



**Curriculum Guide  
2009-2010  
Grade 7 through Grade 12**

**Lakewood Ranch Campus  
5950 Deer Drive  
Sarasota, FL 34240**

# THE OUT-OF-DOOR ACADEMY CURRICULUM GUIDE

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*The Out-of-Door Academy does not discriminate on the basis of race, creed, color, religion, sex, age, gender, or national origin.*

*The Out-of-Door Academy is an Equal Opportunity Employer, M/F.*

# The Out-of-Door Academy

## Mission Statement

Our mission as an independent, college-preparatory school (PreK-12) is to provide an environment in which students strive to achieve high academic goals and to build character through a balanced program of academics, athletics, and the arts.

## Philosophy

Through a program grounded in the liberal arts, our faculty seeks to prepare students for colleges and universities well suited to their abilities and aspirations. Our dedicated and caring faculty offers students individual assistance and guidance. Out-of-Door Academy is committed to an educationally excellent environment where:

### STUDENTS

- 1) become confident, self-sufficient, self-directed learners who develop a “love of learning;”
- 2) demonstrate an enthusiasm to learn;
- 3) reach high and are encouraged to surpass their own previous standards of performance.

### FACULTY

- 1) set high, reasonable standards and then inspire, guide, and lead students to achieve them;
- 2) offer a developmentally appropriate academically balanced program;
- 3) present a variety of learning opportunities and cultural experiences in and out of the classroom;
- 4) provide for interdisciplinary and multicultural learning by using varied teaching methods and performance appraisals.

### STUDENTS, FACULTY, AND PARENTS

- 1) exhibit integrity and respect;
- 2) set a tone that is serious, challenging, structured, and disciplined;
- 3) interact with one another to nurture success;
- 4) establish a culture of excellence in academics, athletics, and the arts.

## Graduation Requirements

The graduation requirements are outlined below. Any student who enters The Out-of-Door Academy after grade nine must provide his or her official transcript from the previous school.

The Out-of-Door Academy reserves the right to have students take courses similar to those that may have been taken elsewhere if deemed necessary or desirable for fulfilling our requirements.

*Please Note: Out-of-Door Academy diplomas are given only to those students who have successfully full-filled the graduation requirements and who have passed all of their courses by the end of senior year.*

SUBJECT	REQUIREMENT
<b>English</b>	Four Credits
<b>Math</b>	Four Credits (through Algebra II)
<b>Science</b>	Three Credits (Biology, Chemistry and Physics are required)
<b>World Languages</b>	Three Credits (through the third year of one language or two credits in two different languages)
<b>History</b>	Three and one half Credits (World History I, World History II, and American History, and Issues of Contemporary Society)
<b>Fine Arts</b>	One and one half Credits
<b>Health/Personal Fitness</b>	One credit (9th grade Personal Fitness is a state mandate)
<b>Electives</b>	Two and one half Credits
<b>Community Service</b>	20 hours per year

*A minimum of six courses per semester is required for grades 9-12.*

*Please note that credits are earned for courses taken in grades nine through 12 only.*

## Planning a Program of Study

### Advising System

The purpose of the advising system is to ensure that each student receives individual attention, support, encouragement, and guidance throughout his or her career at Out-of-Door Academy. Further, we hope to instill a sense of community within each advisory group, each grade, and ultimately the school at large. The advisor is the first contact when parents wish to inquire about the student's academic or social progress. The advisor is instrumental in ensuring that each student feels a sense of belonging at the school and is aware of and engaged in the programs offered here. The advisor monitors and guides the student's involvement in all areas of school life and promotes the student's growth and development by helping the student find the appropriate balance and breadth of challenges.

Upon enrollment, every 7-12 student is assigned a faculty member as their advisor. This faculty member sees his or her advisees throughout the week at assemblies and informal once-a-week meeting. The advisor may meet informally with an advisee whenever necessary.

By referring to the graduation requirements outlined on the previous page, students, along with advisors and parents can map out an anticipated academic program over their years at Out-of-Door Academy. Students are encouraged to discuss their progress and future courses with their advisors, teachers, or department chairs.

Our goal is for each student to be placed in the classes that present the appropriate challenge at that point in his or her educational development. While each year there are required courses to take, there are also electives and some options to consider. In the spring, returning students are given course selection forms along with access to the Curriculum Guide for the following year. The expectation is that students and parents review this information together and consider the courses most appropriate to take for the coming year. The scheduling of courses is done over the summer, and individual student schedules are distributed before the opening of school.

The forms are grade specific and each lists the requirements and prerequisites for each grade and course.

*Please note: Out-of-Door Academy reserves the right to cancel any course due to insufficient enrollment. Some upper-level courses and electives may be offered in alternate years. Students will be notified if they need to make an alternate selection.*

## Honors Sections and Advanced Placement (AP) Courses

Courses in some subjects may be offered at the regular, honors, or Advanced Placement (AP) level. The honors section of any given course requires its students to work at a faster pace and exposes them to more difficult material than a regular section of that course. Each department is most concerned with placing students in courses where they will continue to develop

intellectually at a pace that is conducive to honing their individual skill level. The placement process involves careful assessment of each student. Thus, each department will take into consideration the following criteria to determine proper placement:

- Pre-requisite classes
- Teacher recommendation
- Previous semester, year, and semester exam grades as determined by department
- A clear display of strong critical faculties and a proficiency in targeted skills
- Work ethic and classroom deportment
- A passion for the subject
- Course load
- Responsibility
- Standardized testing scores

Note: New students will be required to meet the same standards and provide pre-requisites in individual meetings with the department head or a department member.

An AP course is a year-long, college-level course that follows a curriculum designed by the College Board. Each course culminates in an examination given in May that provides students with an opportunity to earn college credit. All students who enroll in an AP course are required to take the AP exam for that course. Because of the demanding nature of AP course material and the high level of discipline and commitment required by the student, students must meet the criteria outlined by each department to be enrolled. The placement process involves careful assessment of each student to determine whether these criteria have been met. Student performance, progress, daily attendance, preparedness, and class participation are all considered when making this determination.

At the Out-of-Door Academy, each Advanced Placement Class instructor is authorized by the College Board to teach a rigorous course that requires students to work at an advanced pace. Thus, in order to complete a specified curriculum, at any point during the year, if in the judgment of the department a student is not doing acceptable work or accumulates an excessive number of absences or becomes an impediment to the progress of the class, that student will either be asked to withdraw or be placed in a regular section of the course. Each department is most concerned with placing students in courses where they will continue to develop intellectually at a pace that is conducive to honing their individual skill level. Thus, each department will take into consideration the following criteria to determine proper placement:

- Pre-requisite classes
- Placement test, portfolio, or audition
- Teacher recommendation
- Previous semester, year, and semester exam grades as determined by department
- A clear display of strong critical faculties and a proficiency in targeted skills
- Work ethic and classroom deportment
- A passion for the subject
- Course load
- Responsibility
- Standardized testing scores

Additional Criteria for consideration in AP Spanish Language is as follows:

- Non-native speakers who enroll in this course must have outside experience or a previous language immersion experience.

Note: New students will be required to meet the same standards and provide pre-requisites in individual meetings with the department head or a department member.

While the student is an important part of this process, and the student's request are carefully considered, placement decisions for all courses are made by teachers, the department chairs, the Academic Dean and the Upper School Head and are not finalized until after the end of the academic year, once the student's final grades and reports have been reviewed. Qualified students will not be denied an opportunity to take an honors or AP course, though parents and students are reminded that enrollment in these courses is selective, especially for AP courses, the curricula for which are designed for those students who have demonstrated the ability, motivation, maturity, and self-discipline to work on the college level for the duration of the course.

*Please note: Because honors and AP courses require students to work at an advanced pace in order to complete a specified curriculum, at any point during the year, if in the judgment of the department a student is not doing acceptable work, accumulates an excessive number of absences or becomes an impediment to the progress of the class, that student may be removed from the class or moved to a regular section.*

***Final Note: Students may not enroll in more than two Advanced Placement (AP) courses per year without academic dean approval.***

# Art

All of the art classes are based upon the following disciplines:

- **Production** - creating or performing
- **History** - encountering the historical and cultural background of works of art
- **Aesthetics** - discovering the nature and philosophy of the arts
- **Criticism** - making informed judgments about the arts

## Visual Art 7

Students will expand their basic understanding of making and appreciating art. We will explore artists past and present as well as artistic concepts. An introduction to the elements and principles of design, composition, color theory, art history and characteristics of various art mediums. Art projects will be linked to topics in other disciplines to enhance the learning experience when appropriate.

## Visual Arts 8

As we explore different art mediums we will learn to build on our creative strengths, see potential in every choice and problem solve. An appreciation for art and art history will be introduced as well as regularly visiting galleries, museums and art online. Additionally students will find themselves appreciating art through art concepts, exploring famous artists and learning about art in our own community. Art projects will be linked to topics in other disciplines to enhance the learning experience.

The focus of the visual art courses is on the inquiry method of teaching and learning that emphasizes higher order critical thinking skills and problem-solving. Students are required to analyze, synthesize, explain, justify, criticize and make critical judgments about their own work of art and the examples shared in our discussion group.

## Drawing

One semester Course..... ½ credit

This course teaches students basic skills and techniques in drawing from direct observation. Direct observation for this course is defined as drawing from still life, landscape and architecture. Students will explore measurement and perspective, the representation of form and space, value, volume, light and shadow. Verbal skills are developed through critiques and class discussions.

## Advanced Drawing and Painting

One semester Course..... ½ credit

Prerequisite: Drawing, Painting.

This course is designed for those students wanting to further improve their painting and drawing skills. The student will continue to explore various

techniques through different mediums and subject matter. Students will study foreshortening, perspective, light sources and shadows, along with various ways to mix and use color. Students may choose their own focus of drawing or painting, or can pursue both subjects.

## Painting

One semester Course..... ½ credit

Prerequisite: Drawing or instructor permission

This class introduces fundamental painting principles, methods and the use of materials. Students develop perceptual abilities, sensitivity to color, and compositional ideas within the context of still life and landscape subject matter.

## Art History

One semester Course..... ½ credit

This class is designed to familiarize students with the different mediums and genres of art. Additionally, students will learn how to speak and write critically about the art they encounter. Further, the understanding and perception of the elements of art and the principles of design are studied in drawings, paintings, graphics, and sculptures. Important periods of art history are presented by lectures and visual aids.

## 3-D Art

One semester Course..... ½ credit

In this course students will learn various traditional and contemporary sculpture techniques. Through individual hands-on projects, they explore three-dimensional form through a process that includes sketching, model making, and the use of a variety of tools. Students will develop the skills of critical evaluation in critique sessions and class discussion, and they will also explore historical references and antecedents through the use of audio-visual materials.

## Art Foundation

One semester Course..... ½ credit

This course offers a foundation for all students interested in a general creative experience. In this course, students learn to recognize and use the elements of art, line, form, space, texture, color and light, while experimenting with a variety of materials and techniques.

## Computer Graphics

One semester Course..... ½ credit

This class explores art used to communicate ideas by combining images and text. Students join together the knowledge of design elements with typography, technology and image. Class projects range from traditional hand-made designs to computer generated visuals using Adobe® Photoshop and Illustrator.

## Self Exploration Through Drawing and Painting

One semester course ..... ½ credit

Prerequisite: Advanced Drawing and Painting, and instructor approval

This course is a self-directed, self-paced class (instructors approval) in which the student pursues drawing, painting, or both skills into their own personal vision. A student may focus on a specific artist or time period, a specific technique or style, or may want to create a concentrated series of works. This class is for students focused and self-motivated.

## Photography I

One semester Course..... ½ credit

Prerequisite: Studio Art and teacher and parent approval

Lab Fee: \$70.00

Students supply their own 35 MM manual camera, film and paper

This course aims to introduce students to photographic practices and techniques within a creative studio environment. The primary objective of the course is to provide students with intensive hands-on technical experience with Black and White photography while also familiarizing them with the critical and theoretical debates surrounding photography in general. The students are given an introduction to the tools, procedures, concepts and application of photographic imaging. Students will use cameras, light meters and darkroom equipment for film developing and printing to make images to meet the requirements of a series of assignments designed to develop specific skills, competencies and points of view and to stimulate the students' creative capacities for personal expression, communication and self-understanding.

## Photography II

One semester Course..... ½ credit

Prerequisite: Photography I and teacher and parent approval

Lab Fee: \$70.00

Students supply their own 35 MM manual camera, film and paper

This course provides an introduction to advanced techniques, tools, procedures and concepts of photographic imaging, with an emphasis on black-and-white photography as a fine art. Several "alternative" printing processes will be discussed and demonstrated. Students will make images for a series of conceptually advanced, project/series-oriented assignments to stimulate the student's creative capacities for personal expression, communication and self-understanding.

## Photography III

One semester Course..... ½ credit

Prerequisite: Photography I & II, teacher and parent approval

Lab Fee: \$70.00

Students supply their own 35 MM manual camera, film and paper

This course is a continuance of advanced techniques, tools, procedures and concepts of photographic imaging, with an emphasis on photography as a fine art. The use of color photography and the use of digital work will be introduced. Students will be required to create images for a series of

conceptually advanced project/series-oriented assignments. The objective of this course is to stimulate the student's creative capacities for personal expression, communication and self-understanding.

## Introduction to Printmaking

One semester Course..... ½ credit

This studio course is an introduction to the fundamentals of printmaking for students from beginners to more advanced artists. Each student will explore a wide variety of printmaking techniques and the process. Students will learn how to translate their drawings and ideas for images into prints that can be made both on and off the press. We will explore mark-making and the development of visual content and composition.

## Ceramics I

One semester Course..... ½ credit

Prerequisite: Art Foundation

Ceramics I is a class designed for students who have an interest in working with clay, and give students experiences in making functional as well as sculptural pieces, using a variety of techniques. This course will exercise the students' knowledge of the basic formal elements of 3D composition. Ceramics I will stretch the students' minds and encourage them to connect form with function and concept with craftsmanship, tools, and materials.

## AP Studio Art

Full Year Course..... 1 credit

Prerequisite: Teacher portfolio Review and parent approval

AP Studio Art is created to show the strength and proficiency of the art student. This class and curriculum is designed for the serious art student. Students in this class should be considering a major or minor in the visual arts. The AP Studio Art class is taught as a first year college studio arts class. The final portfolio will be a representation of the student's knowledge, application and exploration of different artistic techniques, media and concepts. Also, the ability to express a personal vision, investigation and growth will be established in this portfolio.

## Theater Arts

### Introduction to Theater Arts I and II Grades 7 - 8

Introduction to Theater Arts is intended to be a broad overview of different disciplines within Theater Arts, such as stage and film, covering issues as diverse as acting, technical theatre, theater history, theater structure, public speaking/performance, and theatrical criticism. Students will explore theater as a performing art – the interpretation and presentation of ideas, emotions, and actions in dramatic form. Students will be introduced to a brief history of theatre (for Introduction to Theater Arts I, history from origins of theater to Shakespeare; for Introduction to Theater Arts II, history from Shakespeare to present) to provide context in which they may better understand theater

today. Students will be asked to participate in acting exercises, improvisational exercises, read, write critically, write and perform speeches, and to put on an in-class play.

## Acting and Character Development      Grades 9 - 12

One Semester Course ..... ½ credit

This course is designed for the student who wishes to learn about acting and to develop acting skills, vocal characterization, body movement, movement exercises and concentration techniques. Students will learn about various aspects of completing a character study, including character/role building. Students will develop their acting skills through methods including in-class performances, improvisation, oral interpretation, observation, accents, silent body movements, and accuracy in period speech and movement. This class is hands-on; students use monologues and scenes from various plays to identify and work on the process of building a character, as well as the importance of movement and experimentation in acting. Students may rehearse shows from the current semester. Materials change each semester.

## Intermediate Acting Technique I & II Grades 9 - 12

One Semester Course ..... ½ credit

Prerequisite: Teacher approval

This course is a continuation of Acting and Character Development, and is designed for the motivated student who wishes to challenge themselves and refine their ideas of acting technique, character study and building, and performance through “the reality of doing”. Rehearsal and performance is expected and required.

## Upper School Plays

The theater arts department will stage two or three plays during the year, and all upper school students are invited to audition for parts in those plays. Students who participate in the plays learn about blocking, costume design, set construction, lighting, and all the other elements that contribute to a successful dramatic production.

## English and Language Arts

As we teach the value of inquiry and require students to take initiative in class discussion, students become responsible for their own learning. Moreover, when the English courses for grades 7-11 correspond with the history courses, the experience is enriched because we study literary works from a multitude of genres and cultures with core texts. Thus, over the course of one’s academic studies at The Out-of-Door Academy, students will be exposed to a rich variety of major works from classical, British, American, and world literature. These core texts are supplemented by other works chosen by the individual teacher to meet the needs of his/her particular courses.

## 7th Grade Language Arts

The 7th Grade Language Arts Course offers an extensive writing program. While fiction writing (stories and poetry) remain a part of the program, non-fiction writing, particularly essays with a thesis statement, and research papers become a major part of a student's portfolio. Student writing is also enhanced by the formal study of grammar, and students are expected to apply lessons learned in grammar to their writing. In literature, students learn about plot lines, conflict, themes, characterization, styles and interpretation. Class discussions, quizzes, group work and reading portfolios are some of the ways students respond to the books, whose themes complement the students' work in history. Students are expected to display improvement in their writing and reading skills during the year in preparation for their 8th grade year.

## 8th Grade Language Arts

The main goal of the 8th Grade Language Arts Course is to instill in students a love of reading and writing, and to build on the foundation in grammar, reading comprehension, and composition begun in 7th grade. The books for the course are chosen on the basis of themes that complement the four topics and essential questions of the students' "Topics in American History" course. Subjects for student essays are derived from the literature, and students are expected to incorporate the grammatical, mechanical, and stylistic skills they learn during formal grammar lessons. In their writings, students are also expected to use vocabulary comprised of words from the novels and words taken from standardized tests.

## English 9 – World Literature I

Full Year Course..... 1 credit

This course is an introduction to genre. At the center of this experience will be the discourse approaching the following questions: 1) why do we study literature? 2) What connection does it have to our time? 3) How does it relate to our respective lives and what we encounter and confront each day? 4) Why should you be concerned for others? 5) How do our actions affect others? 6) Is it fair to take unnecessary risks when others may be involved either directly or indirectly? 7) Is revenge an appropriate response, ever? 8) Ultimately, who pays the price for arrogance, vengeance, and myopia? By examining family dynamics, friendship, adult/child relationships and the essence of one's personal journey, students will hone their critical faculties of reading, speaking, listening, and writing. They will also investigate, analyze, and interpret literature written years-- even centuries--ago and how it relates to today's headlines as the human condition; leadership, rights and responsibilities, and the world at large are explored. Students will analyze how literature is written and how stories are told by becoming increasingly familiar with literary terms and techniques and developing a strong vocabulary. Further, consideration for intergenerational, interracial, intercultural, and inter-gender connections will also be a focus.

## English 10 – World Literature II

Full Year Course..... 1 credit

This course encourages exploration that transcends self-awareness. The literature studied in this course is reflective of an ever-changing world in which colonialism, feminism, racism, ethnocentrism, class-ism are, at once, crucial sociological discussions and literary elements. Continuing to hone critical faculties of reading, speaking, listening, and writing, we will investigate, analyze, interpret, and explore literature written years ago that connects directly with the history it illustrates. We will consider and analyze how literature is written and how stories are told by becoming increasingly familiar with literary terms and techniques by reading and analyzing a variety of texts. A focus on analytical/critical essays will culminate with the production of a literary research paper.

## English 10 – World Literature II Honors

Full Year Course..... 1 credit

Like the World Literature II course, the literature studied in this course is reflective of an ever-changing world in which colonialism, sexism, feminism, racism, ethnocentrism, and class-ism are, at once, crucial sociological discussions and literary elements. Students in this course are self-motivated students of English with a passion for exploring the complex themes and approaches all literature offers while they continue to hone their critical faculties of reading, speaking, listening and writing. We will examine, in both greater variety and at a quicker pace, how literature is influenced by *and* influences the history it illustrates. We will question how and why literature is written and use the literary terms and techniques employed by a variety of authors throughout the literary canon as a starting point for discussions that will lead to a number of types of critical essays that will culminate with a literary research paper.

## English 11 – American Literature

Full Year Course..... 1 credit

This course focuses on American literature from the Puritan period to post-modernism, while asking in each literary movement along the way what makes each text quintessentially American. Students will explore the various time periods through a variety of genres including prose, poetry, drama and essays. They will also examine how the writers were shaped by and had influence on the changing cultural, political and intellectual landscape and melting pot of American literature. Students will continue to strengthen their English usage, vocabulary, close-reading and writing skills through a variety of modes and in conjunction with their text-based discussions. The completion of a literary research paper is required.

## AP Language and Composition

Full Year Course..... 1 credit

Prerequisite: Recommendation of Department

According to the College Board, “this course engages students in becoming

skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. In this course, the students will explore how the novel, compared to the autobiography, offers different possibilities for writers and how classical debate or argument influences in ways that are not the same as those used in consensus building. This course assumes that students already understand and use Standard English grammar; the intense concentrating on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose." The completion of an argumentative research paper is required.

## English 12 – British Literature

Full Year Course..... 1 credit

This course focuses on British literature which broadly covers major works of fiction, drama and poetry that span centuries. From Shakespeare to Greene, the course will highlight the social, political, and cultural influences of this literature. Additionally, students will continue the development of critical reading, writing, and thinking skills. It is designed to help broaden a student's appreciation for various writing styles and ways of thinking that are distinctively British. The completion of a literary research paper is required.

## AP Literature and Composition

Full Year Course..... 1 credit

Prerequisite: Recommendation of Department

As the College Board suggests, this course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such elements as the use of figurative language, imagery, symbolism and tone. Students will be expected to critically answer questions such as *What is the author's intended message? How does the author successfully convey his/her message? And Why or for what purpose is this piece written?* This course will cover works from several genres and periods—from the sixteenth century to the twentieth century, stressing that students become very familiar with a few works. Students will be expected to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Additionally students are required to consider the work's literary artistry as well as the social and historical values it reflects and embodies. Completion of a literary research paper is required.

# ENGLISH ELECTIVES

## Words, Images and Power

One Semester Course ..... ½ credit

In this elective we examine the power of communication in American culture through the study of contemporary images and readings. We question cultural assumptions pertaining to identity, community, tradition, romance, celebrity and technology and determine our own opinions. Students write critical papers which challenge, and in some ways dispel, cultural assumptions. In addition they study writings and images taken from a variety of popular, professional and academic sources. The course is built on the concept that fresh thinking and writing springs from students' own active investigations and critiques of culture. Students are challenged with innovative assignments that require them to write critically, persuasively, often visually, and always based in students' own experiences. From short stories to editorials to films, students are encouraged to look to effective communicators to develop an appreciation for and comprehension of the power of words and images as they hone their critical faculties while reading, thinking and writing like a cultural critic.

## Journalism

Full Year Course ..... 1 credit

Students enrolled in this course will study the principles and practices of journalism as well as journalism's role in a democratic society. They will explore journalism's impact on public policy, private lives, and the increasing role of citizens within the context of the contemporary convergence of multimedia. Class discussions will address the historical development and future of the field, including new technologies and changing strategies. Techniques, methods, and models guiding the contemporary practice of journalism will be given particular emphasis. Students will read works from journalists from a variety of genres to gain insight on how they gathered and reported news and information. They will cover news, feature, and profile writing, cultural commentary, op-ed, and narrative journalism. The fundamental skills of a journalist will be introduced, including research and interviewing, fact-checking and attribution, style and persona. Students will also be responsible for the composition, editing and production of The Out-of-Door Academy student newspaper.

## Yearbook

Full Year Course ..... 1 credit

This semester-long course requires extracurricular time, including any necessary afternoon and weekend sessions. The purpose of the course is to produce the annual The Out-of-Door Academy yearbook. Teamwork, creativity, and dedication are essential in the production of a quality yearbook. The objectives are to evaluate visual aspects of old yearbooks, analyze writing in old yearbooks, discuss the elements of theme as they are covered in Out-of-Door Academy's high school yearbook, and collect and assemble examples from magazines of graphic elements, type styles and

copy writing that could be used in the design of the school yearbook.

## World Languages

The vision of the World Languages Department is to offer a quality program that encourages richness and depth of communication, knowledge and understanding of other cultures, and openness to diverse ideas and perspectives.

### Seventh Grade World Languages Course

Middle School is a special entity of its own. Early adolescence offers a unique opportunity to explore different languages. The ability to make many connections is important in sequential courses of study such as world languages. Students will be able to choose two of the three languages offered and a semester will be devoted to each language. A pre-requisite to the Spanish Language and Culture semester is previous language exposure. Students new to The Out-of-Door Academy with no Spanish language experience will enroll in the French/Latin Exploratory. Cultural elements are targeted as students learn vocabulary and grammar in a rich, interactive context.

### French Exploratory

In this half year class, students will learn “survival French” in the form of short dialogs, greetings and more. They will become familiar with French sentence structures. They will become acquainted with the culture of various French speaking countries. Emphasis will be placed on oral understanding, pronunciation and participation. A great deal of language acquisition will be done through games and role-playing.

### Latin Exploratory

The goals of this course are to explore various aspects of Roman civilization and the Ancient World through the study of mythology, history, culture, everyday life, and more. Students will also learn Latin vocabulary and begin to read Latin sentences and short stories based on mythology and Roman culture. This course is a good introduction to the Classical World and gives students a foundation for future language study.

### Spanish Language and Culture

Students who participate in this semester of the World Languages Course have already had exposure to Spanish. The goals of this course are to continue the enrichment that another language offers through an immersion of culture and language. The emphasis of the course is on speaking and building on previously learned language structures. Lessons are presented in a thematic way and topics are of interest to young students, allowing them to appreciate values and customs of people from different Spanish speaking areas of the modern world.

## French I

This course is for beginning French students. They will engage in simple conversations and readings. Grammar and vocabulary are always stressed. Our focus is to understand and to communicate in the target language.

## French II

Full Year Course..... 1 credit

This course is designed to help the student develop proficiency in the four basic skills of listening, speaking, reading, and writing. Although emphasis is placed on conversational skills, a comprehensive study of grammar and the cultural aspects of France and other French-speaking countries are also encouraged through reading, videos, and role-playing.

## French III

Full Year Course..... 1 credit

Grammatical concepts are reviewed and reinforced through the reading and writing of compositions. Short stories, poems, fables, and works by Antoine de St. Exupery, Jean de La Fontaine, Victor Hugo, and others will be read and fully discussed. Newspaper and magazine stories, as well as other Internet material will be used.

## French IV

Full Year Course..... 1 credit

The purpose of this course is to strengthen knowledge of grammatical structures and to develop more fluency by immersing students in various situations that demand the use of the target language. By using videotapes and the Internet, in addition to regular materials, students improve their auditory comprehension and use of idiomatic expressions.

## French V

Full Year Course..... 1 credit

This class is designed for students who have demonstrated a high level of proficiency in French. Emphasis is placed on contemporary language. The material used in this class comes from the Internet, magazines, and television since current world issues are the main topic. Students must be ready to do a lot of writing and reading, translating, answering questions, and summarizing news releases as well as oral presentations about current events.

## AP French Language

Full Year Course..... 1 credit

Prerequisites: Prerequisite: Recommendation of Department

As explained by the College Board, "Students who enroll in AP French Language should already have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing." The French AP course will focus on developing and improving

these skills and will require from students the ability to understand spoken and written French in various contexts as well as the ability to express themselves coherently in oral and written forms.

## Latin I

Students in Latin I will develop their listening, reading, writing, and translating skills at the beginning level. Acquisition of vocabulary and new grammar is achieved through contextual and cultural Latin texts, as well as direct instruction. Students will gain the tools necessary to move into Latin II.

## Latin II

Full Year Course..... 1 credit

The Latin II course will continue to build upon the student's study of Latin. In this course, students will continue to acquire vocabulary, learn more advanced grammar, and improve the speed and accuracy of their reading and translation. In addition, the culture of the Romans and of the Ancient World will be woven into each lesson.

## Latin III

Full Year Course..... 1 credit

Students in Latin III will begin to prepare for the reading, translation, and comprehension of authentic Latin literature. Latin III students will study more advanced grammar and an increased amount of vocabulary. Students will also be encouraged to form some critical responses to the literature and ideas presented to them. In addition, we will continue to explore different areas of Roman culture and begin discussing the time period of late Republican Rome.

## Latin IV

Full Year Course..... 1 credit

In Latin IV, students will enter into the final stages of advanced Latin grammar, and will begin to translate authentic Latin literature. Students will be introduced to various poets such as Catullus, Horace, and Vergil. Latin IV begins the transition from intermediate Latin into Latin V or the AP Vergil course. Students will also be expected to start developing critical writing skills relating to the literature read in class. In addition, students will study the history of the time period just after the death of Caesar to the rise of Augustus through the Latin texts in our book.

## AP Latin

Full Year Course..... 1 credit

Prerequisites: recommendation of previous year's teacher and approval of the Head of Department. The student must sign an AP contract.

This course is intended for those who have demonstrated excellence at levels three and four and who wish to prepare to take the Advanced Placement

Vergil Examination. Students will spend the year on Vergil’s epic, The Aeneid, working to master understanding of the author’s poetic style, his rhetorical devices, and the overall significance of the work to Roman history and world literature. Grammar study will be mostly limited to structures exclusive to the author. In addition to nightly translation, students can expect regular critical writing assignments in preparation for the exam in the spring.

## Spanish I

This course is designed for eighth grade students and/or any upper school student new to the study of Spanish language. This course focuses on developing strong foundation skills in the target language. Students learn vocabulary in thematic units and participate in a variety of classroom activities that enable them to use their new vocabulary and grammar structures. The goal of the course is to help students attain a beginning level proficiency in listening, speaking, reading, and writing.

## Spanish II

Full Year Course..... 1 credit

This course is designed to help students develop proficiency in the language skills of listening, speaking, reading, and writing. Although emphasis is placed on conversational skills, vocabulary and grammar continue to be stressed as students move from controlled to creative responses within the context of a particular theme, idea, or situation.

## Spanish III

Full Year Course..... 1 credit

Grammatical concepts are reviewed and reinforced through the reading of short stories, magazines and newspaper articles. Internet educational websites are explored as a resource for both individual and collaborative projects. The geographical, historical and cultural aspects of Spain and selected Hispanic countries are examined and discussed. Students will write short compositions and will be encouraged to use the target language exclusively in class.

## Spanish III Honors

Full Year Course..... 1 credit

Prerequisite: Recommendation of Department

Spanish III Honors is an advanced course that goes beyond the goals and performance outcomes of Spanish III in terms of depth and extent of content. Although not the only criteria, a grade of A or A- in the previous level Spanish class is required. Other requirements include a strong recommendation by the previous Spanish teacher and superior skills in listening, reading, writing and speaking. Students must demonstrate that they can handle the extra workload of an honors class. Oral communication in the target language is stressed and students explore the complexities of Spanish language and culture through a variety of media and material.

## Spanish IV

Full Year Course..... 1 credit

The goals of this course are to develop better reading skills in a variety of text types ranging from newspaper and magazine articles to modern short stories; to review grammar with an emphasis on advanced structures; to practice writings in a variety of formats; to increase general vocabulary in order to develop spontaneous participation in any conversational situation. Classroom participation is a major component of this course.

## Spanish IV Honors

Full Year Course..... 1 credit

Prerequisite: Recommendation of Department

Spanish IV Honors stresses conversation in the target language, reading comprehension and composition. Teacher recommendation as well as successful completion of Spanish III Honors is required in order to enroll in this course. Students must demonstrate a high level of proficiency as well as the motivation and commitment to engage in extra readings and projects as assigned by the professor. Speaking, reading, listening and writing skills are refined as students move towards an advanced level of Spanish. The interactive communicative approach in this class is designed to provoke cultural comparisons and connections, analysis, and expression of ideas.

## Spanish V

Full Year Course..... 1 credit

In this course, aimed at developing communicative competency, students will understand and interpret written and spoken Spanish on a variety of topics. They will present information to an audience of listeners. They will further their knowledge of other academic disciplines by studying events in the history of Spanish speaking countries as it pertains to the United States. They will recognize distinctive viewpoints and learn about the culture of many Spanish speaking countries.

## Spanish V Honors

Full Year Course..... 1 credit

Prerequisite: Recommendation of Department

This upper level course will introduce students to a variety of literary genres that include short stories, poetry, and excerpts from novels. In addition, students will explore online newspapers and magazines as a way of interpreting different types of text. Universal themes will be explored. Grammar will be strongly reinforced through reading and students will continue to expand their vocabulary base. Students will interpret, investigate, analyze and synthesize. They will continue to hone their reading, speaking, listening and writing skills. Speaking and writing are vital components of this course. Essays will incorporate the principles of organization and ideas; oral presentations will provide opportunities to synthesize various sources of information. Cultural perspectives of the Spanish-speaking world are continually explored as we broaden and expand

our knowledge of Spanish culture and language.

## Spanish AP Language and Culture

Full Year Course ..... 1 credit

Prerequisite: Recommendation of Department

This course is intended for those who have demonstrated excellence at levels three and four and who wish to prepare to take the Advanced Placement Language Examination. An intensive grammar review, considerable practice in writing, daily discussions and oral presentations all contribute to this preparation. The target language is used exclusively in class.

## Spanish AP Literature

Full Year Course ..... 1 credit

Prerequisites: Students enrolled in this class must have the skills to speak in the target language and read authentic Spanish text. A recommendation by the previous teacher and the department head is needed for enrollment this class.

The Spanish AP Literature course is a third year college introductory literature course that challenges students to discover the diverse voices and cultures that are reflected in prose and poetry of Iberian and Latin American literature. Students read texts in the context of the historical and cultural background from which they are written. They also learn the literary language needed to discuss, compare, contrast, and analyze elements of poetry and prose. Many different periods and a wide variety of genres are studied. Spanish is the only language of communication in this rigorous course.

## History

GRADES 7 AND 8

### Topics in American History

For this two-year sequence, the study of American history will be divided into four main topics: Revolution, Human Rights, Abuses of Power, and World Power. Each topic will entail an in-depth study of major events suitable for that topic, and each will begin with an essential question—for instance; *What were the roles of ideas and ideals in this revolution?*—These will be dissected and discussed as the students study that portion of American history. Connecting the topic to the literature will be accomplished as students read a novel whose themes pertain to the topic under discussion. Such underlying questions as the freedoms and responsibilities of an American will be presented throughout the year, allowing broader and deeper understanding of the topic, as well as generating interest and excitement for this new course of study.

## GRADE 9

### World History I: Ancient and Medieval History

Full Year Course..... 1 credit

This course uses a topic-based approach to examine some crucial periods and events in the histories of Mesopotamia, ancient Greece, ancient Rome, India, China, Africa, and Meso-America. Students examine the different kinds of evidence historians work with in their attempts to understand each civilization, and students write papers and create projects that challenge the students to practice the historian's craft. The course also looks at world religions. Each semester students will conduct one independent research project on a topic of particular interest.

## GRADE 10

### World History II: The Making of the Modern World

Full Year Course..... 1 credit

Following a thematic approach, students will explore the most significant forces that guided the development of the modern world. Ideological, political, and social revolutions in civilizations around the world will be placed in historical context as students make sense of the events that led to the World Wars of the first half of the 20th Century. Students will also examine the impact of imperialism and nationalism on several cultures throughout the Middle East, Asia, and Africa. The four themes of the course will be: Revolution of Idea, Political and Social Revolutions, Search for World Peace, and Empire and Colonialism.

## GRADE 11

### American History

Full Year Course..... 1 credit

This course will cover political, economic, and cultural themes in American history from the Age of Exploration and Colonization through to the present. Topics will include the Early Colonies, the Revolution, the ideology behind, and details of, the Constitution, sectional conflict and the Civil War, Manifest Destiny, the impact of industrialization, the reform movements (Progressivism and the New Deal), the World Wars, the United States and the Cold War, and the Civil Rights movement. Issues of race, class, and gender are a central theme. To enable students to develop their critical thinking skills wide use will be made of original documents.

### AP American History

Full Year Course..... 1 credit

Prerequisite: Recommendation of Department

This course will include all topics located on the official A.P. American History syllabus as published by The College Board. The course is designed to help students develop the analytic skills and factual knowledge necessary

to deal critically with the issues and events in United States history from approximately 1500 to the present. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students will be required to complete extensive reading assignments and to write critical essays about their texts in preparation for the AP exam.

## GRADE 12

### Issues in Contemporary Society

One Semester Course ..... ½ credit  
A requirement for all Out-of-Door Academy seniors, Issues in Contemporary Culture is a course that provides an introduction to ethical thinking and inquiry. Modeled on a college seminar, the course allows a small group of students to discuss readings from philosophy, poetry, spirituality, politics, and a variety of other sources under the guidance of an experienced teacher. The aim of the course is to promote discussions of a kind and of a depth not typically available in mainstream classes, and to help students define their positions and questions on several major life topics.

*“This seminar’s approach to learning provides young people with a method of finding their true purpose in life. It teaches them to understand that learning doesn’t occur in a vacuum, and that its ultimate purpose is to help them become better human beings, and through their talents, energy and hard work, to make a difference in our beleaguered world.” Mark Mathabane, author Kaffir Boy*

The central question of the course is “How is life best lived?” Through their engagement in direct inquiry with the use of primary texts, students will be making diverse connections across various disciplines in their attempts to answer this question. The primary vehicle for this engagement and self-expression will be writing and discussion, and students will approach the central question from the perspectives of spirituality, social justice, and the arts.

Team teaching is a key component of the Issues in Contemporary Culture experience. The senior class is divided into sections with an experienced teacher assigned to each. All seniors will be reading and discussing the same material simultaneously with the faculty working together as a team. Every five weeks the class lists will be shuffled so that all students will have the opportunity throughout the semester to work with each faculty member.

## HISTORY ELECTIVES

### AP European History

Full Year Course ..... 1 credit  
Prerequisite: Recommendation of Department

This course introduces students to the major themes in modern European history. The syllabus is divided into three parts. The first focuses on the intellectual and social history of Europe from the time

of the High Renaissance through the Enlightenment. The second portion explores the political evolution of Europe from the 16th century through the Napoleonic era. The final themes examine the 19th and 20th centuries with an emphasis on the important intellectual developments and political events that have shaped our modern world. In addition to an understanding of the historical content, other goals include developing both the ability to analyze primary documents and to synthesize findings into concise critical essays. Available to qualified students who are willing and able to meet the requirements of a demanding course and are motivated to excel on the AP exam.

## AP US Government and Politics

One semester Course..... ½ credit

Prerequisite: Recommendation of Department

This is a one semester course designed to give students an analytical perspective on government and politics in the United States. Students will study the constitutional basis of government in the United States, as well as the institutions, groups, beliefs and ideas that constitute U.S. government and politics. This course is ideal for those who have a keen interest in politics and who pay close attention to current affairs. The course will culminate in the Advanced Placement examination which is taken early in May. The examination is 2 hours and 25 minutes long and consists of 60 multiple-choice questions and 4 free response questions.

## Introduction to Economics

One semester Course..... ½ credit

This semester elective course will help students learn the fundamental lessons of economics. The course will demonstrate to students how to apply the lessons they learn to their lives and to the world in which they exist as producers and consumers. Students will develop, refine, and implement skills in reading comprehension, thinking like an economist, research, public speaking, and interviewing. "Whether the future finds you reading the newspaper, running a business, or sitting in the Oval Office, you will be glad that you studied economics" (Mankiw 2005).

## America and the Shaping of the Modern Middle East

One semester Course..... ½ credit

The objective of this course is to tackle the foundation of US Foreign Policy and action in the Middle East so that we can better understand the relevance of our presence there today. We will do this by focusing on U.S. perceptions of the Middle East, U.S. relations with Israel, U.S. Reliance on oil, U.S. political presence and goals in the Middle East and finally U.S. Military intervention in this region. In addition, the course will help students' knowledge of globalization-- the importance of identifying and relating to different cultures. Further, students will develop critical and rational thinking which will be enhanced by clear, persuasive writing.

# Mathematics

## Grade 7 Transition Mathematics

This course builds mathematical skills as a transition to courses involving algebra, geometry, trigonometry, probability and statistics. Topics include arithmetic of decimals, fractions, percents, graphing, combined operations, measurement, scientific notation, triangles, circles, polygons, areas and volumes, uses of variables and problem-solving strategies. This course is normally taken in the 7th grade, with the student expected to take Pre-Algebra 8 the following year.

## Grade 7 Pre-Algebra 7

**Prerequisite:** Teacher recommendation and approval of Department Head or Division Head

This course prepares a student for Algebra I as it introduces algebra topics such as variables, solving multi-step equations, inequalities, negative numbers, exponents, and rational expressions. It may also include topics on number theory, geometric figures, areas and volumes, square roots, graphing, probability, ratios, proportions, and percents.

## Grade 8 Pre-Algebra 8

**Prerequisite:** Transition Mathematics or equivalent

This course prepares students for a traditional Algebra I course. It includes many topics of algebra: variables and expressions, simple equations, number properties, binomials, lines and slope, exponents and radicals, systems of equations and inequalities. Topics also include arithmetic review (with integers, fractions and decimals) and extensions of arithmetic to algebraic expressions, probability and statistics.

## Grade 8 Algebra I

**Prerequisite:** Pre-Algebra and approval of Department Head

This course is a traditional Algebra I course. Topics include the real numbers, linear equations, linear inequalities, graphing, functions, systems of equations, polynomials, factoring, rational expressions, rational equations, quadratic equations, irrational numbers, the Pythagorean Theorem, and the quadratic formula.

## Grade 8 Algebra I Honors

**Prerequisite:** Pre-Algebra and teacher approval

This course is a traditional Algebra I course. Topics include the real numbers, linear equations, linear inequalities, graphing, functions, systems of equations, polynomials, factoring, rational expressions, rational equations, quadratic equations, irrational numbers, the Pythagorean Theorem, and the quadratic formula. This course moves at a fast pace, includes a much greater emphasis on proof, and concentrates on challenging problems.

## Algebra I

Full Year Course..... 1 credit

Prerequisite for 9th graders: 8th grade Pre-Algebra with teacher recommendation and approval of department head or division head.

Prerequisite for new students: Pre-Algebra or equivalent and approval of the department head and division head.

Students must supply a scientific calculator

This course is a traditional Algebra I course. Topics include the real numbers, linear equations, linear inequalities, functions, systems of equations, polynomials, factoring, rational expressions, rational equations, quadratic equations, irrational numbers, the Pythagorean Theorem, the quadratic formula, and the graphing calculator.

## Geometry

Full Year Course..... 1 credit

Prerequisite: Algebra I

Students must supply a scientific calculator

This course combines a traditional geometry syllabus with transformational approaches. Topics include logic, definitions vs. theorems vs. postulates, lines, planes, space, angles, parallel lines, triangle congruence, triangle similarity, isosceles triangles, quadrilaterals, other polygons, the Pythagorean Theorem, right triangle trigonometry, circles and arcs, constructions, area, volume, nets of solids, coordinate geometry, vectors, translations, reflections, rotations, dilations, and symmetry. The development of proofs is an important ingredient of this course.

## Geometry Honors

Full Year Course..... 1 credit

Prerequisite: Algebra I and approval of math department head

Students must supply a scientific calculator

This course includes all the topics from Geometry. It includes a much greater emphasis on proof, on three-dimensional problems, and on other very challenging problems.

## Algebra II

Full Year Course ..... 1 credit

Prerequisite: Geometry and Algebra I with approval of math department head

Students must supply a TI-83 or TI-84 calculator

This is a traditional Algebra II course. Topics include: linear and quadratic functions, slope, variation, parent graphs with translations and scale changes, systems of two equations, systems of three equations, quadratic inequalities, rational expressions, radicals, the quadratic formula, imaginary numbers, quadratic functions, and roots of polynomial functions.

## Algebra II Honors

Full year Course ..... 1 credit

Prerequisite: Geometry Honors and approval of math department head

Students must supply a TI-89 calculator

This course includes all of the topics from Algebra II plus others including linear programming, sequences and series, trigonometric identities, matrices, and conic sections. It includes a much greater emphasis on proof and on very challenging problems.

## Pre-Calculus

Full Year Course ..... 1 credit

Prerequisite: Algebra II

Students must supply a TI-83 or TI-84 calculator

This course involves serious analysis of high level mathematics. It includes the study of functions and their graphs, including polynomial, rational, trigonometric, exponential, and logarithmic functions. Other topics include complex numbers, matrices, determinants, sequences and series, conic sections, trigonometric identities, and limits.

## Pre-calculus Honors

Full Year course ..... 1 credit

Prerequisite: Algebra II Honors and approval of math department head

Students must supply a TI-89 calculator

This course includes all of the topics of the pre-calculus course. It will also include analytic geometry, polar coordinates, parametric equations, vectors, limits by rigorous definition, numerical methods for finding slope and areas, and proof by induction.

## Calculus

Full Year Course ..... 1 credit

Prerequisite: Pre-calculus

Students must supply a TI-83 or TI-84 calculator

This is a traditional Calculus course. It includes a thorough review of functions and graphs, trigonometry, and algebraic problem-solving. Emphasis is placed on understanding and applications of topics including limits and continuity, derivatives and their applications, anti-derivatives and their applications, the definite integral, and methods of integration.

## AP Calculus AB

Full Year Course ..... 1 credit

Prerequisite: Honors Pre-calculus, teacher recommendation, and department head approval

Students must supply a TI-89 calculator

This extremely rigorous course will include all topics included on the official AP Calculus AB syllabus as published by The College Board. These topics include functions and graphs, limits and continuity,

derivative and their applications, antiderivatives and their applications, the definite integral, and methods of integration. Students will prepare to take the AP exam.

## Topics in Mathematics--Algebra III

Full Year Course..... 1 credit

Prerequisite: Algebra II

Grades 11 and 12

Students must supply a TI-83 or TI-84 calculator

This high-level algebra class emphasizes problem-solving skills. Topics include algebra and its applications, logic, number theory, combinations and permutations, and probability and statistics. Emphasis on real-life applications will lead to hands-on projects and student presentations.

## AP Probability and Statistics

Full Year Course..... 1 credit

Prerequisite: Pre-Calculus, Recommendation of Department

Students must supply a TI-83, TI-84 or TI 89 calculator

This course begins with a rigorous study of randomness, chance, sample spaces and probability. Statistical topics to be studied include univariate and bivariate data, plots, graphs, measures, correlation, data collection, samples, normal distributions, confidence intervals, and statistical inference. This course will include the topics on the official AP Statistics syllabus as published by the College Board and will prepare each student to take the AP Statistics examination in May.

## Music

### Middle School Chorus

Full Year Course

Students entering middle School Chorus have already experienced singing in two-part harmony. They will be familiar with basic rhythmic values and the do-re-mi syllables. They will be able to follow choral music and the music director. In Middle School Chorus, standard choral literature in three-part harmony from the classical western repertoire will be studied. Students will be taught to sight-sing using the movable do-re-mi solfeggio system, as well as sight-singing by note letter name. Beginning intervallic identification is taught. Students will perform in concerts by memory. Intonation, dynamics, articulation, rhythmic accuracy, and balance are emphasized.

## Middle School String Ensemble

### Full Year Course

Students entering Middle School String Ensemble will have completed two years of string ensemble instruction in grades 5 and 6. They will be familiar with the G, D, A, and E major scales, be able to read music at level 2, and follow a conductor. In Middle School String Ensemble, standard literature from the classical Western literature will be studied. Students will increase their knowledge of major scales, and add minor scales to their list of scales learned. Concert pieces will feature pieces rehearsed through the school year. Intonation, dynamics, articulation, and rhythmic accuracy will be emphasized. The development of independent practice habits is expected.

## Middle School Band

### Full Year Course

Students entering Middle School Band will have completed 2 years of band instruction in grades 5 and 6. They will be familiar with the B flat, E flat, A flat and D flat major scales, be able to read music at level 2, and be able to follow a conductor. In Middle School Band, standard band literature from classical western repertoire will be studied. Students will be taught 12 major scales and the chromatic scale. Concert performances will feature pieces rehearsed through the school year. Intonation, dynamics, articulation, and rhythmic accuracy will be emphasized. The development of independent practice habits is expected.

## Advanced Chorus – Grades 9-12

Full Year Course..... 1 credit

Students entering Advanced Chorus have already been successful at singing in three-part harmony. They will be familiar with basic note values and the movable do-re-mi solfeggio system in C, G, D, and F major. They will be able to read choral music and follow the music director. In Advanced Chorus, standard literature in four-part harmony from classical western repertoire will be studied. Students will continue to develop their sight-singing skills, using the movable do solfeggio system as well as identifying note names. Intervallic identification will be taught. Students will perform in concerts by memory. Intonation, dynamics, articulation, rhythmic accuracy, and balance are emphasized.

## Instrumental Ensemble – Grades 9-12

Full Year Course..... 1 credit

This course is open to Upper School students who are beginning a new instrument and need instruction, or to those students who cannot schedule an instrumental ensemble class due to academic requirements. Beginners will be provided instruction with the goal of facilitating their inclusion in upper level music ensemble classes. Students who are already accomplished on their instruments will be provided further instruction and will be streamed into department musical performances.

## Advanced String Ensemble – Grades 9-12

Full Year Course..... 1 credit

Students entering Advanced String Ensemble will have a solid command of their instrument, be able to play several major scales, and have been introduced to minor scales. They will be able to read level 3 music without difficulty. Students in Advanced String Ensemble will study standard literature from the classical Western repertoire. Students will refine their knowledge of major scales and arpeggios, and continue to develop knowledge of minor scales. Concert performances will feature pieces rehearsed through the school year. Intonation, dynamics, articulation, and rhythmic accuracy will be emphasized. At this level, an independent practice habit has already been established.

## Upper School Band                      Grades 9-12

Full Year Course..... 1 credit

This course offers students the opportunity to participate in both the Jazz Ensemble and the Wind Ensemble during the same scheduled block. The Jazz Ensemble will introduce the students to the American music style known as jazz. The performers will learn styles including, but not limited to, blues, swing, Latin, fusion, funk, be-bop. The students will also study the theory, history and musicians that have made this style of music popular. The Wind Ensemble will be designed around a classically based repertoire of music. The instruments involved are all brass, woodwind and percussion. This ensemble will study the theory, history, composers and performers over the past 400 years. Students enrolled in this class may also participate as members of the Pep Band, Drum Line, Pit Orchestra and Jazz Combo. Musicians should have at least 2 years of Middle School Band experience.

## The History of Western Music: Music Appreciation

One semester Course..... 1/2 credit

Components of music and basic terminology are introduced, including properties of pitch, rhythm, dynamics, and notation. Melody and harmony, dissonance and consonance are explained. A survey of music in the Middle Ages and Renaissance will include Gregorian Chant, music by Palestrina, and the Madrigal. Music of the Baroque period will be studied with emphasis on composers J.S. Bach, George Frederic Handel, and Antonio Vivaldi. The Classical Period includes a focus on the music of Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven. Sonata form and the Classical Symphony are introduced. The characteristics of the Romantic Period are described through the music of Franz Shubert, Robert Schumann, Frederic Chopin, Johannes Brahms, and Richard Wagner. The Art Song, Program Music, and Nationalism are introduced. The Twentieth Century and its characteristics are examined through the music of Claude Debussy, Maurice Ravel, Igor Stravinsky, Arnold Schoenberg, and Aaron Copland. The breakdown of the tonal system, Neoclassicism, and Expressionism are introduced, as well as the development of Jazz and its roots in Ragtime.

## Introduction to Music Theory and Composition

One semester Course..... 1/2 credit

Prerequisite for AP Music Theory

Introduction to Music Theory is offered as a prerequisite for AP Music Theory, which will be offered the following year. (Students not planning to take AP Music Theory may also take the course.) Students will become familiar with basic music notation treble and bass clefs, major and minor scales, the circle of fifths, intervals and triads. Students will be introduced to song form. After fundamentals of notation and form have been covered, students will compose their own pieces.

## Physical Education Grade 7

The major objectives of this course are to teach the importance of physical fitness, responsibility and problem-solving, and to introduce and review the fundamentals of team sports. Students will track their level of fitness throughout the year by participating in “fitness tests” periodically. Students will develop the skills and knowledge of a variety of team sports as they experience success and develop an appreciation of sports. Emphasis is placed on sportsmanship and fair play. The students review the team skills learned in sixth grade and participate in controlled small-sided games. They not only participate in the games but also have an opportunity to officiate games. Team sport units last roughly one month. These sports include, but are not limited to: volleyball, basketball, football, soccer and kickball.

## Physical Education Grade 8

The major objectives of this course are to continue physical fitness development and to introduce team strategy, while building on the knowledge, skills, and fundamentals of team sports. Students continue to track their level of fitness throughout the year by participating in “fitness tests” periodically. The class is divided into sports units. Each unit begins with review of knowledge and fundamentals, then moves quickly to team philosophy and strategy. Students are placed on teams and begin a round robin style tournament. Each team is responsible for officiating other tournament games. It is our aim to foster a respect for all aspects of sport while placing a great emphasis on fair play and sportsmanship. Team sport units last roughly one month. These sports include, but are not limited to: volleyball, basketball, football, soccer, and kickball.

## Physical Education Grade 9

### Personal Fitness

One Semester Course ..... 1/2 credit

Personal Fitness is designed to provide the student with information on the components of fitness (cardiovascular, muscular, flexibility and body composition), designing personal fitness programs, goal setting, and nutrition. The class consists of both classroom activities and physical activities. During the physical activity time, students will be exposed to a variety of activities that can be continued throughout life to promote fitness.

## Life Management Skills

One Semester Course ..... 1/2 credit

Life Management Skills is designed to give the students information and help them find reliable sources for information on health related issues and enhance their decision making skills. Topics include, but are not limited to, emotional health, social health, drug use and abuse, alcohol, disease prevention, AIDS and other STD's, cancer, tobacco, pairing and commitment, sexual behavior, pregnancy prevention, aging, first aid, CPR, and consumer health issues.

## Science

### 7th Grade Life Science

Life Science is a preparatory course for high school Biology. Students will gain an understanding of living organisms and systems through experimentation, class lecture, hands-on activities and research. Specific topics that will be covered include critical thinking, the scientific method, plant and animal cells, cell processes, cell reproduction, genetics and heredity, evolution, classification, animal systems and marine biology. Students will take a mini-mester trip to Sea Camp in the Florida Keys to enhance their study of marine science.

### 8th Grade Physical Science

Physical Science is a preparatory course for high school Physics and Chemistry. Students will gain an understanding of physical and chemical processes through experimentation, class lecture, hands-on activities and research. Specific topics that will be covered include critical thinking, the scientific method, the metric system, properties of matter, graphing and problem solving, velocity and acceleration, forces, roller coasters, energy and work, states of matter, atomic structure, the periodic table, elements and their properties and chemical reactions.

### Biology – Grade 9

Full Year Course ..... 1 credit

This is a two-semester introductory class, which includes both lecture and laboratory. This course is designed as an introduction to the many complexities of biology. The major goal of this course is to provide the student with a basic knowledge of biology, while preparing him/her for more specific life science courses in college. Specific topics include introduction to Chemistry/Biochemistry, the cell, genetics, evolution, life forms, and ecology.

## Biology Honors – Grade 9

Full Year Course..... 1 credit

This is a two-semester introductory class, which includes both lecture and laboratory. This course is designed for the self-motivated science student, as an in depth introduction to the many complexities of biology. The scope and pace of Honors Biology is greater than that of the Biology course. Specific topics include intro to Chemistry/Biochemistry, the cell, genetics, evolution, life forms, and ecology.

## Chemistry – Grade 10

Full Year Course..... 1 credit

This is a two-semester course, which will provide an introduction to the basic concepts of chemistry through lecture and laboratory. This course will emphasize the importance of chemistry as a science and as an essential part of the environment, modern technology and healthy living. The laboratory component clarifies and reinforces the lecture concepts by acquainting the students with techniques and skills used by chemists.

## Chemistry Honors – Grade 10

Full Year Course..... 1 credit

This two-semester course is designed to develop the basic ideas of chemistry. The first semester will deal with properties of matter, atomic structure and nuclear chemistry, and chemical bonding. The second semester will deal with states of matter, solutions, thermodynamic, kinetic, acids and bases, and electrochemistry. As an honors class, there is a mathematical emphasis placed on many of these topics. The laboratory component clarifies and reinforces the lecture concepts by acquainting the students with techniques and skills used by chemists.

## Conceptual Physics

Full Year Course..... 1 credit

Prerequisite: Algebra II

This two-semester course focuses on basic concepts of physics principles as they apply to everyday life. These concepts are developed through reading assignments, lectures, demonstrations, videos, software, and computer based labs. Math skill at the Algebra II level is required for basic, straightforward problem-solving. A “concepts-before calculations” approach is taken in this course. Topics may include Newtonian mechanics and dynamics, gravitation, energy, special relativity, sound, light, electricity and magnetism, and nuclear physics.

## Physics Honors

Full Year Course..... 1 credit

Prerequisite: Algebra II

This two-semester course expands the content of the regular physics course to include derivation of physics formulas and problem-solving of a more rigorous nature. Labs are also more detailed and complex. Honors

students are expected to work in a more independent, self-motivated manner while completing the requirements of this course. Concepts are developed through reading assignments, lectures, demonstrations, videos, software, and computer based labs. Proficient math skill at the Algebra II level is required. Topics may include Newtonian mechanics and dynamics, gravitation, energy, special relativity, sound, light, electricity and magnetism, and nuclear physics. This course is a prerequisite for AP physics.

## SCIENCE ELECTIVES: GRADES 11 AND 12

### AP Chemistry

Full Year Course ..... 1 credit

Prerequisites: Algebra II or higher and Honors Chemistry

This course spans two semesters and was designed for the students to have the equivalent of a first year college course in chemistry. The students in this course will learn the material vital to the core of chemistry. They will also experience important laboratory work equal to the laboratory component of a college course. The students are also preparing to take the Advanced Placement exam in the spring, which can earn the student college credits. The basics learned in honors chemistry will be quickly reviewed. The students will then work to broaden their understanding of stoichiometric relationships and how the exceptions and real-life scenarios bring chemistry to life. Throughout the year students will complete mandatory laboratory experiments set by the College Board. These labs are found at the college level and will enrich the classroom experience by painting a picture of the reactions found on paper. The College Board also sets necessary topics that will be covered during the course of the school year. In this course, students will be expected to solve complex problems using multiple areas of study. Students must have a strong grasp of mathematics and chemical processes to enter this fast-paced and extremely rewarding class that will include atomic chemistry, nuclear chemistry, organic chemistry, stoichiometry, energy exchanges, acids and bases, and consumer chemistry.

### Anatomy and Physiology I & II

One Semester Courses ..... ½ credit

Prerequisites: Biology and Chemistry

Recommended: Physics

In layman's terms anatomy is the physical structure of an organism, and physiology is the study of how the physical structure functions. To fully appreciate one, you need to understand the other. Their scientific definitions can get fairly complex; however, the course will keep their basic definitions as its main focus. The beginning of the course will focus on defining what will be covered in the course, and the terminology that will be used. Some basic biology and chemistry will be reviewed. Organ Systems will be covered separately and how they integrate with other systems. No other course can show the importance of science to our everyday lives more than Anatomy and Physiology. Everything discussed is going on in our bodies right now, and now, and even... well you get the picture.

Each course is one semester and can be taken independently of the other. However, it is recommended to take Anatomy I first.

## AP Physics B

Full Year Course..... 1 credit

Prerequisite: Algebra II or higher and Honors Physics

This two-semester course is designed to be the equivalent of a first year college physics course and to prepare the student for the AP Physics Exam in the spring. The course expands on the foundations of physics principles covered in Honors Physics. Ability in math at the level of Algebra II and Trigonometry is essential. Successful students will acquire a solid basic knowledge of physics, including phenomenology, theories, techniques, and generalizing principles. Students will be expected to obtain solutions to complex problems involving several physics principles by use of physical intuition, experimental investigation, and formal logic. AP physics students should be self-motivated and capable of independent effort. Computer based labs will be both directed and open investigation with minimal direction. A significant part of the work in this course will be solving problems from previous AP tests. Topics will include Newtonian Mechanics, Thermal Physics, Fluids, Electricity and Magnetism, Waves and Optics, and Atomic and Nuclear Physics.

## Effective Technology Management Skills

One Semester Course

Required for all 10th grade students

This course helps provide support to students as they begin the laptop program. Students will be taught hardware and software fundamentals to enhance their utilization of their laptops throughout the curriculum. This course is designed to teach students to use their technology tools effectively. In addition, the course will cover important topics that emerge with current trends, not limited to but including copyright, privacy and social networking issues and decisions that students are faced with daily.

## Advanced Computer Science

Semester Course..... 1/2 credit

Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. At the same time, the development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Students will expand their knowledge of the Java programming language, the current standard recommended by the College Board. Students entering Computer Programming should already have taken Introductory Computer Programming or by permission of the instructor.

## Independent Study

A course may be taken as an independent study when a student is unable to take the regular course because of scheduling conflicts or when a student wishes to pursue a topic outside the normal course offerings. The student must first find a teacher who agrees to supervise the student's work, and then together they plan what materials they will use, what assignments or projects the student will complete, how often they will meet, and how assessment will be handled. The student uses this information to complete the Independent Study Program Form, acquired from the Academic Dean, which then serves as the student's application. The application must then be approved by the appropriate department chair, Director of College Counseling, and the Academic Dean. A detailed description of the Independent Study policy appears in the Student Handbook.

## Notes