deficiencies are noted for review.
- ◆ A student's essay must pass two of the three readers in order to pass the examination.
- ◆ To ensure objectivity, each paper is identified only by a code number.
- ◆ Readers from the English Department are selected who have not taught students in the year in which they write the competency exam.

Students whose essays earn at least two NPs do not pass the Competency Exam and are required to meet with the English Department Head and the English teacher to develop a plan for improvement. ***These students must retake and pass the Competency before or during the exam week at the end of the second semester. If this second attempt is not successful, students retake the Competency again during the senior year.*** Every student is entitled to four opportunities to pass the Writing Competency Exam.

A student who enters Seven Hills as a senior must take the Competency Exam early in the fall at a time to be arranged by the English Department.

Fine and Performing Arts

The programs in music, theater, and visual arts are designed to develop skills and facilitate artistic vision. The curriculum emphasizes the process of creation as well as the created product. Sixth- and seventh-graders take visual art, theater, and a music elective. Eighth-graders elect four semester-long courses: three are required in the arts and one may be in writing or coding. A student can also elect four semesters in the arts. All eighth-grade electives are limited in class size and subject to availability. Upper School students complete one and one-half credits in the fine and performing arts and additional electives as desired.

Music

Middle School Curriculum

All sixth- and seventh-grade students take a music course, choosing general, choral, or instrumental music. Eighth-grade students may elect a Music course to meet their eighth grade Arts requirement.

<p>General Music Grade 6</p> <p>In this course, students study the foundations of music including rhythm, melody, harmony, and sound production. They are introduced to a musical vocabulary, they write and perform rhythmic notation and they learn how to write what they hear. Students will learn performance skills through a variety of small musical ensembles involving percussion and tonal instruments.</p>	<p><i>60 minutes/week</i></p>	<p><i>full year</i></p>
<p>General Music Grade 7</p> <p>Building on the foundation from the sixth grade, this class explores music theory and history, and music from other cultures. Students will put their knowledge to work by writing, arranging and performing individual compositions.</p>	<p><i>120 minutes/week</i></p>	<p><i>1 semester</i></p>
<p>General Music Grade 8</p> <p>In the eighth grade, students examine the impact music has on history and culture. A majority of the semester is spent studying and evaluating 20th Century American music and its relation to culture. Students will also learn the fundamentals of music technology including sound production and recording, and will learn the basics of several instruments including keyboard and percussion.</p>	<p><i>120 minutes/week</i></p>	<p><i>1 semester</i></p>
<p>Instrumental Music Grades 6–8</p> <p>Instrumental Music is a yearlong course open to all students who currently play, or are committed to learn, a wind, brass, string or percussion instrument. Student instrumentalists are strongly encouraged to take private lessons. The course teaches ensemble skills and is not an environment for individual instruction. The 6th grade ensemble works on the fundamentals of ensemble playing and instrument technique. The 7th and 8th grade ensembles continue to develop instrument proficiency and rehearse more challenging works. All ensembles perform throughout the year and participation in those concerts is required. This course is designed to best serve those students committed to private instruction and maintaining a regular practice schedule.</p>	<p><i>120 minutes/week</i></p>	<p><i>full year</i></p>

Chorus Grades 6–8	<i>120 minutes/week</i>	<i>full year</i>
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Middle School Chorus introduces students to choral singing techniques such as vowel placement, articulation, breathing, phrasing, dynamics, performance techniques and two- and three-part harmony. Students also study sight-singing techniques through note reading and ear training exercises. Students will perform several times throughout the year. Participation in all performances is required. A calendar of events will be distributed early in the school year.

Upper School Curriculum

Concert Chorus	<i>1/2 credit</i>	<i>3 blocks</i>	<i>full year</i>
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This entry-level choir is open to both male and female students in grades 9-12 who are interested in vocal music performance. It is also an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading skills. Various styles of choral literature ranging from classical and world culture, to popular acapella will be explored throughout the year. Performances will include a winter chorus tour, winter concert, vocal valentines, spring performance trip or performance of a choral masterwork, and a spring concert. Participation in various performances is a requirement of the class, and will be part of the course grade.

Chamber Ensemble	<i>1 credit</i>	<i>4 blocks</i>	<i>full year</i>
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This upper-level performance opportunity is offered to experienced music students in grades 10-12 who are accomplished in vocal performance. Instructor approval is required. Students will continue to develop vocal technique and musicianship studied in the Concert Chorus, as well as develop critical thinking skills through the analysis of musical elements, including form, text, and style. Performances will include a winter chorus tour, winter concert, vocal valentines, spring performance trip or performance of a choral masterwork, and a spring concert. Participation in various performances is a requirement of the class, and will be part of the course grade. A calendar of events will be provided at the beginning of the school year, although a few additional performance opportunities may arise throughout the school year.

Instrumental Music

Instrumental music is a yearlong performance-based course that studies and performs a variety of music. The ensembles are open to students who are technically proficient on their instruments and can read music. Students who commit to an ensemble are expected to make individual practice part of their academic routine. Because these are performance classes, students are required to perform at all concerts.

Contemporary Ensemble	<i>1/2 credit</i>	<i>3 blocks</i>	<i>full year</i>
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This ensemble is for students who would like to study and perform 20th century music. Jazz, Fusion, and Rock & Roll are a few styles of music that the Contemporary Ensemble will perform. In addition, students will be expected to compose and/or arrange music for the ensemble. The instrumentation for this ensemble is guitar, bass, drum-set, piano and certain wind instruments.

Symphonic Ensemble	<i>1/2 credit</i>	<i>3 blocks</i>	<i>full year</i>
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This Symphonic Ensemble covers a wide repertoire of traditional band and orchestral music. The instrumentation of this ensemble is strings, woodwinds, brass and percussion (including mallet percussion). The ensemble also includes some piano players with stronger musical backgrounds. This is a performance class and student musicians will be performing formally at least twice a year. Student musicians are strongly encouraged to take private lessons outside of the school day from a specialized instructor.

Theater

Middle School Curriculum

Students in grades six and seven have one semester of theater, and grade eight students may elect to take theater for one or two semesters. In addition, all students have the opportunity to perform in the fall play and the spring musical.

Theater Grade 6

6 half blocks

1 semester

This course eases students into the world of performance and production through creative work that develops self-expression and collaboration. Spontaneous behavior and risk-taking are encouraged through theatre games and improvisations. Being able to think on one's feet, adapt, take risks, listen, communicate, collaborate, and create are skills that translate to any endeavor that students will undertake, both on and off the stage.

Theater Grade 7

6 half blocks

1 semester

This course is designed to expand understanding of theatre skills and explore concepts such as objective, obstacle, tactics, physical activities, environment, relationships, and the art of living truthfully in an imaginary world. Voice, movement, emotion and imagination are essential tools for seventh-grade students continuing to express themselves and their relationships to the world through the study the human condition.

Theater Grade 8

4 full blocks

1 or 2 semesters

Grade eight students continue to approach work from the points of view of the writer, director, designer, and actor. This course explores the actor's tools of intention, listening, physical expression of emotion, concentration, and movement. It is an experience-based exploration of the fundamentals of planned performance and of the collaboration involved in the process. Acting techniques become tools to build character and make discoveries that will later be utilized in fully realized five and ten minute productions.

Elective courses are subject to scheduling availability.

Upper School Curriculum

Theater I	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>This one-semester course serves as an introduction to the theatre, and to the discipline of acting. Students will experience introductory exercises in concentration, relaxation, and ensemble-building, as well as basic stage concepts and terminology. We will study one award-winning modern playwright and complete a staged reading of one full-length play. We will also complete a masterclass in SAFD-certified Stage Combat, experience an introduction to Shakespeare, and rehearse and perform two-person scenes from plays by top playwrights from the modern era. Each day, the work will be experienced within a supportive and ensemble-based atmosphere.</p>			
Improvisation	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>This course builds on the games and exercises of Theatre I, further immersing students in a variety of improv activities to help develop their improvisational technique and outlook. We will experience improv exercises based on the work of Viola Spolin, Keith Johnstone, Augusto Boal and others. Students will also experience Improv as it relates to the creation and performance of scripted material, and we will also examine Improv's ability to create and encourage personal and social awareness. Students are encouraged to take risks and create spontaneously within this supportive and ensemble-based atmosphere.</p> <p>Prerequisites: Theatre I or approval of the instructor.</p>			
Theater II	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>Theatre II takes those concepts experienced in Theatre I to a deeper level. Students will complete more advanced exercises in acting, movement, and voice. We will continue our study of choreographed Stage Combat with our SAFD-certified guest instructors. We will travel to a local professional theatre to experience a professional Equity production, in conjunction with studying that playwright and the play being produced. Students will delve deeper into scene and monologue work from both the modern and classical era, and will look further into Shakespeare's works by rehearsing and performing a two-person scene. All work will be experienced within a supportive and ensemble-based atmosphere.</p> <p>Prerequisites: Theatre I or approval of the instructor.</p>			
Technical Theater	<i>1 credit</i>	<i>4 blocks</i>	<i>full year</i>
<p>Students in this full year class will explore the creative, collaborative process for theatrical design thru a combination of 1.) analyzing dramatic literature, 2.) in-class design projects and 3.) executing design through hands-on building/painting/lighting/sound projects in the Black Box theater. This class will provide an in-depth look into the process of design for the stage in all areas (set, lights, sound, costume, props). Students will learn practical, hands-on skill in the areas of set construction, scenic painting, and executing light/sound design. Open to sophomores, juniors and seniors. May be repeated for credit.</p>			

Advanced Acting and Directing	1 credit	5 blocks	full year
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Advanced Acting and Directing is a year-long course. Students will complete more advanced acting exercises, more challenging scene and monologue work, an advanced unit in armed and unarmed Stage Combat, an audition experience unit, and a study of one great film-maker. We will also focus on the work of the Director: selecting and interpreting materials, as well as exploring staging techniques. As directors, students will learn to realize their vision, creativity, and ingenuity by working with student actors, designers, and technicians in a collaborative setting. Students in this course will also create short productions for presentation before an invited audience. All work will be experienced within a supportive and ensemble-based atmosphere.

Prerequisites: Theatre I and Theatre II or approval of the instructor.

Visual Art

Middle School Curriculum

All sixth- and seventh-grade students take a semester of visual arts. Eighth-grade students may elect a semester or a whole year of Visual Arts to meet their Middle School Arts requirement.

Grade 6	6 half blocks	1 semester
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Beginning with instruction reviewing the art elements and principles, this class progresses through introductory units in perspective drawing, figure drawing, glass fusing, basic clay skills, painting fundamentals, installation creation and art history. Emphasis on both process and product are explored.

Grade 7	6 half blocks	1 semester
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Seventh-grade art reinforces skills learned in the 6th grade and adds more advanced techniques while emphasizing art in the context of history and culture. Students continue to discover new techniques in drawing, glass work, sculpture, design and painting, with a focus on the creative process and experimentation.

Grade 8	4 full blocks	1 or 2 semesters
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This class extends students' art skills and knowledge of art materials. Projects are technically more challenging and encourage self-expression. Units of study include drawing, glass work, sculpture, painting, clay, digital stop motion animation and art history.

Elective courses are subject to scheduling availability.

Upper School Curriculum

Under the direction of the visual arts faculty, each student has the opportunity to develop a program in art that suits his or her individual interests and ability. In order to excel in these courses, students should be willing to commit themselves to working in the art studio during some free bells or after school.

Introductory and Advanced Art Courses

All introductory art courses, except for General Art, may be repeated as an Advanced course for additional credit. The content of the course will vary with each semester. Advanced courses do not repeat introductory class curriculum.

<i>General Art</i>	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>A prerequisite for all upper level art courses, this course covers the basics of two- and three-dimensional design, color theory, and introductory techniques in a variety of media. Open to all grades.</p> <p>May not be repeated for credit.</p>			
<i>Drawing</i>	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>This course will explore techniques in basic drawing. A variety of drawing media and exercises will be introduced to foster development of personal images. Students will be required to maintain an out-of-class sketchbook.</p> <p>Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.</p>			
<i>Painting</i>	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>Students will be introduced to a variety of painting media and processes. Inventive and mixed media techniques will be emphasized. Group and individual critiques will include discussions of contemporary and historical movements and issues in art.</p> <p>Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.</p>			
<i>Ceramics</i>	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
<p>This course is an introduction to traditional and invented hand-building techniques, wheel throwing, and basic glaze techniques. The emphasis of the course is on using ceramics as a vehicle for art making. Concept, personal expression and technique will be the main focus of the class.</p> <p>Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.</p>			

Graphic Design	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
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This course will promote two-dimensional design principles with an emphasis on visual communication and creative problem solving. Students will use traditional and digital methods to realize their designs. Possible areas of study include: poster design, logo creation, t-shirt design and typography. Students will also be introduced to Industrial Design technique and be encouraged to work with 3-D materials and software. Access to a 3-D printer for rapid-prototyping is available and will be used.

Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.

Sculpture	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
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Sculpture introduces students to basic three-dimensional methods and materials. The course will stress both creativity and technique. Safe working practices will be particularly emphasized. This course has a varying format in which projects and materials will change each term. Some of the possible areas of exploration are: plaster work, metal work, ceramics, found object, installations and other sculptural technique.

Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.

Digital Imaging	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
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This course introduces students to the use of the computer as an art-making tool. The emphasis will be on aesthetics rather than advanced technology. Digital photography and computer-generated imagery will be explored. Students will use their time outside of class to collect images. Open to juniors and seniors.

Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.

Film and Animation	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
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This course introduces students to the art of Time-Based Media. Students will write, compose, and produce short videos. Students must be prepared to spend time out of class for shooting, collaborative work, and to manage technical equipment. Students will be learning the specifics of lighting, camerawork, pre-planning, sound, editing, and post-production, but the emphasis will be on creativity, aesthetics, and coherent ideas. Students will also be introduced to alternative video techniques such as animation, pixilation, 3-D computer graphics, and compositing.

Advanced students will continue their exploration of personal expression and advanced technique in a more independent manner. Focus for some students might include development of work for portfolios.

Art History

1 credit

5 blocks

full year

This course will explore art history from its prehistoric beginnings until the current day. A variety of classroom activities will be used to impart this information. Class projects will explore relevant art techniques and introduce the students to the creative process of art making. The goal of the course is to impart a working knowledge of art history and more importantly an understanding about the function and nature of art. Recommended for seniors; open to juniors with permission of the teacher. No prerequisite.

History

The program in history provides a perspective which will enable students to see themselves in time and place; a body of knowledge which will help them better appreciate their Western heritage as well as to understand cultures different from their own; and an awareness of the pleasure to be found in the study of history and the social sciences. At all levels, the department works to help each student develop the ability to read critically, to reason logically, to discriminate carefully, to draw conclusions objectively, to write and speak in a clear, well-organized manner, and to use sound methods of historical research.

Middle School Curriculum

Sixth Grade

<i>Geography</i>	<i>5 blocks</i>	<i>full year</i>
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The goal of this course is to broaden students' knowledge and understanding of other parts of the world, as well as to introduce them to social studies in the Middle School. It begins with a study of basic geographic terms and map skills and then focuses on such parts of the globe as Asia, Africa and Latin America.

Seventh Grade

<i>American History</i>	<i>5 blocks</i>	<i>full year</i>
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The seventh-grade program is a theme-based study of American history centering on our nation's dedication to individual and civil rights. The course focuses on the development of these ideas from the writing of the Constitution up to the 20th century as well as the continuing importance of these themes in our modern world.

Eighth Grade

<i>Understanding the Modern World</i>	<i>5 blocks</i>	<i>full year</i>
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Eighth-grade history introduces students to the complexities of global civilizations. The course analyzes the Enlightenment and the Industrial Revolution as underpinnings of the modern world by tracing changes in political and economic thought, social philosophies and cultural mores. Major emphasis is given to developments and events of the 20th and 21st century and the choices involved in bringing them about. Students also develop the ability to use and assess evidence and present conclusions in a coherent and cohesive manner.

Upper School Curriculum

Ninth Grade

World History I	1 credit	5 blocks	full year
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Elective; strongly recommended for all students in grade nine. World History I is an introductory level college preparatory course. This course studies the world's major societies from the dawn of civilization to the fourteenth century. Students will focus on the development of world religions, economic networks, social systems, and political structures in the ancient and medieval world. This course also stresses the development of the analytical, reading, and writing skills necessary for the successful study of history.

Tenth Grade

World History II	1 credit	5 blocks	full year
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Elective, strongly recommended for all students in grade ten and also open to students in grade twelve. This course continues the history of civilizations from the medieval to the modern era. Course content focuses on global political, economic, social and intellectual developments through the 21st century.

Students may earn credit for either World History II or AP European History, but not both.

AP European History	1 credit	5 blocks	full year
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Prerequisite: World History I; open to sophomores and seniors with departmental approval. This course provides a more detailed survey of modern European history with emphasis on historical interpretation. Employing historical reasoning skills and working deeply in primary and secondary sources, students examine European history from the Renaissance through today's challenges of European identity. This course prepares students for the Advanced Placement European History examination as well as further high level history study throughout the Upper School and in college.

Students may earn credit for either World History II or AP European History, but not both.

Eleventh Grade

U.S. History and Government	1 credit	5 blocks	full year
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Required of all students in grade eleven. A carefully integrated survey of American history and government from the colonial period to contemporary times, this course stresses the development of the reading and writing skills necessary for the analysis, criticism, synthesis, and interpretation of material related to the nation's past. Successful completion of several research assignments is a requirement for passing the course.

Students may earn credit for either U.S. History or AP U.S. History, but not both.

AP U.S. History	1 credit	5 blocks	full year
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Open to juniors with departmental approval. This course is a detailed survey of American history with an additional focus on historical interpretation. Successful completion of several major research assignments is a requirement for passing the course. This course also assists students in preparing for the Advanced Placement U.S. History examination. Students must complete World History II or AP European History to take this course.

Students may earn credit for either U.S. History or AP U.S. History, but not both.

Twelfth Grade

Global Issues Since 1945 Honors	1 credit	5 blocks	full year
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Open to seniors with departmental approval. This college-level course examines the history of the world since the second world war. We will study major developments in Asia, the Middle East, Africa, and Latin America with an eye toward understanding international relations in today's world. We will also look at major themes in recent world history like terrorism, globalization, and gender relations. Students should expect to read a variety of texts, write analytical essays, and participate in round-table discussions.

Economics	1/2 credit	5 blocks	1 semester
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This course offers an introduction to the fundamental concepts of economics and how these apply to both individuals and the larger society. Topics covered include basic economic concepts, supply and demand, markets, taxation, gross domestic product, the stock market, and monetary and fiscal policy. Students can expect to complete projects on economic issues and write short papers in addition to the usual quizzes and tests.

Recommended for seniors; open to juniors only with written permission from the department.

Postmodern America Since 1968	1/2 credit	5 blocks	1 semester
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Beginning with the tumultuous years of the 1960s, particularly the events of 1968, this course explores how the 1960s, 70s, and 80s affected the growth of technology, changing American demographics, economic policy (foreign and domestic), increasing political division and the changing role of the United States in global affairs. Themes will include race, gender, religion, and socioeconomics. More specifically, this course examines recent events in American history such as the resurgence of the Republican party in the 1980s, American military involvement in the Middle East, the events of 9/11, and the growing role of social media. This course is an extension of the survey courses in both the history and English curriculum.

Recommended for seniors; open to juniors only with written permission from the department.

Environmental Studies	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
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This course is designed to be an interdisciplinary investigation into crucial environmental issues, combining the study of science, history, and culture. It is designed to be as hands-on and exploratory as possible, with a number of projects and field trips into the community. Students will learn about how people think about the environment and have interacted with it throughout history, how science informs the ways in which we interact with the environment, and the major environmental issues facing society today.

Open to juniors and seniors, prerequisites: biology and chemistry.

Nazi Germany and the Holocaust 1930-1950	<i>1/2 credit</i>	<i>5 blocks</i>	<i>1 semester</i>
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This senior elective history course examines Nazi Germany and the Holocaust in Europe from 1930-1950. Topics covered include: the end of democracy in Germany and the rise of the Nazi Party, Nazi culture and policy, Germany's role in WWII, and the Holocaust and its aftermath. Students will examine a wide variety of historical sources and will gain a better grasp our era's challenges in regard to democracy's threats, discrimination, and genocide. They will engage in debate and discussion, write short papers, and complete a final multimedia project.

Recommended for seniors; open to juniors only with written permission from the department.

The Cold War	<i>1/2 credit</i>	<i>5 blocks</i>	<i>1 semester</i>
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This senior elective history course examines the Cold War in Europe from 1945-1990. Topics covered include: post-World War II reconstruction, everyday life and politics in Eastern and Western Europe, the European Union, and the end of Communism in Europe. The course also introduces the concept and practice of public history. Students will examine a range of sources, including archives, monuments, and historical films. They will engage in debate and discussion, write short papers, and complete a public history project at our school or in the community.

Recommended for seniors; open to juniors only with written permission from the department.

Mathematics

The Seven Hills mathematics curriculum teaches students to think logically and critically and helps them to develop effective problem-solving skills. Our students gain an appreciation for the importance of mathematics in the world and learn to communicate about mathematics with others. We recognize how vital it is to both foster in each student a confidence in his/her mathematical abilities and to ensure that each student is intellectually challenged at an appropriate level. We believe that a pace that enables each student to develop into a confident, curious learner with a solid mathematics foundation is vital. Because not all students learn at the same rate we offer math courses at different levels.

Middle School Curriculum

The middle school years mark a transition from the numeric realm to the abstract notions of algebra. We believe that what is ultimately most important for math students at Seven Hills is to provide them with intellectual challenges, a solid mathematics foundation, and a positive mathematics experience at a developmentally appropriate level. Years of experience tell us that readiness for the challenges of abstract thinking certainly does not happen at the same time for all students, so our task is to find the appropriate pace for each student.

Placements into sixth-grade math courses are done by the fifth-grade teachers, in consultation with the Middle School faculty. Seventh- and eighth-grade placements are done by the Mathematics Department, which considers teacher recommendations, achievement in the previous class, developmental readiness, sophistication of problem solving abilities, interest in the subject, a willingness to work at improving their skills, and results from standardized tests (including reasoning and reading comprehension scores).

Math Grade 6	5 blocks	full year
<p>In sixth-grade mathematics, students explore pre-algebra concepts. They begin thinking more abstractly as they extend their knowledge of variables and solving equations while they reinforce and extend number skills that may require further practice and development. Because the abstraction of algebra requires a strong sense of numbers and number operations, this is an emphasis in sixth-grade mathematics. Plane and solid geometry are further developed while probability and statistics are extended and applied.</p> <p>All sixth-grade students study pre-algebra at one of two levels, ensuring our ability to best serve each student as a learner of mathematics. Students taking Advanced Pre-Algebra 6 typically will be prepared to begin their work in algebra in the seventh grade. Those who take Pre-Algebra 6 will either continue to strengthen their pre-algebra skills or begin work in algebra in the seventh grade.</p> <p>Due to the transitional nature of the sixth grade, and the differing developmental paces of early adolescence, sixth grade math placements do not dictate seventh-grade math placements. Our program recognizes the need for flexibility from year to year and allows for placements each year to best meet the needs of each student as he/she develops and progresses through the curriculum.</p> <p><i>Placements are made by the fifth-grade faculty, who know the students best, in consultation with the Middle School faculty.</i></p>		

Math Grade 7*5 blocks**full year*

The Mathematics Department places students into three ability groups for the seventh-grade year using the criteria described above (second paragraph under “Middle School Curriculum”). After grade six, some students will need further work on preliminary algebra skills, others begin the formal study of algebra in a two-year sequence, and a few are ready to study the entire course of Algebra I in the 7th grade. Our goal is not to rush through Algebra I but in fact the opposite. We believe that development of a solid foundation in algebra is crucial to a student’s subsequent performance in higher level mathematics courses.

Some students take *Pre-Algebra 7*, in which they strengthen the ideas from grade six and prepare to begin their study of algebra the following year. Students in this class will see a little more review of numerical concepts as they move into more abstract ideas.

Most students will begin a two-year sequence of algebra continuing with writing and solving equations and inequalities along with graphing equations while working with advanced number properties. Continued emphasis is placed on the problem solving process including thoughtful reading and critical analysis. This course is *Algebra IA*.

Some students will study *Algebra I*, a one-year course, during seventh grade if they meet our criteria and are interested in studying mathematics at a high level. This is a demanding class both in content and expectations and is only appropriate for students that we determine are developmentally ready.

Placements are made by the Math Department.

Math Grade 8*5 blocks**full year*

The Mathematics Department places students into three groupings for the eighth-grade year using the criteria described above (second paragraph under “Middle School Curriculum”).

Seventh-grade students who have completed Pre-Algebra 7 typically will begin a two-year study of Algebra I in the eighth grade. Students in this course continue with writing and solving equations and inequalities, graphing equations, and working with advanced number properties. Continued emphasis is placed on the problem solving process including careful reading and critical analysis. This course is *Algebra IA*.

Students, who in seventh grade have successfully completed Algebra IA and have the Mathematics Department approval, will complete their study of algebra in *Algebra IB*, continuing their study of equations and problem solving and including systems of linear equations, quadratic equations and operations with polynomials.

Students successfully completing Algebra I in the seventh grade (maintaining at least a C+ average each semester without tutorial support) and who have Mathematics Department approval will take *Geometry*, a rigorous study of Euclidean geometry including the notions of formal proof and logic, in the eighth grade.

Placements are made by the Math Department.

Upper School Curriculum

Beginning with the class of 2014, students in the state of Ohio are required to take four years of high school mathematics. An honors sequence of study is available to those approved students who exhibit exceptional talent and interest in mathematics and are capable of work independent of tutorial support. The successful completion of algebra in Middle School earns students one high school credit in mathematics. The successful completion of geometry in Middle School earns students one high school credit in mathematics.

Algebra I	1 credit	5 blocks	full year
<p>This class continues the study of elementary algebra that was begun in Pre-Algebra and/or Algebra IA. Topics include linear equations and inequalities and their graphical representations, systems of equations and inequalities, polynomials, rational expressions, radicals and quadratic equations. Emphasis is placed on using algebra to solve a variety of application problems and on working with graphical, numerical, algebraic, and written representations of mathematical relationships.</p>			
Geometry	1 credit	5 blocks	full year
<p>This course investigates Euclidean plane geometry. Special emphasis is placed on visualization of spatial relationships and on making and testing conjectures using Geometer's Sketchpad. Students study formal proofs, the use of inductive and deductive reasoning, two and three-dimensional shapes and their properties, similarity, transformations, coordinate geometry, tessellations, and right triangle trigonometry.</p> <p>Prerequisite: Successful completion of Algebra I.</p>			
Geometry Honors	1 credit	5 blocks	full year
<p>This course investigates Euclidean plane geometry at an advanced level. Special emphasis is placed on visualization of spatial relationships using Geometer's Sketchpad and on geometry as an example of a deductive system. Formal proofs and logic are a major component.</p> <p>Prerequisites: Successful completion of Algebra I and approval of the Math Department.</p>			
Algebra II	1 credit	5 blocks	full year
<p>The second in a two-year study of algebraic concepts, this course includes the real number system and the complex number system, a thorough study of functions (linear, quadratic, rational, radical), conic sections and systems of quadratic equations and inequalities.</p> <p>Prerequisites: Successful completion of Algebra I and Geometry.</p>			

Algebra II Honors	1 credit	5 blocks	full year
<p>The second in a two-year algebra sequence for honors students, this course includes the the real number system and the complex number system, a thorough study of functions, conic sections, sequences and series, data analysis and related topics. Topics are addressed with greater abstraction in this class.</p> <p>Prerequisites: Successful completion of Algebra I and Geometry and approval of the Math Department.</p>			
Probability and Statistics	1 credit	5 blocks	full year
<p>An introductory course aimed at developing an understanding of basic statistical concepts and techniques, this class enables students to assess the credibility and value of inferences drawn from data. Students will explore the use of statistics in everyday life as well as in scientific research and experimental situations. Areas of study include descriptive statistics, an introduction to some sampling, and quality control. This course is intended as a culminating course and is thus open to seniors or by special permission from the Math Department. This course is not intended for students in the honors sequence.</p> <p>Prerequisites: Successful completion of Algebra II and approval of the Math Department.</p>			
Probability and Statistics Honors	1 credit	5 blocks	full year
<p>This lab-oriented course exposes students to the exploration, summarization and display of data. Students will design surveys and experiments, use probability to understand random behavior, make inferences about population by looking at samples, and make inferences about the effect of treatments from designed experiments. Though formulas and formal procedures will be presented, the focus will be on the development of statistical literacy and critical thinking through hands-on activities. Students will be challenged to apply and integrate concepts covered in class and will learn how to extract information from a range of technological statistical packages. This course is intended as a culminating course and is thus open to seniors or by special permission from the Math Department.</p> <p>Prerequisites: Successful completion of Pre-Calculus and approval of the Math Department.</p>			
Pre-Calculus	1 credit	5 blocks	full year
<p>Designed as preparation for an introductory calculus class, this course includes the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics may include analytic geometry and geometric and arithmetic series.</p> <p>Prerequisites: Successful completion of Geometry and Algebra II with a grade of at least C in each semester of Algebra II and approval of the Math Department.</p>			
Pre-Calculus Honors	1 credit	5 blocks	full year
<p>Designed for honors students preparing for the subsequent study of calculus, this course includes the in-depth study of polynomial, rational, logarithmic, and trigonometric functions, as well as analytic geometry, polar coordinates and parametric equations. Students should be prepared to tackle challenging problems beyond those in the textbook.</p> <p>Prerequisites: A grade of at least C+ each semester in Algebra II Honors and approval of the Math Department.</p>			

Calculus	1 credit	5 blocks	full year
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This course introduces the study of calculus to motivated students of mathematics. The bulk of the course deals with differential calculus, transitioning into integral calculus by fourth quarter. While rigorous proof is covered, more emphasis is placed on problem solving and applications. Students will gain a solid foundation in the fundamental skills of calculus by year's end.

Prerequisites: Successful completion of Pre-Calculus with at least a C+ each semester, a desire to work with challenging new concepts, and approval of the Math Department.

Advanced Placement Calculus AB or BC	1 credit	5 blocks	full year
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AP Calculus courses at Seven Hills focus on limits, derivatives, integrals, and their applications, preparing honors-level students for the AP Calculus exams in May. Students must be comfortable working with a variety of functions (polynomial, rational, logarithmic, exponential, and trigonometric) in four key ways: algebraically, numerically, verbally, and graphically. Students must have the habits of mind to be able to tackle complex mathematical topics and to take intellectual risks. Summer work is required.

Pre-requisites: Approval of the Mathematics Department and at least a C+ average on tests and exams in Pre-Calculus Honors or CP Calculus.

Two AP Calculus exams are offered by The College Board: AP Calculus AB and AP Calculus BC. The courses differ in the amount of content that is covered.

- AP Calculus AB covers limits, derivatives, integrals, and their applications.
- AP Calculus BC covers the same content at the same depth as AP Calculus AB but also involves parametric, polar, and vector functions as well as the major study of polynomial approximations and series.

Pre-requisites for Calculus AB: Approval of the Mathematics Department and at least a C+ average on tests and exams in Pre-Calculus Honors or CP Calculus.

Pre-requisites for Calculus BC: Approval of the Mathematics Department and

- 1) at least a B average on tests and exams in Pre-Calculus Honors or CP Calculus, or
- 2) satisfactory completion of Calculus AB.

Multi-Variable Calculus	1 credit	5 blocks	full year
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This course is designed for students who have completed AP Calculus. Subjects covered include vector valued functions, functions of more than one variable, partial derivatives, and multiple integration.

Prerequisites: Completion of AP Calculus and approval of the Math Department and

- 1) at least a B+ average on tests and exams in Calculus AB, or
- 2) satisfactory completion of Calculus BC.

Students wishing to enroll in MVC who were previously in Calculus AB will be given summer work.

Mathematics Department Requirements:

- ◆ To enter Algebra II, a student must achieve at least a C- in each semester of Algebra I or successfully complete *pre-approved* summer work in Algebra I. We recommend this be done the summer before taking Algebra II.
- ◆ To enter Pre-Calculus, a student must achieve at least a C average in each semester of Algebra II or successfully complete *pre-approved* summer work.
- ◆ To enter Calculus, a student must achieve at least a C+ average in each semester of Pre-Calculus or successfully complete *pre-approved* summer work. Only students recommended by faculty are admitted into Calculus.
- ◆ To remain in the honors program for the following year, a student is expected to achieve at least a C+ average each semester *without tutorial support*.

Physical Education and Health

The physical education and health program provides students with the opportunity to develop ideas and habits of good health, fair play, initiative, and achievement in coeducational classes.

Middle School Curriculum

Physical Education

The Middle School physical education curriculum aims to promote a healthy lifestyle by providing students the opportunity to gain current knowledge of physical fitness and healthy living practices. Students actively participate in a variety of lifetime, team and individual sports including, but not limited to, tennis, yoga, cricket, cross country, basketball, volleyball, soccer, team handball, badminton and cooperative games. We strive to have each and every student experience some success and enjoyment in being physically active by promoting a healthy lifestyle.

Health

The study of body systems is included in sixth-grade science. Drug education is taught in seventh grade and human relations is taught in eighth grade.

Upper School Curriculum

The Upper School physical education curriculum aims to provide the students with as many tools as possible to be fit for a lifetime. Students will be introduced to multiple varieties of physical activities including the weight room, fitness days, cardio, yoga, and Pilates. The students will learn how to use heart rate monitors during their workouts, and be able to understand the connection between the data and their effort level. Students will also be exposed to a variety of different lifetime sports including, but not limited to, ultimate Frisbee, tennis, volleyball, badminton, football, lacrosse, soccer, and basketball.

Physical Education 9	<i>1/4 credit</i>	<i>5 blocks</i>	<i>1 semester</i>
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Fitness Principles and Team Sports

The goal of the Upper School freshman course is to introduce many different fitness activities while also continuing to expose students to a variety of team sports. The fitness portion of the curriculum aims to teach students about setting fitness goals and working towards achieving those goals. Students will work with heart rate monitors to better understand heart rate zones and exertion levels during their workouts. Students will also learn how to go through two weight room workouts, using proper form on activities, and learning how to properly spot their lifting partners. Other activities that students will be exposed to include yoga, Pilates, and interval workouts. Team sports in the curriculum include, but are not limited to soccer, cricket, floor hockey, basketball, lacrosse, and football.

Physical Education 10	<i>1/4 credit</i>	<i>5 blocks</i>	<i>1 semester</i>
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Lifetime Activities and Wellness

The Upper School sophomore course aims to provide students opportunities to learn how to be physically and mentally well. Students will be exposed to a variety of lifetime sports and activities as well as fitness exercises that aim to provide stress release to each student. Yoga and Pilates will be incorporated throughout the curriculum as well as guided meditation and self-defense. Students will also learn new workouts in the weight room and different fitness workouts they can use outside of the classroom. Lifetime sports that will be taught include, but are not limited to, golf, tennis, ultimate frisbee, cornhole, softball, and bowling.

Health

1/2 credit

4 blocks

1 semester

Required for sophomores and those new students who have not had Health in grades nine through eleven. Students attend class 160 minutes/week for two quarters.

This course takes a holistic approach to wellness and encourages students to become active participants in maintaining and/or improving their health. Topics include: physical activity; nutrition; stress management; drug education; healthy relationships and sex education; and American Red Cross First Aid and Cardiopulmonary Resuscitation training.

Science

The goals of the Seven Hills Middle/Upper School science program are to prepare students for successful college study and to graduate scientifically literate citizens. To accomplish these goals, we strive to help students to become independent learners, to become more curious about the world in which they live, to become more critical and creative thinkers, to use the scientific method to solve problems, to employ mathematics to think and to communicate, to improve their laboratory and library research skills, and to become more effective writers and speakers. We want them to understand the processes and theories upon which the modern sciences of biology, chemistry, and physics are built; to have a sound grasp of basic knowledge in biology, chemistry and physics; to use modern technology to enhance and extend their understanding of scientific principles; to understand both the power and the limitations of modern science; and to understand and accept their moral and ethical responsibilities as citizens of the world.

Middle School Curriculum

Life Science Grade 6	5 blocks	full year
<p>Students in this course explore life on many levels—from the microscopic world of the cell to our vast and magnificently diverse biosphere. Science as a process and evidence-based thinking is emphasized. In addition to smaller investigations completed throughout the year, during the first semester each class collaboratively designs and conducts a guided inquiry. During the second semester, each student designs and conducts an independent inquiry. These experiments are part of a study of birds that weaves throughout the yearlong curriculum. Other components of the bird study may include bird banding on campus with local university professors, and collecting and contributing data to the Cornell Lab of Ornithology's eBird Citizen Science program. Other topics in the course include cells and cell reproduction (both mitosis and meiosis), genetics, body systems, ecology, plants, animals, and microorganisms. Both structure and function is emphasized, as well as the interactions and interconnections between living things.</p>		
Earth Science Grade 7	5 blocks	full year
<p>Seventh-grade science introduces students to the systems and processes at work on Earth and in our solar neighborhood. From honing observation skills, to effectively communicating their findings, students learn that science is a process, and that discoveries are limitless. Students are given multiple opportunities to collaboratively and independently use and make models, pose questions, design and conduct experiments, collect and analyze data, and share findings. As the course content unfolds, students will gain a new perspective on where they exist in the universe, and a broader perspective on the role of science across many disciplines.</p>		
Physical Science Grade 8	5 blocks	full year
<p>This is a laboratory-based course introducing students to physics and chemistry. <u>A larger focus is placed on preparing students for chemistry and a more conceptual approach is taken towards physics.</u> Student teams conduct experiments rooted in the scientific method on a weekly basis. Topics include density, measurement in the metric system, motion, forces, nature of waves, physical and chemical changes, classification of matter, nature of the elements and chemical reactions, naming chemical compounds, forms of energy such as heat, electricity and magnetism. <u>Mathematical models are used to solve problems with single step solutions.</u> Students will practice critical thinking, problem-solving skills, and teamwork through numerous group projects. These challenges include forensic style investigations and engineering competitions. Students will explore science concepts using online simulations from various sources and expand their technological proficiency by writing lab reports and using calculator based lab equipment with several probes. Schoology is used to assess student understanding and for review activities. The final exam is given four weeks early to allow time for the students to design, produce, test, and present a wind turbine as a final end-of-year project.</p> <p><i>Placements are by the Science Department.</i></p>		

Introduction to Physics and Chemistry Grade 8	5 blocks	full year
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This is a laboratory-based course introducing students to physics and chemistry. Student teams conduct experiments rooted in the scientific method on a weekly basis. Topics include density, measurement in the metric system, motion, forces, nature of waves, physical and chemical changes, classification of matter, nature of the elements and chemical reactions, naming chemical compounds, forms of energy such as heat, electricity and magnetism. *The application of mathematics to form working models of the world is a cornerstone of this course. Students will be taught how to apply algebra and basic geometry to create and manipulate these models. Vectors will be covered both graphically and mathematically to account for forces and motion in multiple directions.* Students will practice critical thinking, problem-solving skills, and teamwork through numerous group projects. These challenges include forensic style investigations and engineering competitions. Students will explore science concepts using on-line simulations from various sources and expand their technological proficiency by writing lab reports and using calculator based lab equipment with several probes. Schoology is used to assess student understanding and for review activities. The final exam is given four weeks early to allow time for the students to design, produce, test, and present a wind turbine as a final end-of-year project.

Placements are by the Science Department.

Upper School Curriculum

Biology	1 credit	6 blocks	full year
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A laboratory course giving a comprehensive introduction to the study of biology, including but not limited to, cells, inheritance, the history of life, microbiology, plant and animal diversity, ecology, and human structure and function. Material covered is related to current work in biology today. The course incorporates a variety of labs, interactive activities and projects. *Students may earn credit for either Biology or Biology Honors, but not both.*

Biology Honors	1 credit	6 blocks	full year
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This is a laboratory course that challenges students with its rigorous conceptual level. Molecular biology is the central theme that incorporates a focus on perspectives from the sub-disciplines of genetics, cell biology, systematics, ecology and evolution. Computer based data acquisition and analysis technologies are integrated throughout the course. Special projects and readings emphasize the relationship between ethics, public policy and biological issues.

Students may earn credit for either Biology or Biology Honors, but not both.

Prerequisite: Recommendation of the Science Department.

Chemistry	1 credit	6 blocks	full year
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This laboratory course covers traditional chemistry concepts including modern atomic theory, chemical composition, chemical reactions, solution chemistry, and the behavior of gases. Emphasis is placed on inquiry-based learning with a sequence of laboratory experiments designed to enhance understanding of key concepts. Students will acquire skill with common laboratory techniques including computer-based data acquisition, analysis and report writing. Students who plan to study *any* science at the advanced placement level are strongly encouraged to seek permission to enroll in Honors Chemistry. A TI83+ graphing calculator is required for this course.

Students may earn credit for either Chemistry or Chemistry Honors, but not both.

Prerequisite: Successful completion of Algebra I.

Chemistry Honors	<i>1 credit</i>	<i>6 blocks</i>	<i>full year</i>
<p>This mathematically rigorous course covers all the major chemical concepts. Laboratory work emphasize quantitative techniques and rely heavily on calculator and computer-based technology. Problem solving and critical thinking skills will be challenged. The most successful students in this course tend to possess very solid algebra skills. A TI83+ graphing calculator is required for this course.</p> <p><i>Students may earn credit for either Chemistry or Chemistry Honors, but not both.</i></p> <p>Prerequisites: Completion of Algebra I and current enrollment in Geometry or a higher level of math and recommendation of the Science Department.</p>			
Advanced Placement Chemistry	<i>1 credit</i>	<i>6 blocks</i>	<i>full year</i>
<p>This is a college-level course which covers all of the topics normally taught in first year college chemistry. Laboratory work is done to augment the lecture/recitation part of the course. A TI83+ graphing calculator is required for this course.</p> <p>Prerequisites: Enrollment in at least Algebra II, completion of Chemistry or Chemistry Honors and recommendation of the Science Depart.</p>			
Anatomy and Physiology	<i>1 credit</i>	<i>6 blocks</i>	<i>full year</i>
<p>Anatomy and Physiology is an upper level biological science course to be taken after the completion of Biology and Chemistry. It delves into systems of the body with special attention given to medically related problems. The course content is at a college level, but the pacing of the course is slower. This course is aimed towards students oriented towards medical/health-allied careers, but is valuable to anyone who wants to gain a greater insight into the workings of the human body. Learning activities are varied and include field trips, lab practicals, and dissections.</p> <p>Prerequisites: Biology and Chemistry.</p>			
Advanced Placement Biology	<i>1 credit</i>	<i>6 blocks</i>	<i>full year</i>
<p>This course is designed as a college-level introductory course, with emphasis on five major themes of biology: cellular and molecular processes, genetics, organismal form and function, ecology, and evolution. Students will develop an appreciation for the study of life as well as its unifying principles and underlying mechanisms through a combination of classroom discussion, small group activities, and laboratory investigations. What we know today about biology is the result of generations of keen observation and inquiry. Therefore, students will also be encouraged to develop critical thinking skills and data analysis through a number of independent investigations.</p> <p>Prerequisites: Biology, Chemistry and recommendation of the Science Department.</p>			
Physics	<i>1 credit</i>	<i>6 blocks</i>	<i>full year</i>
<p>This course provides broad coverage of the major topics of physics with an emphasis on the application of the concepts involved. Topics range from mechanics to simple vibrations, light, sound and electricity. Application and synthesis of concepts is achieved before the introduction of mathematical support. Laboratory experiences help solidify the concepts.</p> <p>Prerequisites: Algebra I, Biology and Chemistry.</p>			

Physics Honors	1 credit	6 blocks	full year
<p>A detailed study of dynamics, kinematics, sound waves, light waves, optics and optical phenomena, electricity and magnetism, this course uses mathematics to build familiarity with the concepts involved. This is a laboratory course.</p> <p>Prerequisites: Chemistry, Algebra II, and either enrollment in or completion of Honors Pre-Calculus. Students who are enrolled in or have completed CP Pre-Calculus may petition for this course.</p>			
Advanced Placement Physics (C Syllabus)	1 credit	6 blocks	full year
<p>This course provides mathematically rigorous, in-depth coverage of major topics in physics with emphasis on mathematical modeling and understanding the limits of models. Topics will include forces, energy and momentum conservation, translational and rotational kinematics, gravity and rotational motion with particular emphasis on their application to orbits, oscillations, electrostatics, material response to electric field with emphasis on conductors and dielectrics, origins and effects of magnetic fields, and electromagnetism. As time permits, additional material on waves, thermodynamics, special relativity, and atomic physics will be included. This is a laboratory course.</p> <p>Prerequisites: Completion of or concurrent enrollment in AP Calculus, completion of Chemistry, and recommendation of the science department.</p>			
Biotechnology	1/2 credit	5 blocks	1 semester
<p>Students will explore the fundamental principles of biotechnology, career pathways and biotechnology business applications (medical, pharmaceutical, and agricultural). Topics of study include: plant tissue culturing; DNA, RNA, and protein technologies; genetic diagnostics; healthcare and pharmaceuticals; food processing (GMO's); fermentation technology; energy and environmental management; forensic science; cloning; stem cells; and bioethics. Laboratory activities reinforce concepts and principles presented.</p> <p>Prerequisites: Biology and Chemistry.</p>			
Environmental Studies	1 credit	5 blocks	full year
<p>This course is designed to be an interdisciplinary investigation into crucial environmental issues, combining the study of science, history, and culture. It is designed to be as hands-on and exploratory as possible, with a number of projects and field trips into the community. Students will learn about how people think about the environment and have interacted with it throughout history, how science informs the ways in which we interact with the environment, and the major environmental issues facing society today.</p> <p>Open to juniors and seniors, prerequisites: biology and chemistry.</p>			
Macro Engineering	1/2 credit	5 blocks	1st semester
<p>Students will survey engineering and engineering technology disciplines such as civil, mechanical, and materials. This course will integrate math, science, technology, and writing as students apply an Engineering Design Process (Design, Build, Test, Evaluate, Redesign) to solve problems and explore the impact technology has on society. The course will be primarily project-based emphasizing teamwork as well as oral and written communication, and will require substantial participation by all students.</p> <p>Micro and Macro Engineering will be electives open to both honors and non-honors students. Both courses are open to juniors and seniors.</p> <p>Prerequisites: Biology, Chemistry, Geometry, Algebra II.</p>			

Micro Engineering	1/2 credit	5 blocks	2nd semester
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Students will survey engineering and engineering technology disciplines such as electrical, biomedical, chemical, and environmental. This course will integrate math, science, technology, and writing as students apply an Engineering Design Process (Design, Build, Test, Evaluate, Redesign) to solve problems and explore the impact technology has on society. The course will be primarily project-based emphasizing teamwork as well as oral and written communication, and will require substantial participation by all students.

Micro and Macro Engineering will be electives open to both honors and non-honors students. Both courses are open to juniors and seniors.

Prerequisites: Biology, Chemistry, Geometry, Algebra II.

Psychology	1/2 credit	5 blocks	1 semester
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This class introduces students to the scientific study of behavior and mental processes of human beings and other animals. The class surveys the major subfields of psychology, including but not limited to: scientific research methods, ethical considerations in research with human and animal subjects, the biology of the brain and nervous system, sensation and perception, states of consciousness, human development, learning, memory, personality, and the diagnosis and treatment of abnormal behavior. Students will complete one or more independent research projects.

Prerequisites: Biology and Chemistry.

Technology and Computer Science

Middle School Curriculum

In grades six through eight, the concepts involved in basic computer operations, productivity software, communication and research tools, problem-solving and decision making are incorporated into all aspects of the curriculum, including advisory.

Upper School Curriculum

Students may elect courses in computer science, where the usual progression is Programming I, Programming II, then AP Computer Science. Computer Engineering is offered as an additional course that can be taken anytime; it is independent of the computer science course sequence.

Programming I	1/2 credit	4 blocks	1 semester
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Designed as a first course in computer science, this semester class explores the basic design of a modern computer, the respective roles of hardware and software in a computing system, and emphasizes the students' development of the computational thinking skills and techniques used by computer scientists. The Python programming language is used to gain experience understanding the form and function of computer programs, with additional attention given to real world software development practices and lessons. Additionally, a variety of supplemental tools, programming languages, activities, and contests provide a broad range of experiences intended to prepare students for additional areas of study in this field. Through a sequence of increasingly more challenging assignments, students gain an appreciation for the complexity of software and develop skills in recognizing patterns among different kinds of problems. Access to computing resources outside of class is expected.

Prerequisite: Successful completion of Algebra I with a C or better.

Programming II	1/2 credit	4 blocks	2nd semester only
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This course builds upon concepts learned from the Programming I course. Students are gently introduced to object oriented concepts and design with the Java programming language, and gain experience with its syntax and grammar, more complex data structures, algorithms, and real-world software development practices. Though this course provides a solid foundation for the topics covered in AP Computer Science A, students will also develop problem-solving skills that can be applied to multiple disciplines beyond computers. A variety of supplemental tools, programming languages, activities, and contests provide a broad range of experiences intended to prepare students for additional areas of study in this field. Access to computing resources outside of class is expected.

Prerequisite: Successful completion of Programming I with a C or better and approval of the department.

Computer Engineering	<i>1/2 credit</i>	<i>4 blocks</i>	<i>1 semester</i>
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The Computer Engineering course exposes students to the hardware side of digital electronics and computing hardware. Students will have opportunities for hands-on time to experiment with electrical and electronic components and devices, as well as computer engineering tools such as meters, oscilloscopes, power supplies, soldering irons, and small hand tools. The course will allow students to experiment with basic electrical and electronics circuits, basic digital circuits, and microcontrollers, and work on microcontroller-based (Arduino) projects of varying complexity involving sensors, indicators, and actuators.

Prerequisite: Successful completion of Algebra I with a C or better.

Advanced Placement Computer Science A	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
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AP Computer Science is both a college-prep course for potential computer science majors and a foundation course for students planning to study in other technical fields such as engineering, physics, chemistry, geology, and biology. The course emphasizes object oriented program design and implementation using the Java programming language, procedural abstraction, and in-depth study of algorithms, data structures, and data abstractions. The course explores issues of real-world software development practices as well as the social, ethical and legal issues of computing systems. Instruction includes preparation for the AP Computer Science A exam. Access to computing resources outside of the classroom is expected, as substantial time may be required to complete many of the assignments.

Prerequisite: Successful completion of Programming II with a C or better and approval of the department.

World Languages

The world language program stresses the importance of language as a communication tool, a means to better equip students for the 21st century. At every level, we emphasize four aspects of communication: speaking, listening, reading, and writing in the interpretive, interpersonal and presentational modes. The Chinese, French and Spanish programs emphasize oral and aural proficiency in particular. We also emphasize cultural and historical understanding of nationalities and ethnicities different from our own. We want our students to develop a lifelong passion for world languages as a way to explore and appreciate others' lives, traditions and values. In Latin, students study the language that is not only the foundation of all Romance languages but has also produced many of the outstanding works of literature of the Western tradition. Students also study Roman history and culture, a continuing influence on our culture today. Some of our courses require summer reading.

We strongly encourage our students to travel to a country where the language is spoken, either on their own or via one of our linguistic and/or cultural immersion programs. The following experiences are offered through the World Language Department. All travel occurs during May Term.

China Trip - offered in 2019-2020, open to all students in grades 10 or higher - no language requirement. This trip runs every other year.

Italy/Greece Trip - offered in 2020-2021, open to all students of Latin. This trip runs once every three years.

Spanish Exchange - offered in 2019-2020, open to students enrolled in Spanish 3 or higher in the year of the exchange. This trip runs every other year.

French Exchange - offered in 2020-2021, open to students enrolled in French 3 or higher in the year of the exchange. This trip runs every other year.

Students must be approved by the department in order to enroll in an Honors or AP class, or in Spanish A, B, C. All language classes are subject to sufficient enrollment.

The World Language Department expects students in honors-level classes to be highly motivated, independent learners, ready to work at a faster pace and at greater depth and breadth. Students produce language that demonstrates their cumulative understanding of the four linguistic skills (reading, writing, speaking, listening). The honors student seeks and contributes to the full immersion experience, both in and out of the class. Students self-assess honestly and work on areas that need their attention.

Middle School Curriculum

Sixth-graders take Latin for one semester and French for the other semester, each consisting of a block and a half (120 minutes) per week. In addition, students must take Spanish for one block (80 minutes) each week for the entire year. In the seventh grade, students choose Chinese 7, French 7, Latin 7, or Spanish 7 to begin a two-year sequence in the chosen language. The first half of the first level of the language is completed in grade 7, the second half in grade 8. Students who do not take a world language in Middle School enroll in Learning Lab.

Latin 6

3 half blocks

1 semester

Sixth-graders take this introductory level of Latin. The course covers elementary grammar concepts and presents simple vocabulary and sentence structures. The class studies Roman culture as it relates to daily life, history, geography, literature, and art of the Roman World. The class also discusses how the Latin language and Roman culture relate to our life and language.

French 6

3 half blocks

1 semester

During the alternate semester, sixth-grade students take French. This class presents introductory grammar and simple vocabulary. The class studies francophone cultures including geography, music, art and daily life.

Spanish 6*2 blocks**full year*

This course continues to develop the basic linguistic skills initiated in Lower School Spanish, while simultaneously providing an entry point for those students who are new to the language. The class is designed to introduce students to the formal study of grammatical and vocabulary topics that they will experience more fully in Spanish 7 and 8. Students learn concrete vocabulary and elementary grammar topics that allow them to communicate meaningfully about their own lives. The class also introduces students to aspects of Hispanic culture, such as music, art, food, and geography. This course meets twice during a 10-day rotation.

Latin 7*5 blocks**full year*

Level one of Latin is studied during the seventh- and eighth-grades. The goal of the class is to lay a solid foundation for further studies in Latin. To that end, students study grammar, translation strategy, prose composition, English derivatives, and acquire a basic working vocabulary. The class learns aspects of Roman history and culture.

French 7 or Spanish 7*5 blocks**full year*

Level one in French or Spanish is divided into two years. The first year covers basic grammatical points, including the present and imperative forms of the major verb groups, and conjugations of irregular verbs. Students learn thematic vocabulary, idioms and expressions to describe people, ideas and situations. The curriculum emphasizes the four linguistic skills of reading, writing, speaking and listening. Included is cultural information that relates to the francophone or Hispanic countries around the world.

Chinese 7*5 blocks**full year*

The focus of this course is to serve as an introduction to the Chinese language and culture. Level one in Chinese is divided into two years. The first year covers basic grammatical points and conversation. Pronunciation and tones are particularly stressed. Topics are related to students' daily life. Chinese characters are introduced in this level so that students will have a basic concept of the writing system and feel comfortable in reading and writing at a beginning level.

Latin 8*5 blocks**full year*

In this second year, the students complete the first formal level of the language. This class continues the study of more grammatical structures, translation strategy, Latin prose composition and English derivatives. Included in the class are aspects of Roman history and culture.

French 8 or Spanish 8*5 blocks**full year*

In this second year, the students complete the first formal level of the language. Students learn more vocabulary, verb conjugations, including the imperative forms of the three major verb groups, and more sentence structure. Orally and in writing, the students use simple descriptions to discuss their lives, school, home and friends.

Chinese 8*5 blocks**full year*

This course builds upon the knowledge gained in Chinese 7 and completes the first formal level of the language. Students learn more vocabulary, phrases, sentence structure, and characters. In this course, listening, speaking, reading, and writing are equally emphasized. Students conduct and understand longer conversations and present themselves and their interests such as family, hobby, daily life, etc.

Upper School Curriculum

Latin

Latin II Honors*1 credit**5 blocks**full year*

Students in this course continue their study of Latin grammar, inflection, vocabulary, and translation strategy. They work with translation, prose composition, and other regular exercises. In addition, students continue to learn aspects of Roman history and culture.

Latin III Honors*1 credit**5 blocks**full year*

This is the students' first pure readings course. Using a large number of short passages from a wide variety of adapted and unadapted prose authors and poets in a number of different genres, students learn how to approach any Latin text. By the end of this course, students will have learned a rough outline of the history of Latin literature in its historical and literary context, preparing them for more in-depth study of several authors in Latin IV Honors and beyond.

Latin IV Honors*1 credit**5 blocks**full year*

This is an advanced reading course in which students read more continuous selections from prose authors and poets according to the interest and needs of the class. Recent Latin IV Honors classes have read from Livy, Cicero, and Augustine among prose authors and Catullus, Vergil (non-AP selections), and Horace among the poets.

AP Latin	1 credit	5 blocks	full year
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The class studies selections from Julius Caesar's *Commentary on the Gallic Wars* and Vergil's *Aeneid*. Students receive extensive practice sight-reading Latin prose and poetry, and they write essays to illuminate how and why these works were composed as they were. The course emphasizes the artistry of Caesar's prose and Vergil's poetry, the Greek and Roman influences on the authors, as well as the immediate historical, literary, political, and cultural context behind each work.

French

French I	1 credit	5 blocks	full year
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At this beginning level, the course presents and practices vocabulary in meaningful contexts, highlighting communicative goals and real-life tasks. Students practice using the language in a variety of contexts and formats, working on correct pronunciation in beginning dialogues and simple written ideas. Students watch Roman-Photo, a video of a group of students living in Aix-en-Provence, and they explore cultural themes that are present in the French-speaking world. In addition, students watch television clips in French that include commercials, short films and advertisements; they listen to authentic conversations and narrations to develop their listening skills. This course emphasizes communicative skills to develop oral and listening proficiency, literacy skills and cultural knowledge.

French II	1 credit	5 blocks	full year
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This course improves students' ability to read, write, listen and speak in French. This level covers many grammatical topics such as verb tenses, pronoun usage, and commonly used idioms. Students begin the year speaking in simple conversations and writing short descriptions, gradually building to more complex constructions that involve a wider range of experiences. Included in this course is the study of France and its provinces, Paris, Quebec, West Africa, North Africa, Guadeloupe and the French Antilles. Students learn vocabulary thematically; topics include homes and neighborhoods, travel and hotels, meals and dining, nature, and technology. Students have access to a multitude of rich and authentic online resources.

French II Honors	1 credit	5 blocks	full year
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This course improves students' ability to read, write, listen and speak in French. This level covers all grammatical topics of French II in greater depth, such as verb tenses, pronoun usage, and commonly used idioms, as well as some more advanced structures and a broader range of vocabulary. Students are expected to speak and write more extensively and on a wider range of topics in greater depth. Included in this course is the study of France and its provinces, Switzerland, North Africa, West and Central Africa, Madagascar and French Polynesia. Students learn vocabulary thematically; topics include homes and chores, food shopping and dining, health and social security, technology, transportation, professions, and the fine and performing arts, with an emphasis on these topics within different francophone cultures. Students have access to a multitude of rich and authentic online resources.

French III	1 credit	5 blocks	full year
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This course outlines intermediate French language acquisition with directed and communicative practice. Using thematic vocabulary, authentic French documents, short films and video clips, students build a solid linguistic and cultural foundation that allows them to have meaningful exchanges with others through conversation, writing, listening and viewing. At this level, students use the thematic vocabulary and grammar in real-life dialogues and situations, which helps them to internalize the structures they have learned. This course is taught primarily in French.

French III Honors	1 credit	5 blocks	full year
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This course outlines intermediate French language acquisition with directed and communicative practice. Using thematic vocabulary, authentic French documents, short films and video clips by contemporary francophone filmmakers, and literary readings by well-known writers, students build a solid linguistic and cultural foundation that allows them to have meaningful exchanges with others through conversation, writing, listening and viewing. At this level, each chapter prompts students to reflect, observe, reason and form judgments, which helps them to internalize the structures they have learned. This course is taught in French.

French IV	1 credit	5 blocks	full year
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In this course conducted entirely in French, students research and discuss current events of the francophone world, with a primary focus on Quebec, West Africa, North Africa, Central Africa and the former French Indochina. The class makes extensive use of the Internet and films to explore key themes in greater depth: immigration, family relations, professional life, and the environment. Over the course of the year, the class reads two novels linked to the themes and cultures under study. Students prepare frequent oral presentations and projects. Grammar and vocabulary are reinforced on an as needed basis.

AP French Language and Culture	1 credit	5 blocks	full year
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The goal of this course is to refine all of the linguistic skills and to improve student proficiency in the three modes of communication: presentational, interpersonal and interpretive. This course follows a thematic approach by exploring the following topics: families and communities; personal and public identities; global challenges; science and technology; contemporary life; beauty and aesthetics. The course employs multiple authentic resources. Students develop their interpretive skills by listening to extended narrations and conversations and by reading sophisticated stories, poems and articles. They build their productive language skills by activities such as holding spontaneous conversations and writing source-based essays. Students use French at all times and they reach a competent level of fluency by the end of the year.

Open to students with permission from the department.

French V Honors	1 credit	5 blocks	full year
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This class, conducted in French, presents a wide variety of literary selections, ranging from the sixteenth to twentieth century. The literary genres include essays, poetry, maxims and prose by representative authors from each major literary and historical period. Students watch films that represents the societal, artistic and cultural issues from each century. Students write analytical papers, including the literary *explication de texte* and prepare oral presentations on various works. Authors include Villon, du Bellay, Rousseau, Voltaire, Montaigne, Diderot, Hugo, Rimbaud, Verlaine, Maupassant, Zola, Sartre and Camus.

Open to students with permission from the department.

Spanish

Spanish A	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This course is designed for students with language-based learning issues. The class is taught using the Orton Gillingham multi-sensory methodology that includes phonetic awareness, vocabulary development, and comprehension strategies. New materials are introduced at a slower pace, the reading load is reduced and the vocabulary demands are fewer. The class includes more cultural orientation to the Hispanic world. Open only to those students recommended by the department.</p>			
Spanish B	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This course is the sequential class to follow Spanish A. This class continues to employ the Orton Gillingham multi-sensory methodology to address the specific challenges of students with language-based learning issues. Building upon the vocabulary and grammar foundation of Spanish A, by the end of this course students complete a modified Spanish 1 curriculum. After completing this course, a student may receive approval to enroll in Spanish 2. Open only to those students recommended by the department.</p>			
Spanish C	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This course is the final course in the Spanish A-B-C sequence. Building upon the learning strategies and skills developed in the first two courses, students in Spanish C complete a modified Spanish 2 curriculum with a focus on topical themes such as cities in the Spanish-speaking world, health and well-being, technology, and the environment. Students will explore the cultural differences these topics reveal and will continue to build their linguistic skills in listening, reading, speaking, and writing while addressing these topics in both practical and meaningful ways. Open only to those students recommended by the department.</p>			
Spanish I	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This level provides an introduction to the fundamentals of pronunciation, grammatical structures, reading, listening, and speaking Spanish with a special emphasis on interests and attitudes of high school students and expressions for daily interaction. Written and oral homework assignments play a major role in developing the students' communicative skills.</p>			
Spanish II	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>The goal of this course is to continue developing the foundation of the Spanish language and to provide ample opportunities for students to hone their speaking, writing, reading and listening skills. The focus of vocabulary and grammar acquisition and retention is always on communication. In-class group work, written homework assignments, and interactive projects all play a major role in developing the students' communicative skills.</p>			

Spanish II Honors	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>Same as Spanish II above. Also, the pace in this course is more accelerated and students benefits from assignments that are more challenging than those for Spanish II. A higher degree of rigor is added to tasks and activities They prepare skits/ conversations in prompt, they share perspectives on texts they have read, retell detailed stories, or add to discussions. Use of the target language is expected at all times in the classroom.</p>			
Spanish III	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This level is designed for students who are interested in extending their vocabulary and studying more in-depth grammar in order to communicate confidently in Spanish. Students expand and practice the vocabulary and grammar via audio links, short films, cultural articles and essays, and video episodes. The students bring together all of their skills in writing well-developed essays and participating in daily discussions.</p>			
Spanish III Honors	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This course is for students who are interested in solidifying their language skills and who encompass strong language abilities. Along with the information in the course description that pertains to Spanish III, in the Honors level, the pace in this course is more accelerated as well as the workload and the expectations. Use of the target language is expected at all times in the classroom.</p>			
Spanish IV	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>This course is a cultural class. The course focuses on improving oral, written, and auditory skills. Taught in Spanish, students learn and explore customs and cultures. To promote creative language use and maximize learning, the class offers extensive vocabulary support along with cultural information relevant to today's Spanish-speaking world. The class makes extensive use of the Internet to explore key themes in greater depth. Students practice authentic communication through skits and conversations. This course also gives an introduction to Spanish literature.</p>			
Spanish V Honors	<i>1 credit</i>	<i>5 blocks</i>	<i>full year</i>
<p>Taught entirely in Spanish, this is a survey course designed for advanced language students. The class is a literature survey class that encompasses a wide array of literary genres and types of discourse; short stories, poetry, theatre/cinematography, and novel. Among the types of literary discourses, the collection of works also spans from 16th century to present-day modern literature.</p> <p>Open to students with permission from the department.</p>			

AP Spanish Language and Culture	1 credit	5 blocks	full year
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The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: interpersonal, interpretive, and presentational. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles, and also a combination of visual/print resources such as charts, tables, and graphs, all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication.

Open to students with permission from the department.

AP Spanish Literature and Culture	1 credit	5 blocks	full year
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The AP Spanish Literature and Culture course is designed to introduce students to the formal study of a representative body of texts from Peninsular Spanish, Latin American and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication: interpersonal, interpretive and presentational. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills—with special attention to critical reading and analytical writing—and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The course is taught exclusively in Spanish.

Chinese

Chinese I Honors	1 credit	5 blocks	full year
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This introductory course in Mandarin Chinese emphasizes the development of oral proficiency. Students acquire the skills needed to communicate effectively in Mandarin and interact with native speakers appropriately in the target culture. Students learn the Pinyin Romanized system, and accurate pronunciation is stressed. In this level, students begin to learn reading, typing, and writing Chinese characters. They also learn about Chinese culture, social customs, history, cooking, and festivals.

Chinese II Honors	1 credit	5 blocks	full year
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In this class, students continue to develop a range of proficiency in a number of topics in Chinese that have to do with daily life. They increase the learning of vocabulary and grammatical structures to strengthen communicative skills, as well as engaging in longer situational conversations. Students expand their knowledge of Chinese culture and history through watching films, discussion, doing research, and making presentations. They continue to develop their reading and writing skills and begin to write longer essays in Chinese characters.

Chinese III Honors	1 credit	5 blocks	full year
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Students move toward more sophisticated linguistic proficiency in this course. There is additional use of authentic materials, resulting in more precise dialogue, reading and writing. Class discussions and presentations focus on expressing opinions, as well as comparing and analyzing cultural differences. More abstract and social phenomena in current Chinese society are introduced and discussed. Students work on producing longer and more cohesive writings.

Chinese IV Honors	1 credit	5 blocks	full year
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This pre-AP Chinese course, taught exclusively in Chinese, is part of a combined level Chinese language course—Chinese IV H/AP Chinese Language and Culture. Chinese IV H and AP Chinese students form one class, with Chinese IV H intended as year one of a two-year sequence. This course presents students with authentic resources on a wide variety of themes as they develop their interpretive and productive language skills, completing modified assessments reflecting their pre-AP status. Students practice the different modes of communication while learning about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communication. The course also introduces students to significant persons, products, and themes in Chinese history. Students study one-half of the topics and themes in Chinese IV H and the other half in AP Chinese Language and Culture. Open only to those students recommended by the department.

AP Chinese Language and Culture	1 credit	5 blocks	full year
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This course, taught exclusively in Chinese, is part of a combined level Chinese language course—Chinese IV H/AP Chinese Language and Culture. AP Chinese and Chinese IV H students form one class, with AP Chinese intended as year two of the two-year sequence. This course presents students with authentic resources on a wide variety of themes as they develop their interpretive and productive language skills to reach a competent level of fluency and readiness to take the AP Chinese exam at the end of the year. In this course, students practice the different modes of communication while learning about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communication. The course also introduces students to significant persons, products, and themes in Chinese history. Students study the topics and themes not covered in Chinese IVH the previous year. Open only to those students recommended by the department.

Upper School World Language Policies

- ◆ We screen new students to determine their appropriate placement.
- ◆ With very few exceptions, all freshmen enroll in a world language class.
- ◆ Students who receive below a C- on the final exam or for the second semester average may be recommended to do summer work.

Supplementary Upper School Course

Seminar in Experiential Learning: Entrepreneurship	1/2 credit	5 blocks	1 semester
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This course will teach the fundamentals of developing a business plan and then guide the students through the process of taking an idea and turning it into a viable business proposition. Students would be expected to come up with an idea for a start-up business. The course will culminate with student “pitches” to an authentic audience made up of local entrepreneurs, venture capitalists, and/or business leaders. Students will use a traditional textbook and also read from business publications. The course will include interactions with local businesses and entrepreneurs.

The course will be graded P/NP. Open to juniors and seniors.

Supplementary Middle School Programs

Learning Lab		
6th grade	6 half blocks	full year
7th & 8th grade	5 blocks	full year

In Learning Lab, students receive direct instruction in study, organization, and time management strategies. The learning specialists work with students in very small groups in order to provide the greatest amount of individualized attention. The Learning Lab class is designed to reinforce the grade specific content in addition to providing students with an opportunity to receive additional academic support. For students who have been recommended, Learning Lab serves as a replacement for the middle school Foreign Language requirement.

Innovation Lab 6: Innovation Lab Basics		
6th grade	2 half blocks	full year

This program introduces students to the tools, materials, and techniques used in the Innovation Lab. Meeting 2 half-blocks in every 10 day rotation, students will experience instructional mini-workshops focusing on such skills as 3D design and printing, power and hand tool use, soldering, etc. Safe use of tools will be emphasized in order to foster student independence in the lab.

Innovation Lab 7: Design Thinking		
7th grade	4 half blocks	1 semester

This program teaches students Design Thinking skills based on Stanford University’s Design School model. Students are tasked with identifying a problem affecting someone else and prototyping or producing a physical product to address this particular problem. Using design thinking principles, students develop a sense of empathy with the problem’s “owner,” define the problem based on insights gained from an empathic understanding of the problem, learn and practice brainstorming techniques in order to generate ideas for solutions, prototype, and test and reiterate potential solutions based on feedback. Students present their work to invited guests at an end-of-course event.

Eighth-Grade Introduction to Coding (Programming)

8th grade

3 blocks

1 semester

This elective course introduces students to computational thinking and the “Core 4” of programming - loops, variables, functions, and conditionals. Students will practice translating and writing code efficiently in a block-based language using Sphero Robots and Micro:bit, a tiny microcontroller. Homework, quizzes and projects are part of this graded course. Introduction to Coding is not a requirement nor a replacement for Programming 1 which is offered by the Upper School. There is a limit of 14 students per semester for this course.