

*Episcopal School of Baton Rouge*

*Upper School Curriculum Guide*

*2024-2025*

Ver. Jan. 9, 2024



## *Table of Contents*

Graduation Requirements	4
Academic Distinctions	10
Service Learning	12
Advisory Program	13
Scheduling	14
AP Overload Policy	15
The Academic Resource Center	16
Arts: Visual and Performing	17
Performing Arts (Band and Choral Music)	18
Performing Arts (Dance and Theatre)	21
Studio and Visual Arts	25
English	29
Global and Social Studies	35
Global Studies	36
Social Studies	38
World Languages	50
French	51
Spanish	56
Health and Physical Education	61
Mathematics	64
Religious Studies	76
The Thesis Program	78
Science	79
ESTAAR	91

# Graduation Requirements

EPISCOPAL GRADUATION REQUIREMENTS <i>The courses below are listed in the typical sequence when possible.</i>		MINIMUM CREDITS REQUIRED (0.5 CREDIT = 1 SEMESTER)
<b>Arts: Visual and Performing</b> <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i>		1
<p><u>Visual Arts</u>            2D and 3D Art            Book and Print Arts            Drawing            Introduction to            Filmmaking            Media Arts: Yearbook            (1.0 credit)★            Painting            Pottery            Visual Art Foundations            Wearable Arts</p> <p><u>Studio Arts</u>            Honors Studio Art (1.0            credit)★            Studio Arts Master Class            (1.0 credit)★</p>	OR	<p><u>Performing Arts</u>            AP Music Theory (1.0            credit)★            Acting            Dance            Dance Ensemble ★            Dance Master            Seminar★            Concert Choir            Faith &amp; Film**            Film/TV/Commercial            Acting            Honors Concert Band            Instrumental Music            Jazz Ensemble (0.5            credit for a year-long            course)            Music &amp; Faith**            Play Production            Songwriting            Select Choir (0.5 credit            for a year-long            course)★            Technical Theatre            Theatre Master            Seminar★            Theatre Seminar★</p>
★ <i>Petition/Invitation            required</i> ** <i>Also fulfills 2nd            religion requirement</i>		One full credit is required in Visual Arts or Performing Arts beginning in 9 <sup>th</sup> grade.

<p><b>English</b></p>	<p>4</p>
<p>English I (required)  English II (required)  English III or AP Language and Composition★ (required)  English IV Seminars or AP Literature and Composition★ (required)</p> <p>★ <i>Petition required</i></p>	<p>Four credits are required beginning in 9<sup>th</sup> grade.</p>
<p><b>Global and Social Studies</b></p>	
<p><b>Social Studies</b></p>	<p>4</p>
<p>World Geography◆ or approved alternate  World History, Honors World History, or approved alternate (required in 9th grade)  US History, Honors US History, or AP US History (required)  US Government, Honors US Government, or AP US Government and Politics (required)  African-American History  AP European History ★ or approved alternate  AP Microeconomics★  AP Psychology★  Economic Theory and Business Design for Entrepreneurs  World History: Non-Western Civilization</p> <p>★ <i>Petition required</i>  ◆ <i>Only offered in Middle School, provides Upper School credit</i></p>	<p>Four credits are required. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of US History or equivalent</li> <li>- One credit of US Government or equivalent</li> <li>- Two credits from the following topics:  African-American History, AP Psychology, Economics, European History, World Geography, World History</li> </ul>

<b>World Language</b>		2
<p>French I          French II          French III          Honors French IV          Honors French Language and Culture          AP French Language and Culture</p>	<p>Spanish I          Spanish II          Spanish III          Honors Spanish IV          Honors Spanish Language and Culture          AP Spanish Language and Culture</p>	<p>Students must take at least two levels of the same language.</p> <p>All ninth graders must be enrolled in a World Language course.</p>
<p><b>Global Studies Electives:</b>          Global Studies (non-honors, various topics)          Ex: Francophone Film Studies; Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere; Hispanic Film and Culture; Sociology: Social Problems and Local Solutions          Honors Global Studies - French          Honors Global Studies – Spanish</p> <p><b>World Language courses available via other providers (fee for online courses associated with these classes)★</b>          ★ <i>Petition required</i></p> <p><i>Note: Consecutive course credit in the same language is required. Continued language study is recommended for competitive college admissions and fluency.</i></p>		
<b>Health and Physical Education</b> <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i>		2
<p>Health          Health and Physical Education: Health, Strength, and Conditioning (0.5 credit of Health and 0.5 credit of Physical Education)          Physical Education: Athletic          Physical Education: Lifetime Fitness          Physical Education: Online</p>		<p>0.5 credit of Health and 1.5 credits of Physical education are required beginning in 9<sup>th</sup> grade.</p> <p>Up to 0.5 credit of Physical Education may be earned through Physical Education: Athletic.</p> <p>No more than one credit of Physical Education may be earned per year.</p> <p>No more than two Health and Physical Education credits may be earned toward graduation.</p>

<p><b>Mathematics</b></p> <p>Algebra I (required)          Geometry or Honors Geometry (required)          Algebra II or Honors Algebra II (required)          Precalculus (with or without Dual Enrollment Option) or Honors Precalculus          Finite Mathematics and Statistical Reasoning          (Non-AP) Calculus (with or without Dual Enrollment Option)          AP Calculus AB          AP Calculus BC          Honors Multivariable Calculus          Honors Linear Algebra          AP Statistics★</p> <p>Approved Independent Study or Advanced Course★</p> <p>★ <i>Petition required</i></p>	<p style="text-align: center;">4</p> <p>Four credits are required beginning in 9<sup>th</sup> grade. Enrollment in at least one math course is required each year. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of Algebra I</li> <li>- One credit of Geometry or Honors Geometry</li> <li>- One credit of Algebra II or Honors Algebra II</li> </ul>
<p><b>Religious Studies</b></p> <p><i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i></p> <p>Biblical Studies (required)          + <i>one or more of the following courses:</i>          Contemporary Ethics          Faith &amp; Film**          Music &amp; Faith**          Seminar (1.0 credit, placement requires Thesis Director approval, <i>see Thesis Program course descriptions</i>)          Service Learning &amp; Community Impact</p> <p>** <i>Also fulfills 0.5 credit of Performing Art requirement</i></p>	<p style="text-align: center;">1</p> <p>0.5 credit of Biblical studies and 0.5 credit of a second Religious Studies course required starting in 9<sup>th</sup> grade.</p> <p>The Religious Studies Department Chair must approve exceptions to Religious Studies graduation requirements for transfer students.</p>

<p><b>Science</b></p>	<p>4</p>
<p>Physical Science - must be for high-school credit          Biology or Honors Biology (required)          Chemistry or Honors Chemistry (required)          Physics, Honors Physics, or Honors Physics C (required)</p> <p>Additional course options:          AP Biology★          AP Chemistry          AP Physics C          AP Environmental Science★          Human Anatomy and Physiology          Engineering          Biology II: Forensic Science (0.5 credit)/ Biology II: Marine Biology (0.5 credit)  <i>-both semester courses must be taken together if serving as one credit of science</i>          Scientific Research Methodology and Experimentation —<i>can count as Biology II or Chemistry II</i>★          Supervised Scientific Research (<i>Scientific Research Methodology and Experimentation is a prerequisite, acceptance into ESTAAR program required</i>)</p> <p>★ <i>Petition Required</i></p>	<p>Four credits are required. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of Biology or Honors Biology</li> <li>- One credit of Chemistry or Honors Chemistry</li> <li>- One credit of Physics, Honors Physics, or Honors Physics C</li> </ul>



<p><b>Additional Interdisciplinary and Elective Courses</b>  <i>Any course taken beyond the minimum graduation requirement counts as an elective course in addition to any of the following:</i></p>	<p><b>1*</b></p>
<p>Academic Fellow Training (0.25 credit)  AP Computer Science A <i>(see Science course descriptions)</i>★  AP Computer Science Principles <i>(see Science course descriptions)</i>★  Creative Research and Design: Humanities <i>(see English course descriptions)</i> ‡  Creative Writing <i>(see English course descriptions)</i>  Financial Literacy: Banking and Money Management (0.5 credit) <i>(see Mathematics courses descriptions)</i>  Financial Literacy: Taxes and Law (0.5 credit) <i>(see Mathematics courses descriptions)</i>  Financial Literacy and the Law (Law Studies) <i>(see Mathematics courses descriptions)</i>  Strength and Conditioning (0.5 credit, may not count toward graduation requirement) <i>(see Health and Physical Education course descriptions)</i>  Thesis (Seminar is a prerequisite, acceptance into Thesis program required, <i>see Thesis program course descriptions</i>)</p> <p>‡ <i>Design Studio course approach</i>  ★ <i>Petition Required</i></p>	<p>1 credit of Financial Literacy*  *Class of 2028 and beyond.</p>
<p style="text-align: center;"><b>TOTAL Credits  Required for  Graduation</b></p>	<p style="text-align: center;"><b>24</b></p>

## Academic Distinctions

The purposes of Academic Distinctions are:

1. To comprehensively recognize our Upper School students' diverse strengths and interests.
2. To recognize the excellent work our students are already doing as part of our rigorous academic program.
3. To encourage students to pursue excellence in their areas of study, rewarding high achievement and positive contributions to academic programs while providing opportunities for growth and a diversity of interests.

Available Distinctions: a student may petition to receive **up to 2** distinctions in 11th grade and **up to 2** distinctions in 12th grade.

1. **Level I Distinctions:** Awarded if a student has completed approved advanced courses in the department with at least an A- grade (see next page for exceptions), completed at least two years of approved experiences beyond the classroom, and shown outstanding character and growth as a member of those activities. Level I distinctions are available to 11th and 12th-grade students.
2. **Level II Distinctions:** Awarded if a student has earned a Level I Distinction in that department, completed approved advanced courses in the department with at least an A- grade (see next page for exceptions), completed at least three years of approved experiences beyond the classroom, and shown outstanding character and growth as a member of those activities as determined by departmental faculty. Level II distinctions are available to 12th-grade students.

Award Process:

1. The distinction matrix below will be reviewed with every student during the scheduling process each spring semester with their Advisor, guiding them on course and club choices and potential opportunities for distinction.
2. Students interested in earning a distinction must submit the appropriate form to indicate interest and speak with the appropriate department chair in the fall of their 11th or 12th-grade year. The department chairs and students can then discuss possible distinction mentors. Due dates are communicated each fall by the Upper School office.
3. Students working toward a distinction get the consent of a faculty member to be their mentor by the end of the first quarter.
4. Students and faculty mentors meet at least once per quarter to discuss possible "beyond the classroom" experiences and check in on progress toward a distinction.
5. In the 3rd quarter of 11th and 12th grade, the student will work with their faculty mentor to prepare and submit petitions for review by the relevant Department Chairs or program directors overseeing specific distinctions. Upon review of final yearly grades, each Chair/Director, in consultation with department faculty and the Division Head, will determine if the requirements have been met for the distinction the student has petitioned for.

**Upper School Academic Distinctions: 2024-2025**

	<b>Visual and Performing Arts</b>	<b>English</b>	<b>ESTAAR</b>	<b>Math</b>	<b>Religious Studies</b>	<b>Science</b>	<b>Social Studies</b>	<b>Thesis</b>	<b>World Language</b>
<p><b>Coursework and/or Performance Benchmarks</b></p> <p>A grade of “A-” or higher in all departmental coursework (unless otherwise specified here ❖).</p> <p>All course requirements starting in 9<sup>th</sup> grade.</p> <p><i>Shows outstanding character and growth as a member of these classes.</i></p>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>One course beyond the graduation requirement in the discipline of distinction (Dance, Visual Art, Drama, Music)</li> <li>Select Ensemble, Master-Seminar, or Honors course participation if offered</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>AP English</li> <li>OR two semesters of a humanities elective</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>be admitted to and complete a full year of SRME that includes a student-designed and executed project.</li> <li>be admitted to the ESTAAR program</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>3 Honors or AP Math courses, including “Early-Start Calculus”</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>1 course beyond the graduation requirement</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>at least 1 AP Science course in progress <b>or</b> 2 Honors courses, with a minimum grade of A- or higher</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>A- or higher in <i>ONE Social Studies Course beyond graduation requirement OR Grades of A- or higher in TWO Social Studies Courses at the Honors or AP Level</i> (❖ B+ or higher for AP US History taken in 10<sup>th</sup> grade)</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>Be admitted to and complete a full year of Seminar</li> <li>Craft and submit a project proposal</li> <li>Meet all “major” deadlines involved with the project development and complete all steps of the research process with “satisfactory” evaluations from the Director and Advisor</li> </ul>	<p><i>Level 1 Distinction</i></p> <ul style="list-style-type: none"> <li>Consecutive* language classes taken in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades.</li> </ul> <p>*Students taking non-consecutive language classes must receive initial department approval to be a candidate for a Level 1 distinction</p>
	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>A second course beyond the graduation requirement in the discipline of distinction</li> <li>Select Ensemble, Master-Seminar, or Honors course participation if offered</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>English 4</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>Complete a full year of ESTAAR (satisfactorily meeting all deadlines, committee meetings, presentations, etc.)</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>An additional AP Math course or approved additional coursework in math</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>2 courses beyond the graduation requirement</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>An additional AP Science course <b>or</b> Grade of A- or higher in two yearlong sciences beyond graduation requirement (includes computer science or engineering)</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>A- or higher in TWO Social Studies Courses beyond the graduation requirement OR A- or higher in THREE Social Studies Courses at the Honors or AP Level (❖ B+ or higher for AP US History taken in 10<sup>th</sup> grade)</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>Complete the Thesis course</li> <li>Successfully complete required summer work toward completion of the project and earn a “satisfactory” evaluation by the Director and Advisor</li> <li>Deliver a public presentation</li> <li>Meet all “major” deadlines</li> </ul>	<p><i>Level 2 Distinction</i></p> <ul style="list-style-type: none"> <li>Level 1 Distinction</li> <li>Consecutive* language classes taken in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades.</li> </ul> <p>*Students taking non-consecutive language classes must receive initial department approval to be a candidate for a Level 2 distinction</p>
<p><b>Experiences Beyond the Classroom</b></p> <p>Consistent and significant participation, demonstrating outstanding character growth, and passion for the subject through at least one specialized, extracurricular, enrichment experience for at least 2 years for Level 1 Distinction, and 3 years for Level 2 Distinction. Experiences beyond the classroom not listed on the Distinctions Handout provided each fall may be acceptable with appropriate department chair approval.</p>									

## Service Learning

Service Learning is about interacting with the community in a way that improves it while also offering students the opportunity to learn something new about the community or its members. Service Learning is also taking what we have learned or are learning at school and using it in a way that is a service to others. Rather than having each student complete a certain number of service-learning hours, each student should focus on having meaningful service-learning experiences. Our focus is on the quality of the experiences that students have, not the amount of time it takes. As a school, our goal is for service to be a learning experience. Monthly service-learning experiences are organized by our Center for Service Learning (CSL). The CSL will also guide students in developing their own service-learning experiences that can benefit our community.

### Service-Learning Requirements

Each student must have a minimum of three service-learning experiences each school year:

- Two off-campus service-learning experiences
- One on-campus service-learning experience in which students volunteer on campus

Students are always encouraged and welcome to do more than what is required.

Off-campus experiences can be done by participating in CSL-planned (or promoted) activities or independently of the CSL. If the work is done independently, a CSL Project Proposal must be submitted to and approved by the student's service-learning advisor before the experience.

A service project is only considered complete once the student has submitted the written reflection on our learning management system. For off-campus service, students must complete a 300-400-word reflection. For on-campus service, students must submit a different on-campus reflection. All reflections are due in the quarter when the service project was completed. Failure to do so will result in the service not being counted toward the yearly requirement.

The goal should be to do one of the required service projects in each of the first three quarters. If a student is falling behind in achieving this goal, notifications will be sent home and to the student's teachers. **The final deadline for submitting service reflections is May 1st.** Anyone who does not have their service-learning requirement completed by then will have notifications sent home and will meet with their advisor and the Dean of Students to determine a path forward. If students still have not completed their service-learning requirement by the beginning of the next school year, they will begin the year on Academic Probation.

## **Advisory Program**

Each student in the Upper School is assigned to an advisor for the duration of their time in the Upper School. The advisor is a teacher or staff person focused on monitoring each aspect of a student's health, performance, and overall well-being at school and serves as a mentor, coach, problem-solver, sounding board, support, encourager, and academic advisor. The role is multifaceted. The advisor also serves as a valuable connecting point for parents to share observations, facilitate communication, and offer guidance as appropriate.

Advisories (groups of 8 to 12 students) meet weekly during the activity period, sit together at assemblies and in the Chapel, and hopefully form a close and supportive community. The Upper School Counselor assigns advisors, plans the advisory curriculum, and oversees the program. The advisory curriculum focuses on five major skills of social and emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills are fostered through developmentally appropriate lessons and activities focused on transitioning from Middle School into Upper School in ninth grade, identity development in tenth grade, character development in eleventh grade, and leadership and the transition from Upper School to college in twelfth grade.

## **Scheduling**

Students are encouraged to take the most rigorous selection of courses in which they can succeed, keeping their other responsibilities, activities, personal preferences, and long-term goals in mind.

Students must take at least six classes each semester, with at least five being academic courses. An academic course is defined as a course offered by the English Department, Global and Social Studies Department, Mathematics Department, Science Department, all Honors and Master-level Visual and Performing Arts courses, and all Religious Studies courses not cross-listed with the Visual and Performing Arts. Those Religious Studies courses cross-listed with the Visual and Performing Art Department will count as an academic course if they are taken to fulfill a religious studies graduation requirement. The online Financial Literacy courses do not count as one of the five academic courses.

Students should consult with their advisors, parents, teachers, and Department Chairs to determine the most appropriate course selections. College counselors are also available to consult with students and parents regarding course selection at any point during their time in the Upper School. It is particularly important for students who may pursue a selective college admissions process (selective colleges, honors colleges, and competitive scholarships) to consult with a college counselor when making course selection and scheduling decisions. Details of the course selection process are published each January by the Upper School office.

For each honors and AP-level course, there are guidelines that the departments use when determining which students are recommended to take such courses. Interested students need to petition for some courses before being considered in the course recommendation process. For other courses, all qualified students are considered in the recommendation process. That differentiation is indicated in the course description. Students recommended for a course are not required to enroll in that course, and recommendation does not guarantee enrollment in the course. If students are not recommended to take a particular honors or AP course, they may appeal using the honors and AP appeals form.

## **Schedule Changes**

Student-initiated schedule changes may not be made after the first five school days of the semester (for a semester-long course) or after the first five school days of the year (for a year-long course). Such schedule changes may only be made for legitimate reasons, such as a level change, adding a study period if not already in the schedule, or because of a mistake in the schedule. Such requests must be submitted after consulting with a college counselor, and all changes must be approved by the department chair(s) and Upper School Division Head. After that period, schedule changes can be made only with the recommendation of the teacher and the approval of both the Department Chair and the Upper School Division Head. Such schedule changes should occur as soon as possible within the first quarter. After the first quarter, such schedule changes should occur during the following timeframes, if possible:

First 5 days of the second quarter

First 5 days of the third quarter

Depending on the change, schedule changes after the first five school days of the semester may require additional work from the student to make up for missed time in the new class. Transcripts will reflect the name of the first-semester course for schedule changes after the first five days of the second quarter for year-long courses; exceptions require Upper School Division Head approval.

## **AP Overload Policy**

To help students develop balanced schedules that promote both wellness and success, the number of AP courses students take each year is limited. The typical limits for each grade are as follows:

- 11<sup>th</sup> and 12<sup>th</sup> grades: 3 AP courses
- 10<sup>th</sup> grade: 1 AP
- 9<sup>th</sup> grade: 0 APs

Rising 10<sup>th</sup> – 12<sup>th</sup>-grade students wishing to take a number of AP courses beyond these limits must petition, and the AP overload committee will review that petition. The AP overload committee takes a holistic approach when reviewing AP overload petitions, looking at past academic performance, overall course load, extracurricular activities, and student interests. This approach is meant to help students find balance and ensure that they are appropriately challenged.

In addition, students who would like to take an AP overload must demonstrate that they are making adequate progress toward fulfilling their graduation requirements. As such, below are guidelines that the AP overload committee will use to guide decisions.

**12<sup>th</sup> grade:** Students must be able to complete all of their graduation requirements with an AP overload.

**11<sup>th</sup> grade:** Students must make adequate progress towards graduation requirements, including having completed or being concurrently scheduled in:

- ½ credit of Biblical Studies
- ½ credit of a Religion Elective
- 1 credit of Visual or Performing Arts
- 2 credits of Health and Physical Education

**10<sup>th</sup> grade:** Students must make adequate progress towards graduation requirements, including having completed or being concurrently scheduled in:

- 1 credit of Religious Studies, 1 credit of Visual or Performing Arts, or ½ credit of each
- 1.5 credits of Health and Physical Education

**9<sup>th</sup> grade:** Students must make adequate progress towards graduation requirements, including having completed or being concurrently scheduled in:

- ½ credit of Religious Studies or Visual or Performing Arts course
- 1 credit of Health and Physical Education

## **The Academic Resource Center**

The Academic Resource Center (ARC) provides opportunities for students to give and receive peer support in writing, math, science, and foreign language. Academic Fellows apply and are selected into the program, receive tutoring training, and staff the ARC during their free period and during office hours. All middle and upper school students can utilize this resource and work done as a Fellow can count toward on-campus service learning and towards earning an academic distinction. All Fellows are required to complete the ARC Fellowship elective as part of their training.

### **Academic Fellow Training**

*Grade 10-12 (semester course) - 0.25 credit, independent study, does not fulfill a graduation requirement*

The ARC Tutor Training course aims to develop students' leadership, collaboration, mentoring, and communication skills as they serve as a Fellow in the Academic Resource Center. In conjunction with their work as tutors in the ARC, students will deepen their knowledge and understanding of tutoring best practices, including interpersonal awareness, compassionate critique, and teaching techniques. Students will engage with texts, write reflective essays, and produce workshops and projects to gain vocabulary, strategies, and experience while developing their own philosophies of tutoring. This coursework accompanies a new Fellow's real-time experience tutoring their peers in the ARC, planning and hosting workshops, and working to support whole classes and their projects.



## Arts: Visual and Performing

<b>EPISCOPAL GRADUATION REQUIREMENTS</b> <i>The courses below are listed in the typical sequence when possible.</i>			<b>MINIMUM CREDITS REQUIRED</b> <b>(0.5 CREDIT = 1 SEMESTER)</b>
<b>Arts: Visual and Performing</b> <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i>			1
<p><u>Visual Arts</u></p> <p>2D and 3D Art Book and Print Arts Drawing Introduction to Filmmaking Media Arts: Yearbook (1.0 credit)★ Painting Pottery Visual Art Foundations Wearable Arts</p> <p><u>Studio Arts</u></p> <p>Honors Studio Art (1.0 credit)★ Studio Arts Master Class (1.0 credit)★</p>	OR	<p><u>Performing Arts</u></p> <p>AP Music Theory (1.0 credit)★ Acting Dance Dance Ensemble ★ Dance Master Seminar★ Concert Choir Faith &amp; Film** Film/TV/Commercial Acting Honors Concert Band Instrumental Music Jazz Ensemble (0.5 credit for a year-long course) Music &amp; Faith** Play Production Songwriting Select Choir (0.5 credit for a year-long course)★ Technical Theatre Theatre Master Seminar★ Theatre Seminar★</p>	<p>One full credit is required in Visual Arts or Performing Arts beginning in 9<sup>th</sup> grade.</p>
	<p>★ <i>Petition/Invitation required</i>            ** <i>Also fulfills 2nd religion requirement</i></p>		

## ***Performing Arts (Band and Choral Music)***

### **Concert Choir**

*Grades 9-12 (semester course)*

This course intends to introduce students to basic principles and practices of singing technique, sight-reading, and musicianship. The group retains the performance of quality choral works from all genres at the highest possible level as its mission. The Concert Choir will perform in the Lessons and Carols concert and/or the Spring Choir concert after school. These are major grades for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the concerts and rehearsals will be communicated at the beginning of the semester. Students in this ensemble are eligible to audition for the Select Choir.

### **Honors Concert Band**

*Grades 9-12 (Spring semester course)*

*Prerequisite: Previous experience in Band at Middle School-level or higher (does not have to be at Episcopal), with exceptions by Band Director approval only.*

The Honors Concert Band is a larger ensemble that focuses on concert music. The group's primary function is to train young people to play one or more musical instruments through the preparation and performance of music. This music is challenging and of high integrity; therefore, this course earns an honors credit. Also covered in the class are the topics of music theory, technique, and interpretation. The Concert Band will also perform in a concert after school, which is a major grade for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of that concert. Dates for the concert and any rehearsals will be communicated at the beginning of the semester. Other assessments include music checks, recordings created by students of assigned music sections. These music checks are typically challenging; students are provided ample opportunity and resources to practice before submitting.

*Note: Students may take Instrumental Performance Techniques and Honors Concert Band for half a credit total. In such cases, the students will attend Band class on two of the four periods per cycle and have a study period for the other two times the class meets per cycle based on a set schedule. On study period days, students will either attend a study hall or have a free study. Students may only opt for this in place of a full year of study hall or free study.*

### **Instrumental Music**

*Grades 9-12 (Fall semester course)*

*Prerequisite: Previous experience in Band at Middle School-level or higher (does not have to be at Episcopal), with exceptions by Band Director approval only. Enrollment in the Honors Concert Band in the Spring Semester is also required, with exceptions by Department Chair approval.*

This course is flexible in nature and focus, depending on enrollment and student interest. Students may play a combination of concert band music and chamber music. Based on student interest, the course may include opportunities to play solo pieces or group pieces for community performances, such as Chapel. Assessments will include music checks, recordings created by students of assigned music sections. These music checks are typically challenging; students are provided ample opportunity and resources to practice before submitting.

*Note: Students may take Instrumental Performance Techniques and Honors Concert Band for half a credit total. In such cases, the students will attend Band class on two of the four periods per cycle and have a study period for the other two times the class*

*meets per cycle based on a set schedule. On study period days, students will either attend a study hall or have a free study. Students may only opt for this in place of a full year of study hall or free study.*

### **Jazz Ensemble**

*Grades 8-12 (year-long course) - 0.5 credit for grades 9-12, after-school/independent study*

*Prerequisites: Previous experience in Band at the Middle School-level or higher (does not have to be at Episcopal), with exceptions by Band Director approval only. Concurrent enrollment in Honors Concert Band for grades 9-12 is required, with exceptions by Department Chair approval. Concurrent enrollment in Middle School Band is required for students in grade 8.*

This course allows band students to broaden their musical horizons beyond concert band music and explore a different genre of music, as well as the musical, cultural and social aspects of Jazz music. Students will focus on the techniques involved in playing jazz music and the basics of improvisation, including various subgenres with the jazz language, including the blues, Dixieland, bebop, and Latin Jazz (Bossa Nova). The Jazz Ensemble will also perform in two concerts after school that are major grades for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the concerts will be communicated at the beginning of the semester. Other assessments include music checks, recordings created by students of assigned music sections. These music checks are typically challenging; students are provided ample opportunity and resources to practice before submitting. Rehearsals are held on Tuesdays from 6:00 pm – 7:30 pm.

### **Music and Faith**

*Grades 9-12 (semester course)*

Students enrolled in Music and Faith examine the themes of religion and spirituality in music through listening to and performing music and through interactive discussions. In this course, we will explore the relationship between Western & Eastern music and religion, from the beginning of organized music in the early church to the spiritual influence of contemporary sacred and secular music today. Students will study, in-depth, the connection of music to various liturgical traditions while deepening their own ability to understand how music affects their perception of community, spirituality, and self.

### **Select Choir**

*Grades 9-12 (year-long course)- 0.5 credit, after-school/office hours*

*Prerequisite: Previous or concurrent enrollment in Concert Choir or by Choir Director approval*

This upper school choral ensemble is open to students by audition and invitation. The Select Choir rehearses on Mondays from 6:00 -7:30 PM and occasionally during office hours once a week. Students perform in several venues throughout the year, including Chapels during the day, the Lessons and Carols Service after school, and the Spring Choir Concert performance after school, which are major grades for the course and, therefore, mandatory. Students also have many invitations to sing off campus. Students may be required to attend a small number of rehearsals in advance of these concerts and events. Dates for the concerts and rehearsals will be communicated at the beginning of the semester. See the Choral Director before scheduling to arrange an audition.

## Songwriting: Music Appreciation

Grades 9-12 (semester course)

Prerequisite: Must sing or play an instrument

In this course, students will learn about songwriting techniques, including developing a song to create an interesting journey for the performer and audience. The course will teach the various musical forms, rhymes, and melodies approached when writing songs. Students will also study many famous songwriters and learn about their creative processes. Topics include the journey of song: developing point of view, musical forms, prosody, rhyming, text painting, studying the greats, and various aspects of performance. Throughout this course, students will participate in peer review of lyric lines or sections and melodies, collaborate on creative writing, demonstrate learned techniques such as song form or rhyme, and perform, including at an open mic night as a final performance. It is recommended that students feel comfortable playing and instrument or singing. Students will be working lyrically and musically.

## AP Music Theory

Grades 10-12 (year-long course)

The goal of this year-long course is to develop students' ability to recognize, understand, and describe the basic materials and processes of music that are heard and presented in a score. Through mastery of music fundamentals, students will learn to analyze and assess the music they hear daily. Students taking this course must complete the AP Music Theory Exam in the spring. Enrollment in this course is available through petition, with the understanding that the student has a strong musical performance or private lesson background. *Note: This course is typically offered in alternate years.*

AP Music Theory Recommendation Criteria	<ul style="list-style-type: none"><li>● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and musical ability</li><li>● Review of performance in past music courses</li><li>● General review of overall academic record</li><li>● Interview with the student requesting the course</li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

## ***Performing Arts (Dance and Theatre)***

### **Acting**

*Grades 9-12 (semester course)*

Acting is an exploration of the elements of the Stanislavski system. Students train in exercises to develop concentration, imagination, and life observation. Improvisations will encourage physical freedom and a sense of truth. This beginning work will teach stagecraft, "moment to moment" spontaneity, and a specific approach to researching and rehearsing a contemporary scene and monologue.

### **Dance**

*Grades 9-12 (semester course)*

In Dance, students will develop an understanding of the principles of technique in ballet, modern, and jazz, as well as anatomical awareness. Students will also continue to develop an understanding of choreographic concepts. Students will have an opportunity to work as a group of artists through dance classes and performances. Students will perform in the Episcopal Fall Dance Concert in the Fall semester. In the Spring semester, students can audition for the Spring Musical and perform in the Spring Dance Concert and community time. The Fall Dance Concert and Spring Dance Concert are after school, are major grades for the course, and are therefore mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the concerts and rehearsals will be communicated at the beginning of the semester. By the end of a full year of Dance, students will be fully prepared to train and perform at a more advanced level.

### **Dance Ensemble**

*Grades 9-12 (semester course) – 0.5 credit per semester, after-school/ independent study*

*Prerequisite: Previous or concurrent enrollment in Dance or Dance Masters Seminar or by Dance Director approval*

This course is intended to prepare students for professional employment in dance companies or theatrical productions. It will be broken down into two semesters. The first semester will focus on refining technique, developing artistry, and preparing for the Episcopal Fall Dance Concert. The second semester will focus on technique and artistry again, and it will focus on off-campus performance opportunities as well as Episcopal performances. After-school performances, including any performances at athletic events and concerts, are major grades for the course and, therefore, mandatory. Dates for the concerts and rehearsals will be communicated at the beginning of the year. By the end of the course, students will understand the self-discipline, dedication, and rehearsal process necessary to succeed in dance. Students will work collaboratively with other students and a choreographer and be prepared to enter the professional world of dance. Enrollment in Dance Ensemble is by audition. This class meets every Tuesday and Thursday 3:30 pm -5:30 pm. The week before a dance concert is tech week. During those weeks, Dance Ensemble members must be available to practice every day, 3:30 pm -6:00 pm.

## **Dance Masters Seminar**

*Grades 11-12 (semester course)*

This honors-level course is intended to prepare students for dance at the college or university level. The course focuses on composition, creating a digital portfolio, applying for a National Honor Society for Dance Arts scholarship, and creating choreography for a student-driven dance concert. This course is by invitation only. Students must have prior experience with dance and a desire to work at an advanced level as dancers, choreographers, and writers. Students in Dance Masters Seminar will perform in the Winter Dance Concert. All after-school performances are major grades for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the performances and rehearsals will be communicated at the beginning of the year.

## **Faith and Film**

*Grades 9-12 (semester course)*

This is a film studies course that focuses on critique and developing an understanding of production while exploring the theological foundations and concepts within the films. Students will analyze films from both an artistic and theological lens. Assessments will include quizzes, papers, reflections, and presentations on films that students research. Students will also perform monologues and scenes from films featured in the course.

## **Film, TV, and Commercial Acting and Production**

*Grades 9-12 (semester course)*

This course will define the differences between film, television, and stage acting, as well as other aspects of the business of acting. Working with scene partners, students will be given scenes from film/TV and commercials to rehearse and perform on camera. Students will also learn the basics of what goes on behind the camera during a film shoot. Students will also write a short screenplay of ten to fifteen pages. This course prepares the student with a foundational understanding of the film and television side of acting.

## **Play Production**

*Grades 9-12 (semester course)*

Students enrolled in Play Production will be responsible for rehearsing and presenting a fully mounted theatre production. They will read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound, and costumes; rehearse and perform roles in a production; direct or serve as assistant director for a production. Students in Play Production may be required to perform after school. After-school performances are major grades for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the performances and rehearsals will be communicated at the beginning of the semester.

## **Technical Theatre**

*Grades 9-12 (semester course)*

This class offers the dedicated theatre student advanced work in technical theatre to prepare the student for technical theatrical experiences outside the secondary school environment, whether involving college theatre, community theatre, or professional theatre. Students will be introduced to the production sequence and the various design/technical areas and be given opportunities for their application. Particular emphasis is given to set construction in the second half of the semester. Self-discipline, a strong work ethic, and a commitment to group efforts are critical for success in this class.

## Theatre Seminar

*Grades 9-12 (semester course)*

*Prerequisite: Acting, Film and TV Acting, or Play Production strongly recommended. Participation in Upper School theatre productions required.*

This course is an intimate theatre-intensive seminar. As such, students taking this course are expected to produce, direct, and act. Students in the course can also team teach alongside the teacher in the areas of directing, acting, and musical theatre. Though this is not an honors-level course, students must have the desire and experience to work at an advanced level as actors, directors, and producers. Because this space in this course is limited by design, recommendation into this course is by invitation or petition. Students in Theatre Seminar may be required to perform after school. After-school performances are major grades for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the performances and rehearsals will be communicated at the beginning of the semester.

Theatre Seminar Recommendation Criteria	<ul style="list-style-type: none"><li>● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and artistic ability</li><li>● A or higher in previous theatre and/or acting classes</li><li>● Committed participation in Upper School theatre productions</li><li>● General review of overall academic record</li><li>● Interview with the student requesting the course, if necessary</li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

## Theatre Masters Seminar

*Grades 11-12 (semester course)*

*Prerequisite: Acting, Film and TV Acting, Theatre Seminar or Play Production strongly recommended. Participation in Upper School theatre productions required.*

This honors-level course is intended to prepare students to pursue theatre at the college or university level. As such, students taking this course are expected to produce, direct, and act. Students in the class are also able to team teach alongside the teacher in the areas of directing, acting, and musical theatre. This course is by petition or invitation only. Students must have the desire and experience to work at an advanced level as actors, directors, and producers. Students in Theatre Masters Seminar may be required to perform after school. After-school performances are major grades for the course and, therefore, mandatory. Students may be required to attend a small number of rehearsals in advance of those concerts. Dates for the performances and rehearsals will be communicated at the beginning of the semester.

Theatre Masters Seminar Recommendation Criteria	<ul style="list-style-type: none"><li>● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and artistic ability</li><li>● A or higher in previous theatre and/or acting classes</li><li>● Committed participation in Upper School theatre productions</li><li>● General review of overall academic record</li><li>● Interview with the student requesting the course, if necessary</li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---



## ***Studio and Visual Arts***

### **2D and 3D Art**

*Grades 9-12 (semester course)*

*Prerequisite: Visual Art Foundations is recommended but not required.*

This course will teach students techniques involving several mediums, including sculpture (paper, stone, metal), pottery, drawing, painting & recycled art. Students will be asked to problem-solve, brainstorm, use research skills, and sketch to develop an idea and see it through to completion. Cutting implements, glues, paints, troubleshooting, and hand-eye coordination will be utilized. This is a “hands-on” course!

Assessments will require students to follow specific criteria and guidelines and show craftsmanship, effort and time management, and creativity. This course may be taken more than once; in that case, students will build off the skills developed previously.

### **Book & Print Arts**

*Grades 9-12 (semester course)*

*Prerequisite: Visual Art Foundations is recommended but not required.*

This course will teach students the foundations of bookbinding and book arts. Students will learn to make books and create art out of ready-made books. In addition to bookmaking, this course teaches the foundations of relief printing and examines how print and books relate and interact. There is a \$50 course fee to buy book cloth, special adhesives, and materials. This course may be taken more than once, and, in that case, students will build off the skills developed previously.

### **Drawing**

*Grades 9-12 (semester course)*

*Prerequisite: Visual Art Foundations is recommended but not required*

This course focuses on teaching students the foundations of drawing. Students will learn different ways of approaching the page and creating an image. Students will become familiar with traditional and non-traditional drawing materials. In addition to drawing, students will learn about key historical figures, contemporary artists, and key terms. Students will be expected to complete a museum or gallery visit and write a reflection paper demonstrating their understanding of course objectives. This course may be taken more than once; in that case, students will build off the skills developed previously. This course is recommended as a prerequisite for students aspiring to take AP Studio Art. This course may be taken more than once, and, in that case, students will build off the skills developed previously.

### **Introduction to Filmmaking**

*Grades 9-12 (semester course)*

Filmmaking involves several discrete stages, including an initial story (shooting script), idea, screenwriting, casting, shooting, sound recording, pre-production, editing, and screening of the finished product before an audience, which may result in a film release and exhibition. In this course, students will work through the process from the beginning development stage of a project to being responsible for creating a shooting script, cast, props, pre-production, production, and post-production. Students will work independently and in groups, using time management and problem-solving skills. As in actual film production, this course is demanding and requires strong time management skills. Students will make at least three to four completed short films during this course. Project grades include daily sketchbook entries, participation, and meeting scheduled deadlines. This course may be taken more than once; in that case, students will build off the skills developed previously.

## **Media Arts: Yearbook**

*Grades 9-12 (year-long course)*

This course focuses on graphic design and photography as students work to produce the *Episcopal Accolade* yearbook. Emphasis is on the creative processes of photojournalism, graphic design, typography, visual communication, technology, publication layout, project management, and teamwork leading to the collaborative design and production of the *Accolade*. In addition to work during class, students are expected to help photograph four school activities per semester for the yearbook. These activities may occur during the school day, before and after school. Students who take Media Arts: Yearbook for more than one year will build on their photography, design, and photo-editing skills as they create visually expressive digital media. Students will participate in critiques. This course is by petition only.

## **Painting**

*Grades 9-12 (semester course)*

*Prerequisite: Visual Art Foundations is recommended but not required*

This course focuses on acrylic and watercolor painting techniques and applications and reinforces basic drawing skills. This course is firmly rooted in the Elements and Principles of art but provides opportunities for students to create self-driven projects. In addition to painting, students will learn about key historical figures, contemporary artists, and key terms. Students will be expected to complete a museum or gallery visit and write a reflection paper demonstrating their understanding of course objectives. Students should be aware that they will be responsible for purchasing their own paint and brushes. This course is recommended as a prerequisite for students aspiring to take AP Studio Art. This course may be taken more than once; in that case, students will build off the skills developed previously.

## **Pottery**

*Grades 9-12 (semester course)*

This is a hands-on class with a heavy emphasis on in-class participation, self-discipline, and strong work habits, including maintaining the clay lab. Students will have a working knowledge of pottery vocabulary and develop skills in hand-building and wheel-throwing, emphasizing surface treatment and basic glazing and firing techniques. Students will work through a series of assignments applying pinch pot, slab construction, and coil construction to create a variety of vessels. Students should be aware that there is a \$25 fee for materials. This course may be taken more than once, and, in that case, students will build off the skills developed previously.

## **Visual Art Foundations**

*Grades 9-12 (semester course)*

This is an introductory course requiring no prior knowledge or skills. Students will complete artwork focusing on the Formal Elements and Principles of Art and Design. Students will be introduced to various art-making techniques, including 2D and 3D media. As the semester progresses, students will demonstrate their understanding of this knowledge by completing more elaborate projects incorporating higher-level thinking and effective use of formal elements. Beyond the artmaking scope, students will learn about key historical figures in art and contemporary artists and key terms specific to the field. Students will be expected to complete a gallery or museum visit and write about their experiences. This course may be taken more than once; in that case, students will build off the skills developed previously.

## **Wearable Arts**

*Grades 9-12 (semester course)*

*Prerequisite: Visual Art Foundations is recommended but not required*

This course focuses on different techniques used to create jewelry and other wearable art. The techniques learned will focus on weaving and knot-making jewelry, resin and Sculpey-formed jewelry, and standard jewelry assemblage. This course does not do any metal cutting or casting. This process and technique-heavy course equires close attention to detail and following instructions. There is a \$50 course fee to buy resin, Sculpey, and molds. Students may still want to purchase additional items. This course may be taken more than once, and, in that case, students will build off the skills developed previously.

## **Honors Studio Art**

*Grades 9-12 (year-long course)*

*Prerequisites: Visual Art Foundations, Drawing, or Painting are recommended but not required*

Honors Studio Art prepares students for Studio Art Master Class. In this course, students will tackle more complex subject matter and more complicated techniques and complete more conceptual-based projects. This course will teach students about the creative process, how to discuss artwork, and further develop their portfolio. Honors Studio Art may be taken more than once; in that case, students will build off the skills developed previously.

<p>Honors Studio Art Recommendation Criteria</p>	<ul style="list-style-type: none"><li>● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and artistic ability</li><li>● A- or higher in previous art classes</li><li>● General review of overall academic record</li><li>● Interview with the student requesting the course</li><li>● Portfolio Review, if requested by the teacher</li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## Studio Art Master Class

*Grades 11-12 (year-long course)*

*Prerequisite: Honors Studio Art*

Studio Art Master class provides students space and guidance to develop a self-driven portfolio and experience developing portfolios for various programs, such as for applications to college art programs. Students will be expected to select three colleges to prepare portfolios for and will be assessed based on finished artwork they've created, participation in peer review, and development of area-specific terminology.

Studio Art Master Class Recommendation Criteria	<ul style="list-style-type: none"><li>● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and artistic ability</li><li>● A- or higher in Honors Studio Art</li><li>● General review of overall academic record</li><li>● Portfolio Review, if requested by the teacher</li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

# English

<b>English</b>	4
English I (required) English II (required) English III or AP Language and Composition★ (required) English IV Seminars or AP Literature and Composition★ (required)  ★ <i>Petition required</i>	Four credits are required beginning in 9 <sup>th</sup> grade.

## **English I: Foundations**

*Grade 9 (year-long course)*

This accelerated course establishes a foundation of critical thinking, reading, and writing that supports the work of each subsequent English course. Students read, analyze, evaluate, and respond to literary genres, including essays, short stories, novels, poetry, and drama, reflecting a wide range of time periods, cultures, and styles. They develop strategies for navigating all stages of the writing process through a workshop approach, and they compose in narrative, expository, persuasive, and reflective modes through assignments such as weekly blog posts, a personal narrative, a literary analysis essay, a long-term research project, and a portfolio. Vocabulary and language study complement students' work in literature and composition, further supporting their growth as readers, writers, and thinkers. Various teaching and learning methods are employed, but students should expect to engage in discussion, note-taking, and student-centered, active learning. Ninth-grade students should also expect a greater degree of self-management of technology, assignments, and planning than in previous years. Summer work generally includes reading two books; details will be posted on the Episcopal website each spring.

## **English II: American Literature**

*Grade 10 (year-long course)*

*Prerequisite: English I or equivalent*

This accelerated course presents an overview of American literature. English II may be taught chronologically (from Puritanism to the Contemporary period) or thematically at the teacher's discretion. Coursework focuses on significant writers such as the following: Anne Bradstreet, Arthur Miller, Herman Melville, Washington Irving, Willa Cather, Kate Chopin, Zora Neale Hurston, F. Scott Fitzgerald, Sandra Cisneros, and Tim O'Brien. Students can expect to read between four to six major literary works (both in class and independently) from several genres, as well as poetry, speeches, short stories, plays, and current event articles; they will distinguish recurring concepts while also connecting the significance of a literary text to its historical context, American literature in general, and also to the students' lives and experiences. Activities and assessments include discussion, collaboration, project-based learning, online vocabulary learning, and analytical, argumentative, and creative writing. Writing, inspired by the literature, as well as personal experience, will form a large part of the course, and students will complete a formal research paper. Students will focus on various modes of discourse as they continue to grow as writers in response to various tasks of increasing difficulty while noting such characteristics as authorial purpose, occasion, tone, and audience to continue to build critical thinking and analytical skills. Summer reading will be required before English II and will be available on the school website in May

## **English III: British Literature**

*Grade 11 (year-long course)*

*Prerequisite: English II or equivalent*

This accelerated course introduces students to significant periods, genres, and themes of British literature and culture, emphasizing selected writers and texts chosen by individual teachers and students. Typical authors and texts include but are not limited to *Beowulf*, Geoffrey Chaucer, Jane Austen, Shakespeare, Mary Shelley, James Joyce, Virginia Woolf, George Orwell, and Alan Moore. Students continue to develop skills in considering the intellectual context of literary texts while also connecting texts to their own experiences. Writing assignments include various modes, but mastering college-level analytical and argumentative essays remain paramount. Daily work and projects integrate technology and project and inquiry-based principles, challenging students' holistic development as thinkers and communicators. Students work toward mastery of vocabulary, critical thinking, argumentation, analysis, discussion, presentation, and research skills. Expect a variety of teaching and assessment methods, but in all cases, the student's original thinking is a priority. Summer Reading is required during the summer before English III and will be published in May on the Episcopal website.

## **English IV: Special Topics Seminar**

*Grade 12 (semester course)*

*Prerequisite: English III or equivalent*

*Students not taking AP Literature and Composition must take two semesters of English IV.*

This English course is broken down into two semester-long special topics seminars. Intended to refine previously achieved skills, these senior seminars emphasize student self-initiated learning and college-level reading, writing, and research. As a result, there are frequent writing assignments, presentations, student-driven discussions, and student-led inquiries. In selecting their choice of English IV seminars, students study more specific literary genres, topics, or authors in greater depth. Sample courses include “Banned Books and Censorship,” “The Art of the Editorial,” and “Autobiography.” As in previous years of your English study, students link life experiences to literature but exceed that expectation by incorporating literary criticism and primary sources to synthesize original claims with ideological and stylistic maturity. Students should also expect to read approximately five major literary works per semester and complete a formal research paper in the fall semester. By the end of the year, students should reach complete mastery of the vocabulary, critical thinking, argumentation, analysis, discussion, presentation, and research skills begun in English III. Summer reading is required during the summer before English IV. Typically, one English IV seminar has a Religious Studies focus and, therefore, can serve to fulfill both an English and Religious Studies graduation requirement.

## AP English Language and Composition

Grade 11 (year-long course)

Prerequisite: English II or equivalent

This introductory college-level course, which also prepares students to take the Advanced Placement English Language and Composition exam, “engages students in becoming skilled readers of prose written in various 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 genre conventions and the resources of language contribute to effectiveness in writing” (College Board). Our primary literary texts will be British, such as *Hamlet* and *Heart of Darkness*, but students will read and write a variety of genres and modes of text, with a particular emphasis on non-fiction.

Enrollment in 11th-grade AP English Language and Composition requires the training, discipline, and skills needed to succeed in an accelerated course. Students should expect to write formally weekly, to write informally daily, to read nightly, and to generate and discuss original ideas constantly. As this is a writing and rhetoric course equivalent to College Composition, most course assessments will be based on writing. Still, students should expect a variety of teaching and learning methods, including process drama, inquiry-based learning, and readers’-writers’ workshop. Students must petition to be considered for this course and submit an AP-style writing prompt. Summer assignments before entering AP English Language and Composition include reading three books and participating in a discussion board.

<p>AP Language and Composition Recommendation Criteria</p>	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>• A- or above in English II</li><li>• AP potential report</li><li>• Writing prompt score of 4 or above (on the AP rubric)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li><li>○ A teacher recommendation with sufficient context can be considered over the items above in cases where students seem particularly suited to the course because of their interest in English and writing.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---



## AP English Literature and Composition/ English IV\*

*Grade 12 (year-long course)*

*Prerequisite: English III or AP English Language and Composition or equivalent*

AP English Literature and Composition provides the experience of a college-level literature class in preparation for the AP English Literature and Composition exam. This course will be transcribed as a year-long course, though it is broken into two separate semester courses. The focus of the fall semester is on the AP Literature and Composition curriculum, which is described below. In the spring semester, students work with their teacher to co-create a more seminar-style approach to continued AP skill building and focused test preparation for the May AP exam.

The focus of the class is close reading and analysis in the form of discussion and written criticism of drama, fiction, and poetry. Teacher-led lecture is minimal. Through studying various texts, students broaden and deepen their understanding of writers' techniques to communicate a meaningful vision of human experience. Students study a work's structure, language, motifs, and themes and express their understanding of it in well-written, perceptive essays and other projects.

The first-semester course is divided into two parts. Generally, the first part focuses on studying short fiction and drama, whereas the second focuses on studying poetry and longer fiction. Students read and study a variety of shorter works—a collection of short stories from a single author and short stories and poems from different canonical and non-canonical authors—from which they increase their understanding of how writers construct meaning out of language. They then apply that understanding to more extended works—a novel and two full-length plays. The semester culminates in a project – an in-depth exploration of a novel. Throughout the semester, students write argumentative essays demonstrating their abilities to interpret literature in a cogent, persuasive, organized, and sophisticated style. Through peer feedback, teacher evaluation, and their own re-envisioning of ideas, students revise their writing to improve style and content. Finally, students apply their interpretive skills to reading comprehension tests of challenging literary passages.

<p>AP Literature and Composition Recommendation Criteria</p>	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>• A- or above in English III or AP Language and Composition</li><li>• AP potential report</li><li>• Writing prompt score of 5 or above (on the AP rubric)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li><li>○ A teacher recommendation with sufficient context can be considered over the items above in cases where students seem particularly suited to the course because of their interest in English and writing.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## **Creative Research and Design: Humanities**

*Grades 9-12 (semester course) - does not fulfill an English graduation requirement*

This course aims to apply design thinking to a real-world problem. Students will create various products, including writing, that coincide with a series of design exercises. These workshops will investigate topics of interest to students guided by a teacher-facilitator and uniting under a different theme or topic each semester. The Design Studio approach used in this course emphasizes engagement, flexibility, collaboration, and process. Students should expect research, writing, and hands-on/making experiences that involve intensive feedback, discussion, and student-centered, active learning. In a humanities design studio, problem-solving methods involve more research, writing, and reading, but the design process is grounded in making, building, and creating. Assessments will be based on the use of design skills (collaboration, communication, critical thinking, engagement, innovation, iteration, synthesizing critique, technical skills), project presentations and briefs, and daily documentation of work. Most assignments will be completed in class, though final projects will benefit from extra work at home.

## **Creative Writing**

*Grades 9-12 (year-long course) - does not fulfill an English graduation requirement*

This course is designed for students who enjoy writing as a form of art and personal expression. In this course, students will explore the elements of numerous literary genres (short fiction, poetry, drama, film, and creative non-fiction) and the power of both print and multimedia formats. To develop original writing pieces, students will engage in writing workshops, literary element development lessons, writing/author studies, peer reviews/conferences, and responses to art and music. Strategies to avoid writer's block and new ways to generate ideas for writing will also be studied. To show evidence of writing development throughout the course, students will be required to engage in writing community activities that require sharing one's work and publishing one's writing in and beyond the classroom setting, including writing contests. Students will have the opportunity to design, edit, and contribute writing pieces to the Troubadour literary magazine. Assessment will be based on writing projects, the writing process, and positive membership in the classroom writing community. Emphasis is placed on process rather than product, so this course is open to writers of any level. As writing is a process, some revision work will be necessary out of class, but most of the work will be completed in class. Homework will be related to the writing process. As this is an academic class devoted to writing, students in this course should intend to immerse themselves in the writing process.

## Global and Social Studies

<b>Global and Social Studies</b>		
<b>Social Studies</b>		4
<p>World Geography♦ or approved alternate  World History, Honors World History, or approved alternate (required in 9th grade)  US History, Honors US History, or AP US History (required)  US Government, Honors US Government, or AP US Government and Politics (required)  African-American History  AP European History or approved alternate  AP Microeconomics★  AP Psychology★  Economic Theory and Business Design for Entrepreneurs‡  World History: Non-Western Civilization</p> <p>★ <i>Petition required</i>  ♦ <i>Only offered in Middle School, provides Upper School credit</i>  ‡ <i>Includes at least one unit that uses a design studio approach</i></p>		<p>Four credits are required. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of US History or equivalent</li> <li>- One credit of US Government or equivalent</li> <li>- Two credits from the following topics:  African-American History, AP Psychology, Economics, European History, World Geography, World History</li> </ul>
<b>World Language</b>		2
<p>French I  French II  French III  Honors French IV  Honors French Language and Culture  AP French Language and Culture</p>	<p>Spanish I  Spanish II  Spanish III  Honors Spanish IV  Honors Spanish Language and Culture  AP Spanish Language and Culture</p>	<p>Students must take at least two levels of the same language. For the Class of 2026 and beyond, all ninth-graders must be enrolled in a World Language course.</p>

<p><b>Global Studies Electives:</b>  Global Studies (non-honors, various topics)  Ex: Francophone Film Studies; Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere; Hispanic Film and Culture; Sociology: Social Problems and Local Solutions  Honors Global Studies - French  Honors Global Studies – Spanish</p> <p><b>World Language courses available via other providers (fee for online courses associated with these classes)★</b>  ★ <i>Petition required</i></p> <p><i>Note: Consecutive course credit in the same language is required. Continued language study is recommended for competitive college admissions and fluency.</i></p>	
--	--

**Global Studies**

Global studies courses give students insights into the cultures, societies, and histories of regions and countries outside of the United States.

**Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere**

*Grades 9-12 (year-long course)*

This course will explore the rich and exciting cultures of various Spanish-speaking countries through a wide variety of sports and leisure activities. The cultural and economic impacts of these industries and many ethical questions related to these activities will be explored. Films will also have a key role in this course. At least two movies per quarter will be watched and analyzed, targeting a variety of cultural aspects through class discussion. Through this course, students will be able to expand their cultural horizons by identifying the contributions of Hispanic athletes in the world. Classwork will include individual and group projects. In addition, students will have hands-on experiences with these activities. The course will be taught in English and is available to all students. No previous experience in Spanish is required.

**Francophone Film Studies**

*Grades 9-12 (year-long course)*

This course is available to all Upper School students, regardless of their World Languages experience. This course will explore the history, cultures, and contemporary issues of various French-speaking countries as depicted through film. Each quarter, we will watch and analyze two or three movies. For each movie, there will be questions to answer and a review to write to summarize and analyze the film and its themes. Students will explore the commonalities and differences between francophone and American culture through this course. Classwork will be based on answering questions about the movies, completing individual and group projects, and participating in discussions. Homework will consist of movie reviews. This course will be taught in English, and all classwork and homework will be completed in English.

## **Hispanic Film and Culture**

*Grades 9-12 (year-long course)- does not fulfill a Social Studies graduation requirement*

This course explores the history and variety of Hispanic cultures through film. Through various projects and assessments, students will develop the ability to think critically about Spanish-speaking countries' histories, migrations, and cultures by drawing comparisons and highlighting distinctions. Class assessments will include discussions of films and individual and group projects rather than traditional tests and quizzes. This course is designed for anyone interested in Hispanic film and culture. This course will be taught in English, and all classwork will be completed in English.

## **Sociology: Social Problems and Local Solutions**

*Grades 9-12 (yearlong course)- does not fulfill a Social Studies graduation requirement*

This course examines the social forces that influence society at the global, domestic, and community level. Social problems explored include poverty; inequality; crime and criminal justice; schools and education; and war and terrorism. Students will explore and analyze a variety of responses and perspectives in response to these problems including social scientific, political, non-profit, and religious. Most work for this course will be completed in class. Assignments and assessments will include film analysis assignments, current event reflections, discussions, debates, projects, short papers, and quizzes. A serving-learning component may be included.

## Social Studies

<p><b>Global and Social Studies</b></p>	
<p><b>Social Studies</b></p>	<p>4</p>
<p>World Geography ♦ or approved alternate  World History, Honors World History, or approved alternate (required in 9th grade)  US History, Honors US History, or AP US History (required)  US Government, Honors US Government, or AP US Government and Politics (required)  African-American History  AP European History or approved alternate  AP Microeconomics ★  AP Psychology ★  Economic Theory and Business Design for Entrepreneurs ‡  World History: Non-Western Civilization</p> <p>★ <i>Petition required</i>  ♦ <i>Only offered in Middle School, provides Upper School credit</i>  ‡ <i>Includes at least one unit that uses a design studio approach</i></p>	<p>Four credits are required. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of US History or equivalent</li> <li>- One credit of US Government or equivalent</li> <li>- Two credits from the following topics:  African-American History, AP Psychology, Economics, European History, World Geography, World History</li> </ul>

## World History

### *Grade 9 (year-long course)*

In World History, students develop a global perspective about the past to understand better how their personal story fits into the broader story of human history. This course focuses on multiple global societies from 1000 BCE to the present. This course emphasizes research, critical reading, organized notetaking, clear and organized writing, and sharing one’s findings with a wider audience. Students will be guided to synthesize information from a wide array of sources including primary sources, traditional textbook readings, videos and podcasts, and literature. Students will complete a variety of assignments from writing, in-class discussions, debates, projects, and tests. Students will be given unit tests regularly consisting of multiple-choice and short-answer identification questions. During the third quarter, students will conduct a major research project on the topic of their choice that will be completed in both World History and English I. This project will teach students to find scholarly sources, take helpful notes, develop and sustain an argument, effectively integrate evidence using the MLA citation style, and compose a major essay.

## Honors World History

*Grade 9 (year-long course)*

Honors World History introduces students to the study of history as both content and methodology. Students will appreciate the role of a historian since particular emphasis is given to argument development and historical research analysis. In addition to exposing students to a general narrative and timeline of history, the goals of this course are for students to (1) develop an understanding of some of the principal themes of the four eras of history (Classical, Medieval, Early Modern, and Modern), (2) thoroughly analyze historical evidence, and (3) express arguments through writing and oral presentations. Emphasis is placed on developing the following academic skills: analysis of primary sources, note-taking, written expression, recognition of bias, weighing evidence, and reaching conclusions based on historical fact. Students will synthesize information from a wide array of sources, including primary and secondary sources, traditional textbook readings, and video. Students will be assessed by unit tests consisting of multiple-choice questions, short-answer identification responses, essay outlines, and essay responses. They will also complete in-class writing assignments and take-home writing assignments. Students will also be asked to read 3-6 pages of textbook or PDF articles outside class daily and will be expected to participate in in-class discussions and structured debates. During the third quarter, students will conduct a major research project on the topic of their choice that will be completed in both Honors World History and English I. This project will teach students to find scholarly sources, take helpful notes, develop and sustain an argument, effectively integrate evidence using the MLA citation style, and compose a major essay. The product will be a 5-6 page paper to be graded by their English teacher and an oral presentation and creative display in Honors World History. This course will prepare students for success in AP US History and Honors US History.

Honors World History Recommendation Criteria	<ul style="list-style-type: none"><li>• A or higher in World Geography (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## US History

*Grade 10 (year-long course)*

*Prerequisites: World History or Honors World History or Department Chair approval*

Students in this course will examine the roles of people, events, and issues that have impacted the political, social, and economic development of the United States from the Civil War to the present. Students will be asked to develop historical understanding and skills by using various historical sources (primary and secondary) to analyze and evaluate multiple perspectives of the past. By analyzing sources as a historian would, students should understand that the study of history is subject to an individual's interpretation of past events, issues, and problems.

When thinking of history as an interpretation of past events, students should ultimately begin to draw their own conclusions about how and why things happened in the past. Students can then gain a better understanding of contemporary events, issues, and themselves as American citizens by asking and answering questions and formulating and supporting their own interpretations of the past.

## Honors US History

*Grade 10 (year-long course)*

*Prerequisites: World History or Honors World History or Department Chair approval*

The Honors US History class helps students develop a broad understanding of the American past and how their personal story fits into that story. This course focuses on a wide range of topics from 1492 to the present. The course has three goals. First, students will learn to think and work as historians do, participating in vigorous, structured debates and conducting small, meaningful research projects. With a primary focus on seminar-style learning, multiple approaches to understanding history will be used, including analysis of primary and secondary sources, independent research, crafting evidence-based arguments, and sharing one's findings with a broader audience. Students will engage in a thorough peer review process where they explain and question one another's conclusions. Second, Honors U.S. History prepares students for the wide variety of content and delivery methods (reading textbooks and articles, listening to podcasts, watching documentaries, and teacher-driven lecture) they can expect when they arrive in college. To that end, students must keep up with notes from disparate sources. Finally, the course assumes that most students may be interested in taking AP US Government or other Advanced Placement Social Studies courses. This course aims to prepare students for such courses. Students can expect to read 10-15 pages per week. Students are expected to participate in class discussions and debates actively.

Honors US History Recommendation Criteria	<ul style="list-style-type: none"><li>• B or higher in Honors World History (Semester 1 and Semester 2 grade)</li><li>• A or A- in World History (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---



## AP US History

*Grade 10 (year-long course)*

*Prerequisites: World History or Honors World History or Department Chair approval*

The AP United States History experience is intended as an introductory college-level survey course that covers seminal events, individuals, and movements from the Age of Exploration through the modern-day. Students will comprehend the totality of this nation's unique development by analyzing themes that include responses to social problems, the immigrant experience, economic transformations, and the realities of discord and unity over time. Historiography will be examined to understand how interpretations of social, cultural, and intellectual movements have changed over time to reflect new evidence and mindsets. In addition to the course content, students will develop historical thinking skills such as chronological reasoning, historical interpretation, and argumentation. Course materials and discussions are designed to cover “the facts” of American history and elicit and hone each student’s critical thinking and writing skills. Students will have substantial practice in all elements of the AP exam through formative and summative assessments throughout the year. Students can expect a summer assignment. At times, students can expect to read 10-15 pages of textbook information in one night. At other times, they might be asked to “flip the classroom” and take notes on 15-30 minutes of video lectures. At times, they will be assigned scholarly articles or case studies from Harvard’s “History of American Democracy” course. Class discussions often rely on prepared students asking questions for clarification. When lecture is necessary, students are expected to keep up with a fairly fast pace. Students will prepare detailed and extensive study guides for each of the nine periods covered on the AP U.S. History exam.

AP US History Recommendation Criteria	<ul style="list-style-type: none"><li>• A- or higher in Honors World History class (Semester 1 and Semester 2 grade)</li><li>• A or higher in World History</li><li>• Recommendation from current social studies teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

## **US Government**

*Grade 11 (year-long course)*

*Prerequisites: US History, Honors US History, AP US History, or Department Chair approval*

The focus of US Government is to prepare students to be active citizens and engaged, informed participants in their country's political system. The course explores key institutions of the United States government, including the Presidency, Congress, and the Supreme Court, while asking students to debate contemporary issues in US society and government. A central objective is to examine the relationship between a government and its people, what citizens owe one another as well as their political community, and if and how particular government institutions should be reformed to serve the interests of the people better. Another focus of the course involves current events. Students will be required to follow major news stories and critically analyze media coverage. The course will require students to conduct independent research, present their findings, lead discussions, and engage in civil debates with classmates to sharpen their written and oral communication skills. Students will encounter some central "texts" each week, be it in the form of a podcast, documentary, 8-10 pages of textbook reading, sections of the US Constitution, summaries of Supreme Court cases, op-eds, news and magazine articles, census data, polling information, campaign commercials, or scholarly articles. In all cases, students are expected to take notes and engage in class discussions and debates. Students are also expected to deliver at least one professional presentation per semester that links to the materials covered in class. The course will have one argumentative research paper each semester and a cumulative midterm and final exam.

## Honors US Government

Grade 11 (year-long course)

*Prerequisites: US History, Honors US History, AP US History, or Department Chair approval*

This honors-level course introduces students to the fundamentals of US government and politics, aiming to prepare students to be engaged, informed citizens in America's democratic political system. Students will leave this course with a foundational knowledge of the important institutions of the US government, including Congress, the Presidency, the Supreme Court, political parties, media, and interest groups, in addition to a better understanding of significant issues in US economic and foreign policy. Throughout the year, students will explore critical questions in contemporary American politics and society by following current events, and engaging in ongoing debates over the scope and purposes of government. The course will emphasize developing students' abilities to critically analyze media accounts, statistical data, and academic research on questions involving public policy and the US government. Class activities include a mixture of student-led discussion and debate, lectures, and review activities, including various games. Class activities may include extended debates or political simulations, such as a simulation of oral arguments at the Supreme Court, the Articles of Confederation, or a Mock Congress. Lectures will help provide an overview of some topics, either reinforcing material from the textbook or presenting topics not thoroughly covered in the textbook. Assessments may also include presentations, research papers, essays, smaller homework assignments, and graded discussions.

Honors US Government Recommendation Criteria	<ul style="list-style-type: none"><li>• B or higher in Honors US History (Semester 1 and Semester 2 grade)</li><li>• A or A- in US History (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## AP US Government and Politics

Grade 11 (year-long course)

Prerequisites: US History or AP US History or Department Chair approval

This college-level course introduces students to the fundamentals of US government and politics with the overarching goals of preparing students to perform well on the national AP exam and be engaged, informed citizens in America's democratic political system. Students will leave this course with a foundational knowledge of the important institutions of the US government, including Congress, the presidency, the Supreme Court, political parties, media, and interest groups, in addition to a better understanding of significant issues in US economic and foreign policy. Throughout the year, students will explore critical questions in contemporary American politics and society by following current events, and engaging in ongoing debates over the scope and purposes of government. The course will emphasize developing students' abilities to critically analyze media accounts, statistical data, and academic research on questions involving public policy and the US government. Class activities include a mixture of student-led discussion and debate, lectures, and review activities, including various games. Each semester there will be roughly three extended debates or political simulations, such as a simulation of oral arguments at the Supreme Court, the Articles of Confederation, or a Mock Congress. Lectures will help provide an overview of some topics, either reinforcing material from the textbook or presenting topics not thoroughly covered in the textbook. Depending on pacing, there is usually time to have regular review games such as jeopardy, Kahoot, bingo, Quizizz, Quizlet live, Gimkit, reverse charades, etc. This relatively high-intensity course requires roughly twenty to thirty pages of sometimes dense textbook reading per week, regular pop reading quizzes, and major tests once every two to three weeks. Assessments will also include roughly one presentation per quarter, one essay, or major debate, as well as smaller homework assignments and graded discussions. Before taking this class, students can expect to complete a substantial summer assignment. The summer assignment will likely include roughly thirty pages of textbook reading, combined with writing a three to five-page essay that requires outside research.

AP US Government and Politics Recommendation Criteria	<ul style="list-style-type: none"><li>• B or higher in AP US History class (Semester 1 and Semester 2 grade)</li><li>• B+ or higher in Honors US History Class (Semester 1 and Semester 2 grade)</li><li>• A in US History</li><li>• 3 or better on previous Social Studies AP Exams</li><li>• Recommendation from current social studies teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

## **African American History: Louisiana’s Place in the African Diaspora**

*Grades 10-12 (year-long course)*

In “African American History: Louisiana’s Place in the African Diaspora,” an elective course, students learn about African American history and cultural contributions. This course aims to develop an understanding of the historical roots of African American culture, especially as it relates to economic, social, and political relationships within the context of United States history. It requires an analysis of important events, individuals, ideas, social and cultural values, beliefs, and traditions. In addition to covering the history of how people of African descent encountered America’s historical eras, this course will also make attempts (where relevant) to make topics “glocal” in nature. Particular emphasis will be placed on zooming in on unique South Louisiana contributions and experiences (such as the nature of and resistance to slavery in Louisiana, Emancipation and Reconstruction in Louisiana and how it differed from other locales, how the *gens de couleur* in New Orleans served as early Civil Rights pioneers in the late-nineteenth century, the cultural contributions of jazz musicians and writers from Louisiana to the Harlem Renaissance, and the Baton Rouge Bus Boycott as a pivotal but underappreciated turning point in the Civil Rights movement). Furthermore, the course will compare the experiences of African Americans to those of other people of African descent around the world (including how slave life and culture in Louisiana differed from slave life and culture in other parts of the Caribbean, North America, and Latin America and the connections between pan-Africanism, *négritude*, decolonization in Africa, and the Civil Rights movement).

Topics covered will include: African beginnings; Africa, Europe, and the Rise of Afro-America, 1441-1619; African American Slavery in the Colonial Era, 1619-1789; Slavery and Abolition in Revolutionary and Antebellum America, 1790-1860; African Americans and the Civil War and Reconstruction, 1861-1877; The Rise of Jim Crow, 1878-1915; World War I, Great Migration, Great Depression; World War II: The struggle for democracy at home and abroad and the Postwar Years, 1940-1953; The Civil Rights Movement: Gains and losses, 1954-1970; Beyond Civil Rights, 1970-present; Cultural traditions and contributions of African Americans and the influence of the African American experience on American culture and society.

Assessments will include quizzes, presentations, class discussions of readings, research projects, the creation of an African-American History-themed National History Day project, and a final research paper. Students can expect differentiated assignment expectations based on grade level in both assigned literature and expectations for the research paper.

## **Economic Theory and Business Design for Entrepreneurs**

*Grades 10-12 (year-long course)*

*Prerequisites: credit or concurrent enrollment in US History or equivalent*

Entrepreneurship provides students with an understanding of the critical role played by entrepreneurs in the national and global economy. Students learn the skills necessary to become entrepreneurs and the attitudes, characteristics, and techniques that successful entrepreneurs have and that students will need to succeed. The Entrepreneurship curriculum approaches student learning experientially by encouraging students to evaluate, develop, and work with the business ideas they already have or those they conceive during the course.

Students explore the steps necessary for starting a business, including analyzing the market, finding financing, and creating an organization that will accommodate future growth. They learn about the operational issues that new businesses face, such as regulations, protecting intellectual property, and the financial risks of starting a business. Students examine ethical issues and develop a framework for managing them. Finally, students identify the risks, returns, and other aspects of entrepreneurship as a potential career.

Integral to the curriculum is a culminating project incorporating market research and business plan development. Students may work in teams of two to conceive and develop a business idea that fills a need in the market. In completing their project, the students create a marketing plan for their business, make financial projections, assess the risks inherent in the new venture, and develop a code of ethics to guide their business actions and relationships. Additionally, students learn about the operational and legal logistics involved in the business. Finally, they create a business plan and deliver an oral presentation in which they pitch their business idea to their classmates and an invited audience representing potential investors.

## **World History: Non-Western Civilization**

*Grades 9-12 (year-long course)*

This course explores history in the Middle East, Central Asia, Southeast Asia, Africa, South America, and East Asia. Students will appreciate how global societies are connected and are part of our shared human story. Through viewing films, various activities, projects, and assessments, students will develop the ability to think about history critically by drawing comparisons and highlighting distinctions between societies. This class will not have traditional tests. Instead, students will be assessed in other ways, including the following: film and documentary viewing assignments, readings and notes, class discussion, small unit quizzes, comprehension checks, short answer questions, mapping exercises, comparison exercises, group projects and presentations, research papers or projects, document-based questions and exercises, and timeline building activities.

## AP European History

*Grade 12 (year-long course)*

*Prerequisites: credit or concurrent enrollment in US Government or equivalent*

The AP European History experience at Episcopal serves as an introductory college-level survey course of European History from the late Middle Ages through the present day. This course covers major political, economic, and military events during the last seven centuries of European history, requiring students to analyze the social, cultural, and intellectual movements that precipitated or were inspired by those events. Assessments are geared towards ensuring students find success on the national AP examination, with document analysis and written responses constituting major elements of in-class examinations. Course materials primarily aim to help develop students' analytical and critical thinking skills and prompt them to make connections between seemingly disparate concepts or periods in European History. Beyond standard texts and primary sources, students will extrapolate meaning and context from maps, graphs, films, political cartoons, and pictures or photographs of major people, places, and events. Students are expected to work extensively outside class and be self-motivated and reflective learners. They will be asked to read 15-20 pages and take handwritten notes nightly. Students will also be asked to complete small research projects outside class that will be presented to their classmates.

AP European History Recommendation Criteria	<ul style="list-style-type: none"><li>• A- or higher in AP US and Comparative Government (Semester 1 and Semester 2 grade)</li><li>• A or higher in AP US Government &amp; Politics (Semester 1 and Semester 2 grade)</li><li>• A+ in US Government (Semester 1 and Semester 2 grade)</li><li>• 3 or better on previous Social Studies AP Exams</li><li>• Recommendation from current social studies teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

## AP Microeconomics

Grade 11-12 (year-long course)

*Prerequisites: credit or concurrent enrollment in US Government or equivalent, credit in Algebra II or Honors Algebra II*

Economics studies how society's limited resources get allocated and why. By the end of this year-long course, students will understand why prices fluctuate and will be able to assess the strengths and weaknesses of economic decisions. The course will teach students the basics of economic decision-making by individuals, families, and businesses (microeconomics). The goal of AP Microeconomics is to provide students with the equivalent of an introductory college-level course in microeconomics. All students who sign up for this course are expected to take the AP exam in Microeconomics in May. It will combine teacher lectures, student projects and presentations, and group discussions of common texts. Students will be assessed through AP-style tests and quizzes. Students may read up to 20-30 pages weekly from a college-level Economics textbook. Other reading assignments might include articles from the well-respected British magazine *The Economist*, peer-reviewed pieces from academic journals, and select chapters from popular economics books such as *Freakonomics*. As the course moves along, tests will remain cumulative. By March, for example, a student might encounter a test that includes 50% recent material and 50% previously covered information and content. This class will be fast-paced and engaging; therefore, students must come to class with prepared materials and a spirit of collaboration and attentiveness. Before taking this class, students can expect to complete a substantial summer assignment that may take some students up to ten hours. The summer assignment will likely include roughly thirty pages of textbook reading, combined with writing a three to five-page essay that requires outside research. Students must petition to take this course. *Note: This course is typically offered in alternate years.*

AP Microeconomics Recommendation Criteria	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>• B+ or higher in Honors Algebra II or A or higher in Algebra II</li><li>• B or higher in AP US Government &amp; Politics or AP US History class (Semester 1 and Semester 2 grade)</li><li>• B+ or higher in Honors US Government or Honors US History class (Semester 1 and Semester 2 grade)</li><li>• A- or higher in US Government or US History class (Semester 1 and Semester 2 grade)</li><li>• 3 or better on previous Social Studies Exams</li><li>• If a student earned a 1 or 2 on the AP US History or AP US Government Exam, they must earn an A- or better during the first quarter.</li><li>• Recommendation from current social studies teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--



## AP Psychology

Grade 12 (year-long course)

*Prerequisites: credit or concurrent enrollment in US Government or equivalent*

This course introduces students to the field of psychology and the attendant issues in the field. At the end of this course, students will be well prepared to continue their education in psychology at the college level.

Topics will include contemporary psychology, sleep and dreams, drugs, mental disorders, evolutionary psychology, cultural influences, human development, memory, thinking and language, intelligence, emotions and personality, and social psychology. The goal is to reveal psychology's major concepts and teach students how to analyze, critique, and challenge major theories. The course will be conducted in a lecture-discussion and activity-demonstration format. Frequent quizzes and an AP-style test with multiple-choice and free-response questions will be given during and after each unit. The mid-term exam will be cumulative, as is a review exam given during the fourth quarter in preparation for the AP Psychology exam in May. In addition to tests and quizzes, students will complete a few projects for a grade and will have the opportunity to complete optional enrichment assignments. A college-level textbook is used for this course, and students are expected to come to class having read and ready to discuss. Four to ten pages of reading will be assigned per night. During the summer, students will read a non-fiction book and complete other tasks related to the history of psychology for this course. Students must petition to take this course.

AP Psychology Recommendation Criteria	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>• B or higher in AP US Government &amp; Politics or AP US and Comparative Government class (Semester 1 and Semester 2 grade)</li><li>• A- or higher in US Government (Semester 1 and Semester 2 grade)</li><li>• 3 or better on previous AP Government or AP US and Comparative Government Exams</li><li>• Recommendation from current social studies teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---------------------------------------	--

## World Languages

Global and Social Studies		
World Language		2
<p>French I          French II          French III          Honors French IV          Honors French Language and Culture          AP French Language and Culture</p>	<p>Spanish I          Spanish II          Spanish III          Honors Spanish IV          Honors Spanish Language and Culture          AP Spanish Language and Culture</p>	<p>Students must take at least two levels of the same language. For the Class of 2026 and beyond, all ninth-graders must be enrolled in a World Language course.</p>
<p><b>Global Studies Electives:</b>          Global Studies (non-honors, various topics)          Ex: Francophone Film Studies; Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere; or Hispanic Film and Culture          Honors Global Studies - French          Honors Global Studies – Spanish</p> <p><b>World Language courses available via other providers (fee for online courses associated with these classes)★</b>          ★ <i>Petition required</i></p> <p><i>Note: Consecutive course credit in the same language is required. Continued language study is recommended for competitive college admissions and fluency.</i></p>		

### Online Language Classes

Through approved online programs such as Middlebury Interactive and the Johns Hopkins Center for Talented Youth, Episcopal Students can study languages that we are not offered at Episcopal. An additional fee will be charged for these courses. Enrollment requires approval by the Upper School Division Head. See the Global and Social Studies Department Chair for more information about these opportunities.

## **French**

### **French I**

*Grades 9-12 (year-long course) – This may be an online course with additional fees or a traditional course depending on enrollment.*

This course is intended for students with no experience in French. Students will understand basic French grammar structures and acquire cultural knowledge through speaking, listening, reading, and writing. Listening and speaking skills are practiced by the whole class and in small groups. Brief oral and written activities, dramatized dialogues, and interviews are also included. In addition, students will read two French novels and short stories and learn about French and Francophone culture around the world.

### **French II**

*Grades 9-12 (year-long course)*

*Prerequisite: French I or French II Intro or equivalent placement test score*

As a continuation of French I, this course focuses on further acquiring and developing basic French language skills and expands students' grammatical and cultural competency foundation. Listening and speaking skills are practiced by the whole class and in small groups. Classroom CDs, videos, and online resources supplement individual activities. Other activities include short oral and written reports, dramatized dialogues, and interviews. In addition, students will read three French novels and learn about French and Francophone culture around the world.

### **French III**

*Grades 9-12 (year-long course)*

*Prerequisite: French II or equivalent placement test score*

In this course, students will continue to develop their speaking, listening, reading, and writing skills by exploring French culture. They will expand their critical and analytical thinking skills by reading excerpts from literary works, appreciating art, and examining music. The course will be taught mainly in French (80%), except when grammar structures must be explained in English for clarity and simplicity. Students are expected to take notes on paper, and all lectures will also be available on the school's learning management system. Students are expected to communicate in French in class. The textbook is *Espaces 4th edition*. In addition, students will read two novels in French. There will be at least one homework assignment per week, and all work will be graded. Classwork and homework will consist of essays, grammar activities, conversations in French, class participation, and individual and group projects.

## Honors French IV

Grades 9-12 (year-long course)

Prerequisite: French III or equivalent placement test score

In this course, students confront real-life situations and develop various skills to resolve them. This course emphasizes developing conversational skills so students attain an intermediate to high oral proficiency level. Material about and from francophone cultures is presented alongside authentic literary texts. Students should be able to understand and analyze cultural and literary material with reasonable accuracy. The course will be taught mainly in French (80%) except when grammar structures need to be explained in English for clarity and simplicity. Students are expected to take notes on paper, and all lectures will also be available on the school's learning management system. Students are expected to communicate in French in class. The textbook is *Imaginez 3rd edition*. In addition, students will read two novels in French including *Le Petit Prince*. There will be at least two homework and/or classwork assignments or activities per week, and all work will be graded. Classwork and homework will consist of essays, grammar activities, conversations in French, class participation, and individual and group projects. This course prepares students for AP French.

Honors French IV Recommendation Criteria	<ul style="list-style-type: none"><li>• B+ or higher in French III (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester. If the student does not seem ready at the end of the second semester, s/he will be assigned summer work that must be completed before the student can advance to the next level. The student may also need to complete an assessment showing that s/he is ready to advance to the next level.</p>
--	--

## Honors French Language and Culture

Grades 9-12 (year-long course)

Prerequisite: Honors French IV or equivalent placement test score

This class will meet at the same time as the AP French Languages and Culture class. It is meant to prepare students for the AP course. Students will follow the same curriculum as the AP French Language and Culture class. Differentiation will be made at the classwork and homework level, so the level corresponds to preparation for the AP course, keeping in mind that students will not take the AP exam at the end of this year. Students will complete the free response section of a practice AP exam for the midterm exam in December. This college-level course trains students to achieve a high level of ability in speaking, listening, reading, and writing French. Students practice their skills in a laboratory setting, as they are exposed to various materials and genres to help them expand their knowledge of formal French in both oral and written forms. Students are expected to comprehend and produce language equivalent to that used in a second-year college-level course. Students in Honors French Language and Culture must be well-prepared, have high motivation and interest, and put sufficient time into completing out-of-class reading and writing assignments. Every month, students will complete one reading from a different book of their choosing. They are expected to read 30 to 50 pages of a book a month. The course will be taught entirely (100%) in French, and students must communicate in French in class. Students are expected to take notes on paper, and all lectures will also be available on the school's learning management system. All textbooks (*Réseau*, *Thèmes*, *Barron's AP French*) are college-level. There will be at least three homework and/or classwork assignments per week, and all work will be graded. Classwork and homework will consist of essays, email replies, conversations and cultural comparison presentations in French, class participation, individual and group projects, and multiple-choice activities. The mid-term exam will be a released AP French exam. During the summer, students will choose a book to read in French and complete a reading form. This course is open to students who have successfully completed Honors French IV or whose placement scores indicate admission to this level. Success in this class will lead to the AP French Language and Culture course.

Honors French Language and Culture Recommendation Criteria	<ul style="list-style-type: none"><li>• B+ or higher in Honors French IV (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## AP French Language and Culture

Grades 9-12 (year-long course)

Prerequisites: Honors French IV or Honors French Language and Culture or equivalent placement test score

This college-level course trains students to achieve a high level of ability in speaking, listening, reading, and writing French. Students practice their skills in a laboratory setting, as they are exposed to various materials and genres to help them expand their knowledge of formal French in both oral and written forms. Students are expected to comprehend and produce language equivalent to that used in a second-year college-level course. Students in AP French must be well-prepared, have high motivation and interest, and put sufficient time into completing out-of-class reading and writing assignments. Every month, students will complete one reading assignment on an additional book of their choice. They are expected to read 30 to 50 pages of a book a month. The course will be taught entirely (100%) in French. Students are expected to take notes on paper, and all lectures will also be available on the school's learning management system. Students are expected to communicate in French in class. All textbooks (*Réseau*, *Thèmes*, *Barron's AP French*) are college-level. There will be at least three homework and/or classwork assignments per week, and all work will be graded. Classwork and homework will consist of essays, email replies, conversations and cultural comparison presentations in French, class participation, individual and group projects, multiple-choice activities. The mid-term exam will be a released AP French exam. At the end of the course, students take the AP French language exam. During the summer, students will complete an assignment focused on a book of their choosing written in French.

AP French Language and Culture Recommendation Criteria	<ul style="list-style-type: none"><li>• A or higher in Honors French IV or Honors French Language and Culture (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## Honors Francophone Film Studies

*Grades 10-12 (year-long course)*

*Prerequisite: Honors French IV or higher- Placement by teacher and department chair recommendation only*

This course will explore the history, cultures, and contemporary issues of various French-speaking countries as depicted through film. Each quarter, we will watch and analyze two or three movies. For each movie, there will be questions to answer and a review to write to summarize and analyze the film and its themes. Students will explore the commonalities and differences between francophone and American culture through this course. Classwork will be based on answering questions about the movies, completing individual and group projects, and participating in discussions. Homework will consist of movie reviews. This course will meet with the non-honors Francophone Film Studies course. Honors will be earned by completing all classwork and homework in French. Students will also design and present lessons about holiday celebrations in Francophone countries to Lower School students.

Honors Francophone Film Studies Recommendation Criteria	<ul style="list-style-type: none"><li>• B or higher in AP French Language and Culture or Honors French Language and Culture or B+ or higher in Honors French IV (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

## **Spanish**

### **Spanish I**

*Grades 9-12 (year-long course)- This may be an online course with additional fees or a traditional course, depending on enrollment.*

This introductory course is intended for students with no experience in Spanish. Students will understand basic Spanish grammar structures and acquire cultural knowledge through the four communicative skills of speaking, listening, reading, and writing. Listening and speaking skills are practiced by the whole class and in small groups. An online homework, audio, and video program accompany the textbook to provide extra practice activities to role-play situations and learn to perform various language functions such as asking questions, describing situations, expressing opinions, and defending them. Brief oral and written activities, dramatized dialogues, and interviews are also included. Spanish and Latin American cultural topics will also be introduced and discussed. There will be a weekly quiz, regular daily homework assignments, and two to three section tests in each marking period. The mid-term and final exams will be cumulative. In addition to tests and quizzes, students will periodically be assigned projects focusing on culture or a topic studied, involving some technological component and incorporating public speaking.

### **Spanish II**

*Grades 9-12 (year-long course)*

*Prerequisite: Spanish I or Spanish II Intro or equivalent placement test score*

This course builds on the foundation students built in Spanish I. More verb tenses, grammatical structures, cultural units, and vocabulary are introduced. Listening and speaking skills are practiced by the whole class and in small groups. An online homework, audio, and video program accompany the textbook to provide extra practice activities for listening, reading, and writing. To demonstrate their knowledge, students will do various in-class projects, often involving technology, showing their use of language in authentic contexts. Brief oral and written activities, dramatized dialogues, and interviews are also included. Students will be introduced to culture in various ways (music, readings, films, and country studies). There will be a weekly quiz, daily homework assignments, and two to three section tests each marking period. The mid-term and final exams are cumulative. Students are expected to speak in Spanish for most of the class.

### **Spanish III**

*Grades 9-12 (year-long course)*

*Prerequisite: Spanish II or equivalent placement test score*

As a continuation of Spanish II, in this course, students continue to develop the four basic language skills (listening, reading, speaking, and writing) for proper and interpersonal communication. It also allows the students to continue extending their grammar and cultural competency foundation with added enrichment materials. In addition, students will explore the Spanish culture and expand their critical and analytical thinking skills by reading excerpts from literary works, appreciating art, and examining Spanish music. The course will be taught mainly in Spanish (80%) except when the complexity of some grammar structures requires explanations in English for clarity and simplicity. Students are expected to take notes on paper (notebook). Students must also communicate in Spanish with the teacher and classmates in class. The textbook used in this course is *Descubre 3*. Typically, there are three graded homework assignments per week. Students are also expected to complete ungraded work, including reviews that use extra material not part of the *Descubre 3* online support. Classwork and homework consist of vocabulary and grammar activities, oral presentations, conversations, essays, and individual and group projects. Class participation is a critical component of this course; students will receive a weekly participation grade. The mid-term and final exams



are cumulative. This course is open to students who have completed Spanish II or have achieved an equivalent placement test score and meet the honors world language recommendation criteria.

### Honors Spanish IV

*Grades 9-12 (year-long course)*

*Prerequisite: Spanish III or equivalent placement test score*

This course is designed to enhance and broaden students' proficiency in the four fundamental language skills: listening, speaking, reading, and writing. It explores the cultural aspects of Spanish-speaking countries, covering themes such as family and communities, traditions and celebrations, leisure and entertainment, global challenges, health and nutrition, nature and environment, history, and national heroes.

The curriculum emphasizes the expansion of students' active vocabulary and developing grammatically correct oral and written communication. Engaging with a variety of authentic texts and media sources, students will refine their expository writing skills, including mastering the email reply technique, an essential skill for AP-level Spanish. Critical and analytical thinking are emphasized during discussions and writing assignments. Oral communication practice is a key element of the course, aiming to improve students' pronunciation, fluidity, and coherence. Course content, including grammar and vocabulary, is taught through contextualized short stories, songs, novels, and readings. The teaching methodologies combine Total Physical Response with Storytelling (TPRs) and a lecture-discussion format, with a strong emphasis on student-centered activities. Students will also have opportunities to present on topics related to specific Spanish-speaking countries. These presentations, along with regular in-class communication activities and homework, are integral to the performance assessment.

The midterm exam is comprehensive, evaluating students' ability to produce oral and written Spanish in line with class expectations. The course primarily uses resources such as the Huellas Curriculum, Duolingo, Garbanzo, PowerPoint Presentations, and adapted short novels, promoting a comprehension-based learning approach. Honors Spanish IV is conducted 90% in Spanish, immersing students in the language environment and equipping them for higher levels of Spanish proficiency.

<p>Honors Spanish IV Recommendation Criteria</p>	<ul style="list-style-type: none"> <li>• B+ or higher in Spanish III (Semester 1 and Semester 2 grade)</li> <li>• Recommendation from teacher             <ul style="list-style-type: none"> <li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic.</li> </ul> </li> </ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester. If the student does not seem ready at the end of the second semester, s/he will be assigned summer work that must be completed before the student can advance to the next level. The student may also need to complete an assessment showing that s/he is ready to advance to the next level.</p>
--	--

## Honors Spanish Language and Culture

Grades 9-12 (year-long course)

Prerequisite: Honors Spanish IV or equivalent placement test score

This course aims to prepare students for AP Spanish Language using assignments and assessments similar to those on the AP Spanish Language exam. As a continuation of Honors Spanish IV, this course develops students' listening, reading, speaking, and writing skills while building a strong grammar and cultural competency foundation. Students will explore the Spanish culture and expand their critical and analytical thinking skills by reading excerpts from literary works, appreciating art, and examining Spanish music. Students are expected to take notes on paper (notebook). Students must also communicate in Spanish with the teacher and classmates in class. The textbook used in this course is *Tejidos*, which covers various topics, including family and communities, modern life, beauty and aesthetics, personal and public identity, world challenges, and science and technology. There will be at least three homework assignments per week. This work will be graded, except for some assignments consisting of reviews that use extra material not part of the *Tejidos* online support. Classwork and homework will include vocabulary and grammar activities, oral presentations, conversations, essays, and individual and group projects. Class participation is also a key component in this course; students will receive a weekly participation grade. The mid-term and final exams will be cumulative. This course may meet concurrently with AP Spanish Language and Culture. In that case, differentiation between the honors and AP work will be reflected in the classwork and homework expected.

Honors Spanish Language and Culture Recommendation Criteria	<ul style="list-style-type: none"><li>• B+ or higher in Honors Spanish IV (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester. If the student does not seem ready at the end of the second semester, s/he will be assigned summer work that must be completed before the student can advance to the next level. The student may also need to complete an assessment showing that s/he is ready to advance to the next level.</p>
---	---

## AP Spanish Language and Culture

Grades 9-12 (year-long course)

*Prerequisite: Honors Spanish IV or Honors Spanish Language and Culture or equivalent placement test score*

The fundamental objective of AP Spanish is for students to achieve a high level of ability in all four language skills (listening, speaking, reading, and writing) while approaching the cultural aspects of Spanish-speaking countries. Students learn about six overarching AP-Curriculum-based themes: cultural identity, world challenges, science and technology, contemporary life, families and communities, and beauty and aesthetics. Students in AP Spanish must be well prepared, have high levels of motivation and interest, and put sufficient time into completing out-of-class reading and writing assignments. The course will be taught in a lecture-discussion and activity-practice format. In parallel, the students will carry out monthly research-synthesis presentations with information specific to a given country of interest and a list of topics. Frequent AP-style tests with multiple-choice and free-response questions will be given during each unit. The mid-term exam will be a released AP Exam. An exam preparation textbook is used for this course, and students read a non-adapted novel in Spanish throughout the year—four to ten pages of reading will be assigned per week. This course is taught entirely (100%) in Spanish. Students are exposed to various authentic materials and genres in the target language to help them expand their knowledge of formal Spanish in both oral and written forms. During the summer, students will watch Spanish movies and shows of choice and complete written and spoken assignments about them. At the end of the course, students are expected to comprehend and produce language equivalent to that used in a third-year college-level course and will take the AP Spanish language exam.

AP Spanish Language and Culture Recommendation Criteria	<ul style="list-style-type: none"><li>• A or higher in Level IV Language class (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

## Honors Hispanic Film and Culture

*Grades 10-12 (year-long course) Prerequisite: Honors Spanish IV or higher- Placement by teacher and department chair recommendation only*

This course explores the history and variety of Hispanic cultures through film. Through various activities, projects, and assessments, students will develop the ability to think critically about Spanish-speaking countries' histories, migrations, and cultures by drawing comparisons and highlighting distinctions. Class assessments will be based on discussions of films and individual and group projects rather than traditional tests and quizzes. This course is designed for anyone interested in Hispanic cinema and culture. This course will meet with the non-honors Hispanic Film and Culture course. Honors will be earned by completing all classwork and homework in Spanish.

Honors Hispanic Film and Culture Recommendation Criteria	<ul style="list-style-type: none"><li>• B or higher in AP Spanish Language and Culture or Honors Spanish Language and Culture or B+ or higher in Honors Spanish IV (Semester 1 and Semester 2 grade)</li><li>• Recommendation from teacher<ul style="list-style-type: none"><li>◦ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic.</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

# Health and Physical Education

<p><b>Health and Physical Education</b>  <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i></p>	<p>2</p>
<p>Health          Health and Physical Education: Health, Strength, and Conditioning (0.5 credit of Health and 0.5 credit of Physical Education)          Physical Education: Athletic          Physical Education: Lifetime Fitness          Physical Education: Online</p>	<p>0.5 credit of Health and 1.5 credits of Physical education are required beginning in 9<sup>th</sup> grade.</p> <p>Up to 0.5 credit of Physical Education may be earned through Physical Education: Athletic.</p> <p>No more than one credit of Physical Education may be earned per year.</p> <p>No more than two Health and Physical Education credits may be earned toward graduation.</p>

***\*\*Rising 12<sup>th</sup>-grade students who still need to complete their Physical Education graduation requirement will be scheduled into Physical Education: Lifetime Fitness during the school day.\*\****

## **Health**

*Grades 9-12 (semester course) - online*

Health is an online course typically completed during a study hall or over the summer. This course focuses on helping students better understand how their body works and how to make healthy decisions throughout their lifetime. CPR training, which the state requires, is included as part of this health course.

## **Health and Physical Education: Health, Strength, and Conditioning**

*Grades 9-12 (year-long course)*

Health, Strength, and Conditioning helps students, particularly student-athletes, develop the physical strength and skills to be successful in athletics. Students in this course complete the online Health course and participate in physical activities such as weight training and other traditional exercises and games. A focus on developing skills for leading a healthy lifestyle is included. Assessments are based on participation and online assignments. *This course is required for all ninth-grade students participating in baseball, basketball, football, softball, and volleyball.*

**Physical Education: Athletic**

*Grades 9-12 - 0.5 credit per season, credit awarded at the end of the season.*

*Prerequisite: One credit of Physical Education.*

Students may earn credit for physical education by participating in an Episcopal athletic offering. Students must attend practices and attend games, matches, or meets. Further information can be obtained from the appropriate coach. Physical Education: Athletic offerings for each season are listed below:

**Athletic Physical Education Offerings**

Season	Boys	Girls
<b>Fall</b>	<ul style="list-style-type: none"> <li>● Cross Country</li> <li>● Football</li> <li>● Swimming</li> </ul>	<ul style="list-style-type: none"> <li>● Cheerleading</li> <li>● Cross Country</li> <li>● Swimming</li> <li>● Volleyball</li> <li>● Dance Team</li> </ul>
<b>Winter</b>	<ul style="list-style-type: none"> <li>● Basketball</li> <li>● Indoor Track and Field</li> <li>● Powerlifting</li> <li>● Soccer</li> <li>● Wrestling</li> </ul>	<ul style="list-style-type: none"> <li>● Basketball</li> <li>● Cheerleading</li> <li>● Indoor Track and Field</li> <li>● Powerlifting</li> <li>● Soccer</li> <li>● Dance Team</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>● Baseball</li> <li>● Golf</li> <li>● Tennis</li> <li>● Track and Field</li> </ul>	<ul style="list-style-type: none"> <li>● Golf</li> <li>● Softball</li> <li>● Tennis</li> <li>● Track and Field</li> </ul>

**Physical Education: Lifetime Fitness**

*Grades 9-12 (semester course)*

Lifetime fitness focuses on developing physical fitness and skills through activities that can be enjoyed beyond high school. This includes physical activities through traditional exercises, workout routines, and recreational games. A focus on developing skills for leading a healthy lifestyle is included. Assessments are based on participation.

**Physical Education: Online**

*Grades 9-12 (year-long course) - 0.5 credit, after-school/ independent study*

This course focuses on helping students develop skills to maintain a healthy, active lifestyle through supervised physical activity after school, including weight training, traditional exercises, team and individual physical activities, and online assignments. Students should expect to spend a minimum of 4 hours per week in after-school physical activity, more if participating in organized activities. *Available to students participating in athletics in both the fall and spring semesters. Open to those students not participating in athletics in the spring semester.*

## **Strength and Conditioning**

*Grade 12 (semester course) – credit does not count toward graduation*

Strength and Conditioning allows students to develop the physical strength and skills to maintain a healthy lifestyle and be successful in athletics. This course is open to seniors who have completed their graduation requirements through other courses. *Exceptions due to scheduling conflicts may apply for those who have completed their health requirement but not their physical education graduation requirement with prior approval of the Department Chair and Head of Upper School.*

## Mathematics

<p><b>Mathematics</b></p>	<p>4</p>
<p>Algebra I (required)            Geometry or Honors Geometry (required)            Algebra II or Honors Algebra II (required)            Precalculus (with or without Dual Enrollment Option) or Honors Precalculus            Finite Mathematics and Statistical Reasoning            (Non-AP) Calculus (with or without Dual Enrollment Option)            AP Calculus AB            AP Calculus BC            Honors Multivariable Calculus            Honors Linear Algebra            AP Statistics★</p> <p>Approved Independent Study or Advanced Course★</p> <p>★ <i>Petition required</i></p>	<p>Four credits are required beginning in 9<sup>th</sup> grade. Enrollment in at least one math course is required each year. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of Algebra I</li> <li>- One credit of Geometry or Honors Geometry</li> <li>- One credit of Algebra II or Honors Algebra II</li> </ul>

### **Algebra I**

*Grade 9-10 (year-long course)*

This is a first-year algebra course in which students learn to reason symbolically, laying the foundation for all future work in mathematics, science, and real-world problem-solving. Topics include writing, solving, and graphing linear and nonlinear equations, including systems of two linear equations. Quadratic equations are solved by factoring, graphically, completing the square, or applying the quadratic formula. The course also includes the study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratios, and proportions. Algebraic skills are applied in a wide variety of problem-solving situations. As part of the course, students will be expected to complete nightly homework and one to two projects in which they synthesize and apply course content. Students will have opportunities for group and individualized practice within the class time and the expectation of completing additional independent practice outside class. Students must have a TI-30X II S Calculator for this course.



## Geometry

*Grades 9-10 (year-long course)*

*Prerequisites: Algebra I*

This course includes an analysis of plane, solid, and coordinate geometry as they relate to abstract mathematical concepts and real-world problem situations. Topics include parallel lines, polygons, transformations, area, volume, similarity, congruence, right triangle trigonometry, and analytic geometry. Emphasis will be placed on developing critical thinking skills relating to logical reasoning and argument. Students will be required to use different technological tools and manipulatives to discover and explain much of the course content. As part of the course, students will be expected to complete nightly homework and three projects in which they synthesize and apply course content. Students will have opportunities for group and individualized practice within the class time and the expectation of completing additional independent practice outside class. Students must have a TI-30X II S Calculator for this course.

## Honors Geometry

*Grades 9-10 (year-long course)*

*Prerequisites: Algebra I*

This course is designed to enable students to use inductive and deductive reasoning to investigate and understand geometric concepts and to apply these concepts to real-life situations. Emphasis is placed on a conceptual understanding that requires students to extend beyond the basic geometric properties and apply multiple theorems or postulates to solve novel problems. In addition, students will be required to formulate proofs of parallel lines, triangle congruence, triangle similarity, and area. Students learn to apply the principles, patterns, and spatial orientation of plane and solid Euclidean geometry to real-world applications. This course requires a strong foundation in Algebra I skills such as solving and writing linear equations, solving systems of equations, and solving quadratic equations using various methods. Minimal class time will be spent reviewing these pre-requisite skills. As part of the course, students should expect homework every night with additional time spent reviewing independently for assessments. Students must have a TI-84 series calculator for this course.

Honors Geometry Recommendation Criteria	<ul style="list-style-type: none"><li>● A or higher in Algebra I (Semester 1 and Semester 2 grade)</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## Algebra II

Grades 9-11 (year-long course)

Prerequisites: Credit or concurrent enrollment\* in Geometry or Honors Geometry

This course extends the concepts and applications introduced in Algebra I in preparation for advanced study in mathematics and science. Emphasis is placed on understanding the relationship between tabular, algebraic, and graphical representations of linear and nonlinear functions. Students use graphing calculators to investigate topics and support reasoning throughout the course. As part of the course, students will be expected to complete nightly homework and one to two projects in which they collect and analyze data. Students will have opportunities for group and individualized practice within the class time and the expectation of completing additional independent practice outside class. Students must have a TI-84 series calculator for this course.

\*Concurrent enrollment in Geometry requires Department Chair approval.

## Honors Algebra II

Grades 9-11 (year-long course)

Prerequisites: Credit or current enrollment\* in Geometry or Honors Geometry

This course continues the systematic study begun in Algebra I of algebraic expressions, equations, inequalities, and functions, including the following kinds: linear, piecewise-linear, quadratic, polynomial, radical, exponential, logarithmic, and rational. Students will also encounter irrational numbers, complex numbers, and matrices. The course emphasizes the properties of these objects and operations on them, and their applications to practical problems. Students will be expected to generalize, make conjectures, prove important results, and synthesize what they learn to develop ways of solving non-routine problems. The course includes lecture, group explorations/problem-solving, and discussion. Honors Algebra II requires a strong conceptual understanding of variables, expressions, equations, inequalities, and functions (their meaning and structure) from Algebra I, including linear and quadratic. Students should expect to complete homework most class days, carry out and present a project each quarter, and study regularly for quizzes and tests. Students must have a TI-84 series calculator for this course. \*Concurrent enrollment in Geometry or Honors Geometry requires Department Chair approval.

Honors Algebra II Recommendation Criteria	<ul style="list-style-type: none"><li>● A or higher in Algebra I and B or higher in Honors Geometry class (Semester 1 and Semester 2 grade)</li><li>● A or higher in Algebra I and Geometry class (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Honors Algebra 2 based on Algebra 1 <u>and</u> Geometry grades.</li></ul></li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

## **Precalculus (Dual Enrollment)\***

*Grades 9-12 (year-long course)*

*Prerequisites: Algebra II or Honors Algebra II and department recommendation*

*May be taken without Dual Enrollment credit. Dual Enrollment requires that students meet LSU's eligibility requirements*

This course exposes students to College Algebra content in the fall semester and Trigonometry in the spring semester. College Algebra content includes the following topics: solving equations and inequalities, lines and circles, systems of equations, functions (polynomial, rational, exponential, and logarithmic) and their graphs, and inverse functions. The spring's trigonometry curriculum includes the following topics: trigonometric functions with applications, graphs of trigonometric functions, inverse trig functions, fundamental identities, and angle formulas, solving trig equations, solving triangles with applications, the polar coordinate system, and vectors. Students in this course should expect to spend roughly one-third of their time in teacher-directed lectures and the remaining time in "lab time", during which they have the opportunity to get one-on-one assistance from their teacher and/or their peers. All assessments (homework, quizzes, and tests) are delivered online via MyMathLab, which provides students with immediate feedback, supporting differentiation and maximizing student achievement and understanding. Students should expect to complete nightly homework, weekly quizzes, and independent preparation for cumulative tests. In the fall, students who meet specific qualifications are eligible to earn 3 hours of college credit for MATH 1021 (College Algebra) through LSU. Students meeting qualifications in the spring are eligible to earn 3 hours of college credit for MATH 1022 (Plane Trigonometry). Students must have a TI-30X II S Calculator for this course. \*Grades in this course may be calculated into future college or university GPAs.

## Honors Precalculus

*Grades 9-12 (year-long course)*

*Prerequisites: Algebra II or Honors Algebra II*

This course combines students' prior knowledge of Geometry and Algebra II concepts to facilitate the study of the theory and application of trigonometry during the fall semester. Topics of study include right triangle and circular trigonometry, graphing trigonometric functions, inverse trigonometric functions, trigonometric identities, solving trigonometric equations, the Law of Sines and the Law of Cosines, area of triangles, and the polar coordinate system. In the spring, selected students will begin studying limits and derivatives in a semi-independent setting using video lessons recorded by the instructor in preparation for advancement to AP Calculus BC the following year. Other students will extend the concepts of Algebra II to prepare students for a successful experience in AP Calculus AB. The central theme of the course in both semesters involves using functions as models for real-world applications, and it offers an analytical, graphical, and numerical approach to understanding functions and data interpretation while encouraging students to communicate mathematically using words, tables, graphs, and algebraic expressions. Students in this course should expect to complete homework most class days, to carry out and present a project each quarter, and to study regularly for quizzes and tests. Students must have a TI-84 series calculator for this course.

Honors Precalculus Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Honors Algebra II class (Semester 1 and Semester 2 grade)</li><li>● A in Algebra II class (Semester 1 and Semester 2 grade)</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

## **Calculus\***

*Grades 9-12 (year-long course) - optional Dual Enrollment in the spring semester*

*Prerequisites: Precalculus or Honors Precalculus*

*Dual Enrollment requires that students meet LSU's eligibility requirements*

This course is a rigorous course allowing students to review Algebra II concepts and explore a personal finance unit before beginning a study of the techniques and applications of calculus. In the first quarter, students will review Algebra II concepts that are foundational components of the calculus curriculum. Students then apply this knowledge by studying real-life personal finance, including student debt, home mortgages, retirement accounts, credit card debt, and stock and bond investments. Following these units, students will study both differential and integral calculus and its applications, including problems in the area of business and economics. During the study of calculus, all assessments (homework, quizzes, and tests) are delivered online via MyMathLab, which provides students with immediate feedback, supporting differentiation and maximizing student achievement and understanding. Students in this course should expect to spend roughly one-third of their time in teacher-directed lectures and the remaining time in "lab time," during which they can get one-on-one assistance from their teacher and peers. They should also expect to complete nightly homework, weekly quizzes, and independent preparation for cumulative tests. Students meeting specific qualifications are eligible to earn 3 hours of college credit for MATH 1431 (Business Calculus) through LSU. Students must have a TI-30X II S Calculator for this course.

\*Grades in this course may be calculated into future college or university GPAs.

## AP Calculus AB

*Grades 9-12 (year-long course)*

*Prerequisites: Honors Precalculus or Calculus*

AP Calculus AB is the high school equivalent of a first-semester college calculus course for STEM majors. In this course, students are able to see how all of their work in previous mathematics courses ties together as they analyze, study patterns, and synthesize concepts to solve real-world problems while explaining and defending their reasoning through equations, tables, and words. The course covers three main ideas: Limits, Derivatives and their applications (e.g., relative extrema, related rates, optimization, and curve sketching), and Integrals and their applications (e.g., Particle Motion, Fundamental Theorem of Calculus, Volumes of Solids). Students in this course can expect to complete daily homework assignments, near-daily checkpoint quizzes, and additional graded work (Hand-in Homework, AP Free Response Questions, and Spirals) multiple times per quarter, as well as to study regularly for quizzes and tests. During the summer, prior to taking the course, students will be required to complete an intensive algebra and trigonometry review via an internet-based content delivery service called ALEKS (\$50 fee). By enrolling in this course, the student is committing to take the Advanced Placement Calculus AB exam in May. Students must have a TI-84 series calculator for this course.

AP Calculus AB Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in AP Statistics (Semester 1 and Semester 2 grade)</li><li>● B or higher in Honors Precalculus (Semester 1 and Semester 2 grade)</li><li>● A or higher in Calculus (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● 3 or better on previous AP Exams, if applicable</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## AP Calculus BC

*Grades 9-12 (year-long course)*

*Prerequisites: Honors Precalculus: Differential Calculus or AP Calculus AB*

AP Calculus BC is the high school equivalent of a second-semester college calculus course for STEM majors. In this course, students continue their study of calculus, deepening their understanding of limits, derivatives, and integrals. Additional topics of study include advanced integration techniques, parametric and polar representations of functions, arc length, sequences and series of constants, and the Taylor series. Students in this course can expect to complete daily homework assignments, near-daily checkpoint quizzes, and additional graded work (Hand-in Homework, AP Free Response Questions, and Spirals) multiple times per quarter, as well as to study regularly for quizzes and tests. During the summer, prior to taking the course, students will be required to complete an intensive review of Limits and Derivatives from Calculus AB. By enrolling in this course, the student is committing to take the Advanced Placement Calculus BC exam in May. Students must have a TI-84 series calculator for this course.

AP Calculus BC Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Honors Precalculus: Differential Calculus or in AP Calculus AB (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● 3 or better on previous AP Exams, if applicable</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## AP Statistics

Grades 9-12 (year-long course)

Prerequisites: Algebra II or Honors Algebra II

AP Statistics is the high school equivalent of a one-semester introductory college statistics course. This course teaches students strategies for collecting, organizing, analyzing, and drawing conclusions from data. They begin by learning techniques for summarizing and displaying categorical and quantitative data, modeling distributions, and quantifying correlation between variables. They then learn the essentials of sampling methods and experimental design. Sampling distributions and probability theory (including binomial and geometric random variables) are studied and provide the logical basis for understanding confidence intervals and significance tests. Students use technology to investigate statistical concepts and explore, summarize, and analyze data. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. Students design, administer, and tabulate results from surveys and experiments, and use simulations to aid in constructing models for chance behavior. This course requires a strong foundation in Algebra II, as well as strong skills in reading comprehension and the ability to think and write precisely. Students should expect to complete daily reading assignments and weekly problem sets, carry out and present group projects, and study regularly for quizzes and tests. During the summer prior to taking the course, students will be required to read the first chapter of the textbook and complete a written assignment based on it in preparation for a test given in the first full week of classes. By enrolling in this course, the student is committing to take the Advanced Placement Statistics exam in May. Students must have a TI-84 series calculator for this course.

AP Statistics Recommendation Criteria	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>● B-minus or higher in AP Calculus AB or AP Calculus BC (Semester 1 and Semester 2 grade)</li><li>● B or higher in Honors Precalculus (Semester 1 and Semester 2 grade)</li><li>● A or higher in Honors Algebra II (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● 3 or better on previous AP Exams, if applicable</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---------------------------------------	---



## Finite Mathematics and Statistical Reasoning

Grades 11-12 (year-long course)

Prerequisites: Algebra II or Honors Algebra II or Pre-Calculus & department recommendation

This course is focused on developing mathematical skills that are required in the social sciences and humanities. Students in this course will have an opportunity to review key algebraic and geometric procedures and concepts in the service of developing mathematical approaches to a wide variety of problems from areas including but not limited to: introductory probability and one-variable statistics, counting techniques, financial applications of mathematics, logic, graph theory applications (e.g., scheduling, project planning) and right triangle trigonometry. The instructor may choose to cover additional topics based on student interest. Students in this course can expect to have homework assignments on most nights, tests and quizzes, and at least one project per quarter. Students must have a TI-30X II S Calculator for this course.

## Honors Multivariable Calculus

Grades 10-12 (year-long course)

Prerequisites: AP Calculus BC

Honors Multivariable Calculus is the high school equivalent of a third-semester college calculus course for STEM majors. In this course, students extend their previous study of calculus in one variable into multi-variable contexts. Topics of study include multivariate functions and their graphs, limits, partial derivatives, multiple integrations, cylindrical and spherical coordinates, solid analytical geometry, vector-valued functions, and line & surface integrals. An emphasis may be placed on proof, and additional topics may be covered at the instructor's discretion. Students in this course can expect to complete daily homework assignments, additional problem sets and to study regularly for quizzes and tests.

*Note: This course will be offered based on student interest and in years when Honors Linear Algebra is not offered.*

Honors Multivariable Calculus Recommendation Criteria	<ul style="list-style-type: none"><li>● B+ or higher in AP Calculus BC (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● B+ or higher in Honors Linear Algebra, if applicable</li><li>● 4 or better on previous AP Exams</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

## Honors Linear Algebra

Grades 10-12 (year-long course)

Prerequisites: AP Calculus BC

This course is the high school equivalent of a one-semester college linear algebra course for STEM majors. Concepts in this course are useful in physics, economics, social sciences, natural sciences, and engineering. Topics of study include systems of linear equations, matrices, linear transformations, vector operations, vector spaces, and their axioms, subspaces, bases for vector spaces, eigenvectors, eigenvalues, and matrix diagonalization. Some applications of linear algebra will be discussed, such as computer graphics, Kirchoff's laws, and least-squares linear regression. Students in this course can expect to complete daily homework assignments and additional problem sets, study regularly for quizzes and tests, and complete at least one project per semester.

*Note: This course will be offered based on student interest and in years when Honors Multivariable Calculus is not offered.*

Honors Linear Algebra Recommendation Criteria	<ul style="list-style-type: none"><li>● B+ or higher in AP Calculus BC (Semester 1 and Semester 2 grade)<ul style="list-style-type: none"><li>○ Quarter/Exam grades may be considered if the consistency of performance is a concern.</li></ul></li><li>● B+ or higher in Honors Multivariable Calculus, if applicable</li><li>● 4 or better on previous AP Exams</li><li>● Recommendation from current math teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

*Note: Students wishing to take advanced offerings beyond the scope of this catalog are encouraged to contact the Math Department Chair. Students are strongly encouraged to exhaust all appropriate available offerings in the catalog before seeking additional coursework in mathematics.*

## Financial Literacy and the Law (Law Studies)

Grades 9-12 (year-long course) – fulfills the Financial Literacy graduation requirement for the Class of 2028 and beyond.

This course covers a variety of topics related to both finance and law. Topics covered will include banking, basic principles of money management, taxes, financial law, government, individual rights, laws, and legal disputes. Students will learn how to complete a loan application, understand credit, manage debt, compute interest rates, compute taxes, understand simple contracts, and explore the roles played by lawyers, judges, and law enforcement professionals. It is hoped that students will gain a practical understanding of finance, the law, and the legal system and how it relates to their everyday lives. Topics studied will be the US legal system, US Constitutional law, Louisiana law, criminal law, tort law, and contract law. Assessments will be done through projects, case studies, legal analysis, and quizzes.

*Note: Students who previously completed the online financial literacy courses can take the second semester of this course as a "Law Studies" course. This does not fulfill any additional graduation requirements.*

### **Financial Literacy: Banking and Money Management**

*Grades 9-12 (semester course) – fulfills 0.5 credit of the Financial Literacy graduation requirement for the Class of 2028 and beyond.*

This online course provides students with an understanding of topics related to both banking and money management. Topics covered include types of bank accounts, loans, credit, managing debt, and interest rates, among other topics. Assessments will include online assignments and quizzes. In addition, students will be required to attend at least one guest speaker session offered during the school year (one per semester course). This will be included as an assignment in the course. Students completing the course over the summer will be charged a fee and will need to attend a guest speaker session during the following academic year to earn credit.

### **Financial Literacy: Taxes and the Law**

*Grades 9-12 (semester course) – fulfills 0.5 credit of the Financial Literacy graduation requirement for the Class of 2028 and beyond.*

This online course provides students with an understanding of topics related to both taxes and financial law. Topics covered include computing federal taxes, local tax assessments, inheritance and related implications, simple contracts, how to contest incorrect billing statements, and state and federal finance laws, among other topics. Assessments will include online assignments and quizzes. In addition, students will be required to attend at least one guest speaker session offered during the school year (one per semester course). This will be included as an assignment in the course. Students completing the course over the summer will be charged a fee and will need to attend a guest speaker session during the following academic year to earn credit.

# Religious Studies

<p><b>Religious Studies</b>  <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i></p>	<p>1</p>
<p>Biblical Studies (required)          + <i>one or more of the following courses:</i>          Contemporary Ethics          Faith &amp; Film**          Music &amp; Faith**          Seminar (1.0 credit, placement requires Thesis Director approval, <i>see Thesis Program course descriptions</i>)          Service Learning &amp; Community Impact</p> <p><i>** Also fulfills 0.5 credit of Performing Art requirement</i></p>	<p>0.5 credit of Biblical studies and 0.5 credit of a second Religious Studies course required starting in 9<sup>th</sup> grade.</p> <p>The Religious Studies Department Chair must approve exceptions to Religious Studies graduation requirements for transfer students.</p>

## **Biblical Studies**

*Grades 9-12 (semester course)*

The purpose of the course is to introduce students to exegetical study of the Bible through examination of historical, cultural, and literary contexts. The course relies heavily on reading and in-class discussion and assignments. The Bibles used for this course are the HarperCollins Study Bible in the New Revised Standard Version as authorized for use by the Episcopal Church.

## **Contemporary Ethics**

*Grades 9-12 (semester course)*

This course explores the logic that guides moral decision-making. From historical, philosophical, and religious points of view, this course will introduce students to terminology and strategies that philosophers, theologians, politicians, and others have used to navigate the definitive ethical question: “What is right?” Students will leave the course with the knowledge and ability to discuss and engage in discussions on topics of ethical significance. Most of the course will be seminar-style, with various guest speakers and mentors introducing different topics. In this curated portion of the course, students can expect to complete daily readings/viewings, short writing assignments, and short presentations and participate in structured discussions. Here are just a few of the interdisciplinary topics that the course may explore: bioethics, criminal justice, artificial intelligence, authority, global poverty, healthcare, etc. Following this portion of the course, students will then begin a project-based unit where they will be challenged to explore an ethical issue of particular intellectual fascination to themselves.

## **Faith and Film**

*Grades 9-12 (semester course)*

This is a film studies course that focuses on critique and developing an understanding of production while exploring the theological foundations and concepts within the films. Students will analyze films from both an artistic and theological lens. Assessments will include quizzes, papers, reflections, and presentations on films that students research. Students will also perform monologues and scenes from films featured in the course.

## **Music and Faith**

*Grades 9-12 (semester course)*

Students enrolled in Music and Faith examine the themes of religion and spirituality in music through listening to and performing music and through interactive discussions. In this course, we will explore the relationship between Western & Eastern music and religion, from the beginning of organized music in the early church to the spiritual influence of contemporary sacred and secular music today. Students will study, in-depth, the connection of music to various liturgical traditions while deepening their own ability to understand how music affects their own perception of community, spirituality, and self.

## **Service Learning and Community Impact**

*Grades 9-12 (semester course)*

Serving our communities to work towards a just world is integral to many faith traditions, including in the Episcopal Church. A just world is one where economic, political, and social rights and opportunities are afforded to everyone equally. This course examines barriers to a just world, as well as religious, ethical, and public policy responses to inequality, through both a social science and theological frame. Students will examine social problems and learn about local service organizations working to solve or alleviate those problems. Students will participate in service-learning opportunities both as part of the class and outside of class; these service-learning experiences may fulfill the annual Upper School Service-Learning Requirements. Assignments will include participation in service, readings, discussions, research papers and presentations, and written reflections.

## ***The Thesis Program***

The Thesis Program seeks to amplify student passions and nurture intellectual discovery through personalized mentoring of each student toward an original and ambitious project that reflects the student's self-awareness, steady academic and social/emotional growth, and their development as a young scholar. The Thesis program in practice is an intensive and distinctive two-year course of study that provides selected students with the opportunity to combine an interdisciplinary seminar examination of topics in the history of ideas with a sustained, independent project. The program is open to students who have demonstrated self-motivation and high academic performance, the ability to work independently, think critically and imaginatively and demonstrate high levels of emotional maturity and personal integrity. Participation in the program requires the completion of the year-long interdisciplinary Junior Seminar, the year-long Senior Thesis professionalization workshop, and an independently researched project and presentation. Beginning in the 11th-grade course, each student is mentored and supported by program faculty to identify and pursue an ambitious, long-term project that is born from that student's passion and curiosity and in the interest of solving a problem, whether that is conceptual or practical. A student who receives a satisfactory evaluation throughout all these steps in the related courses is eligible to earn an Academic Distinction.

### **Seminar**

*Grade 11 (year-long course)*

*Prerequisite: Acceptance into the Thesis Program*

Seminar is an interdisciplinary critical-thinking course that is skills-based through project-based learning methods. Students examine relevant societal issues through discussion, writing, reading, and student-driven projects that might include interviewing, podcasting, creative writing, digital design and creations, videos, journalism/op-eds, etc. Students will also acquire research skills, including selecting a research topic, creating a research proposal, forming a thesis committee, researching, note-taking, synthesizing findings, setting academic and character goals, assembling an argument, drafting, and revising. The project will begin in the spring and continue into the summer between the 11<sup>th</sup> and 12<sup>th</sup>-grade years.

### **Thesis**

*Grade 12 (year-long course)*

*Prerequisite: Seminar*

Thesis builds upon the junior year Seminar class, and students continue to revise and enhance their individual thesis projects. This course helps students prepare to share their projects with their school community and beyond, as students are coached in presentation design and public speaking skills. Students are encouraged to "professionalize" by seeking out other scholars in their field, conducting interviews, sharing their work, applying to academic conferences, and submitting their papers for publication. Students will also craft materials that complement the thesis and further support the student's argument, such as a feature article or op-ed, publication pitches, and presentation scripts. Each student will participate in a full committee meeting, respond to their committee's feedback, and revise their draft throughout the year. Their ultimate goal is to find an effective and inspiring way to distill their project into a presentation that leaves an impression on their audience.

## Science

<p>Science</p>	<p>4</p>
<p>Physical Science - must be for high-school credit          Biology or Honors Biology (required)          Chemistry or Honors Chemistry (required)          Physics, Honors Physics, or Honors Physics C (required)</p> <p>Additional course options:          AP Biology★          AP Chemistry          AP Physics C          AP Environmental Science★          Human Anatomy and Physiology          Engineering          Biology II: Forensic Science(0.5 credit)/ Biology II: Marine Biology (0.5 credit)  <i>-both semester courses must be taken together if serving as one credit of science</i>          Scientific Research Methodology and Experimentation —<i>can count as Biology II or Chemistry II</i>★          Supervised Scientific Research (<i>Scientific Research Methodology and Experimentation is a prerequisite, acceptance into ESTAAR program required</i>)</p> <p>★ <i>Petition Required</i></p>	<p>Four credits are required. Credits must include the following:</p> <ul style="list-style-type: none"> <li>- One credit of Biology or Honors Biology</li> <li>- One credit of Chemistry or Honors Chemistry</li> <li>- One credit of Physics, Honors Physics, or Honors Physics C</li> </ul>

### Physical Science

*Grade 9 (year-long course)*

Physical science students will explore the basic concepts of chemistry and physics and how they apply to areas of earth and life sciences. Over the year, students can expect to focus on topics like matter, the atom, the periodic table, energy, work, and power. To explore these topics, students can expect to perform weekly labs or activities, take formal notes, and complete readings. Some labs include creating a circuit and observing evidence of chemical reactions. The class is assessed primarily through tests and quizzes with a few projects.

## Biology

*Grades 9-10 (year-long course)*

*Prerequisites: Physical Science*

Biology, the study of life, is a general introductory and lab-based course designed to provide the fundamental principles necessary to appreciate the creatures around us better, understand the human body's marvels, and explore the magnificent processes of life. Many themes threaded throughout include energy transfer, the genetic nature of life, the mechanisms of homeostasis, and how life has changed and adapted over time. The course also includes detailed topics related to the cell, reproduction and genetics, traits and classification of life, the human body, health and disease, and patterns of behavior. Additionally, the newest areas of research and technology in the biological sciences, specifically the molecular approach, including genetic engineering and biotechnology, will be emphasized. Students are exposed to many hands-on experiences, including labs that integrate digital data-collection, inquiry investigations that give students practice employing scientific methodology, and creative, artistic, and problem-based learning experiences. An emphasis is placed on vital scientific skills such as analyzing data and making predictions based on patterns and trends. Students are also encouraged to design investigations as extensions of classical experiments.

## Honors Biology

*Grades 9-10 (year-long course)*

*Prerequisites: Physical Science*

The design of the course is to provide students with a solid foundation in the fundamentals of Biology. Topics include biochemistry, cellular biology, metabolic processes, genetics, biotechnology, the changes in life on Earth over time, and an overview of biodiversity, always stressing “form fits function.” Students will perform DNA analysis as well as many other investigations. The interconnectedness of all life and making links between all themes in biology is a constant focus. Throughout each unit, a strong emphasis is placed on developing students’ critical thinking, problem-solving, and laboratory technique skills. There are inquiry-based activities throughout the course to help cultivate critical thinking and to better the students’ understanding of scientific processes. For some labs, students will use Vernier Lab Quests for data collection and analysis. Part of the student’s lab experience is to help develop a better understanding of graphing and data analysis. Honors Biology moves at a faster pace and delves into greater depth than its non-honors counterpart and relies on students to do reading on a pre-AP level.

Honors Biology Recommendation Criteria	<ul style="list-style-type: none"><li>● A- or higher in Physical Science (Semester 1 and Semester 2 grade)</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---



## AP Biology

*Grades 11-12 (year-long course)*

*Prerequisites: Biology or Honors Biology, Honors Chemistry, credit or concurrent enrollment in Honors Physics*

AP Biology focuses on four Big Ideas: The process of evolution, which drives the diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; and biological systems interact, and these systems and their interactions possess complex properties. The science practices incorporated into AP Biology enable students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Content, inquiry, and reasoning are equally important in AP Biology. Individuals enrolled in this AP course will be charged a \$55.00 lab fee.

<p>AP Biology Recommendation Criteria</p>	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>● Enrollment in honors science classes in sophomore year and beyond</li><li>● B+ or higher in all honors and AP science classes (Semester 1 and Semester 2 grades)</li><li>● A- or higher in Honors Biology (Semester 1 and Semester 2 grade)</li><li>● A or higher in Biology</li><li>● 3 or higher on previous AP exams</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	--

## Chemistry

*Grades 10-11 (year-long course)*

*Prerequisites: Biology or Honors Biology*

This project-based course is designed to build and refine problem-solving skills using hypothetical and real-world scenarios. Students will learn to use the metric system of measurement, including data analysis utilizing dimensional analysis and proper use of lab equipment and procedures. Students will also learn to communicate scientifically through lab reports. The course includes topics such as the fundamentals of the scientific method, atomic theory, the periodic table, chemical bonding and equations, calculating chemical quantities through stoichiometry, reactions in solutions, and acids and bases. Students can expect to complete a major project once a quarter. Projects will be completed in small groups and will be a major part of class assessments.

## Honors Chemistry

*Grades 10-11 (year-long course)*

*Prerequisites: Biology or Honors Biology and Algebra I*

Honors Chemistry is an in-depth and comprehensive high school chemistry course. Honors Chemistry moves at a faster pace and covers topics at great depth, focusing more on the quantitative aspects of each topic than the non-honors Chemistry course. This course focuses on the properties of matter and energy and their interactions. Students learn how to think like a chemist, both conceptually and quantitatively. The course will include atomic structure, bonding, equations, stoichiometry, gas laws, solutions, and acids and bases. Themes such as nuclear chemistry, the nature of light, and water quality will also be investigated by the students and presented to the class through various mediums. This course is lab-based—both inquiry and guided—where students will perform experiments and summarize their work in written lab reports. Use and conversion of metric units, proper use of equipment, dimensional analysis, and data interpretation and analysis are applied in lab activities. Most labs are conducted using Vernier computer-based sensors and probes.

Honors Chemistry Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Honors Biology (Semester 1 and Semester 2 grade)</li><li>● A- or higher in Biology (Semester 1 and Semester 2 grade)</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## AP Chemistry

*Grades 11-12 (year-long course)*

*Prerequisites: Honors Chemistry and concurrent enrollment in Honors Precalculus or Calculus or Calculus AB or Calculus BC*

The course is highly intensive, college-level, requiring strong math and reasoning skills. Students learn how to approach problems both conceptually and analytically. Twenty-five percent of the class time will be devoted to inquiry and guided laboratory experiments. Most labs are conducted using Vernier computer-based sensors and probes. All students will take the AP Chemistry Exam at the end of the year. The course covers bonding, stoichiometry, nuclear chemistry, molecular structure, equations, oxidation-reduction reactions, thermochemistry, electrochemistry, kinetics, equilibrium, and acid/base chemistry. Individuals enrolled in this AP course will be charged a \$55.00 lab fee.

AP Chemistry Recommendation Criteria	<ul style="list-style-type: none"><li>● B+ or higher in Honors Chemistry (Semester 1 and Semester 2 grade)</li><li>● 3 or higher on previous AP exams</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## Physics

*Grades 11-12 (year-long course)*

*Prerequisites: Chemistry or Honors Chemistry and Geometry or Honors Geometry*

This course will give the students a basic understanding of measurement and problem-solving, motion and forces, kinetic theory, heat and thermal effects, sound, light and optics, and electricity and magnetism. These topics will be explored in classroom discussions and through hands-on labs. Students can expect to work on practice problems almost daily. Student understanding will be assessed through projects, labs, quizzes, and tests.

## Honors Physics

*Grades 11-12 (year-long course)*

*Prerequisites: Chemistry or Honors Chemistry and credit or concurrent enrollment in Honors Precalculus*

This course will give students a deep understanding of unit and measurement, vector analysis, kinetics, forces, energy & momentum, and a broader understanding of heat, fluids and gases, sound, light and waves, and electricity & magnetism. This course is appropriate for students with a strong background in mathematics. It places significant emphasis on developing students' overall analytical thinking skills through extensive symbolic operations, dimensional analysis, and modeling & optimization exercises. Various online and in-class demos, activities, historical inquiries, hands-on projects, and opportunities to design experiments are incorporated to link the theoretical and practical aspects of this course.

Honors Physics Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Honors Chemistry (Semester 1 and Semester 2 grade)</li><li>● A- or higher in Chemistry (Semester 1 and Semester 2 grade)</li><li>● A- or higher in Honors Algebra II and concurrent enrollment in Honors Precalculus or A- or higher in Honors Precalculus</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## Honors Physics C

Grade 11 (year-long course)

Prerequisites: Honors Chemistry, credit or concurrent enrollment in AP Calculus AB

Honors Physics C is a calculus-based honor-level first-year physics course taught to students who have developed adequate mathematical backgrounds and demonstrated potential and desire to take AP Physics C: Mechanics and Electricity & Magnetism in the following year. This pre-AP course will focus on classical mechanics topics such as one and two-dimensional kinematics, Newton's laws of motion, work/energy/power, linear momentum, rotational motion, oscillations, and gravitation. In this course, students will use Geometry, Algebra, *and* Calculus to develop a strong mathematical and conceptual understanding of the content. A wide range of online simulations, in-person demonstrations, and carefully designed practice problems will help to develop students' analytical modeling and reasoning skills. Students will also be able to strengthen their skills and explore the content by designing and participating in laboratory activities and data analysis.

Honors Physics C Recommendation Criteria	<ul style="list-style-type: none"><li>● B+ or higher in Honors Chemistry (Semester 1 and Semester 2 grade)</li><li>● A- or higher in Honors Precalculus and concurrent enrollment in AP Calculus AB or BC or B+ or higher in AP Calculus AB</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## AP Physics C

*Grade 12 (year-long course)*

*Prerequisites: Honors Physics C, AP Calculus AB or BC*

The course is an intensive, college-level course that requires strong math and reasoning skills. All students will take the AP Physics C (Mechanics and E&M) exams at the end of the year. The C (Calculus-based) course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in typically STEM disciplines. The AP Physics C course is divided into two parts. The first part deals with kinematics, Newton's laws of motion, energy and momentum, rolling and rotation, gravitation, and waves. The second part focuses on the fundamentals of electricity and magnetism; electric fields, capacitance, currents, circuits, and magnetic fields. The course is lab-based and provides a rigorous treatment of the content material. Individuals enrolled in this AP course will be charged a \$55.00 lab fee.

AP Physics C Recommendation Criteria	<ul style="list-style-type: none"><li>● A- or higher in Honors Physics C or A or higher in Honors Physics with a commitment to significant summer work</li><li>● B+ or higher in AP Calculus AB or BC</li><li>● 3 or higher on previous AP exams</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## AP Environmental Science

*Grades 11-12 (year-long course)*

*Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry*

This project-based course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and our roles as humans in it. Students will experience hands-on lab techniques such as water and soil testing to evaluate ecosystem health. Students will also complete big and small projects to apply environmental concepts throughout the year. Homework for this class will include readings from the textbook and studying vocabulary in preparation for class discussions. Weekly quizzes will mimic questions from the AP Environmental Science exam. All tests will be cumulative, and questions on tests and the semester exams will come from released AP Environmental Science materials. Students can expect to take at least one field trip, such as with LSU's Coastal Roots Program, to plant native cypress and tupelo trees in areas of south Louisiana that are experiencing soil erosion. A strong emphasis is placed on science, stewardship, and sustainability in this course, which may include participation in the recycling collection across the Episcopal campus. Students enrolled in this class must take the AP Environmental Science exam in May. Individuals enrolled in this AP course will be charged a \$55.00 lab fee.

AP Environmental Science Recommendation Criteria	<p>Students must petition for this course prior to receiving a recommendation. That recommendation will be based on the following criteria:</p> <ul style="list-style-type: none"><li>● B or higher in Honors Biology and Honors Chemistry</li><li>● A- or higher in Biology and Chemistry</li><li>● 3 or higher on previous AP exams</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	--

## Human Anatomy and Physiology

*Grades 11-12 (year-long course)*

*Prerequisites: Biology or Honors Biology*

The course is designed to give the student a basic overview of the human body systems and how those systems work in tandem. Comparative anatomy is also essential in helping students make connections between mammals and other phyla. Feedback mechanisms are a focus. Dissections, use of digital data collection, and inquiry-based labs will all be used to reinforce lecture concepts. Throughout the year, guest speakers and service learning may be incorporated. The course will serve as a good foundation for students interested in pursuing health sciences and is also recommended for students planning on or taking AP Biology (schedule permitting.) Students experience a day at the LSU Health Science Center as a field trip.

## **Biology II: Forensic Science**

*Grades 11-12 (semester course)*

*Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry*

*This course may be taken as a semester course or a year-long course in conjunction with Marine Biology.*

This course centers around the fundamentals of modern Forensic Science and is based on investigative techniques and the application of scientific methods. Students will use deductive reasoning and research and laboratory skills such as microscopy. Students will explore crime scene analysis and evidence collection, entomology, decomposition study, and the analysis of glass, hair, fibers, fingerprints, impressions, blood typing, and blood spatter patterns.

## **Biology II: Marine Biology**

*Grades 11-12 (semester course)*

*Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry*

*This course may be taken as a semester course or a year-long course in conjunction with Forensic Science.*

Three-quarters of our planet is covered by water. The Earth's oceans provide us with resources vital to our existence, and our knowledge of the complexity of ocean ecology is rapidly expanding. This one-semester course is designed to give students a broad introduction to the growing field of Marine Biology. Students will learn about the physical makeup of Earth's major oceans and the animals and plants that inhabit them. Students will also learn about the interdependence between humans and marine life and the importance of that relationship for our future. An important focus of the class is saltwater wetland ecology since that particular area of marine biology impacts our ecosystem balance here in Louisiana. Students, as a group, are required to set up and maintain an aquarium in the classroom as part of their grade for the course. There is a required field trip to a Marine Biology Research Lab.



## AP Computer Science Principles

*Grades 9-12 (year-long course) - does not fulfill a science graduation requirement*

*Prerequisite: Algebra I*

This course is equivalent to a college introductory course in computer science and is designed to broaden participation in the field. In the course, students develop a deeper understanding of how computers and computational tools work, moving them from Users to Creators. The course uses a combination of classroom instruction, unplugged activities that encourage creative problem-solving, and computer-based activities where students put their knowledge into action. Students will primarily program using JavaScript in the course and ultimately develop their own mobile phone apps. The course prepares students for the required AP Computer Science Principles exam, which consists of an exam and two projects. Prior programming experience is not required.

AP Computer Science Principles Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in previous honors science classes</li><li>● B+ or higher in previous non-honors science classes</li><li>● B or higher in previous honors math classes</li><li>● B+ or higher in previous non-honors math classes</li><li>● 3 or higher on previous AP exams</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
--	---

## AP Computer Science A

*Grades 9-12 (year-long course) - does not fulfill a science graduation requirement*

*Prerequisite: Algebra II or Honors Algebra II and AP Computer Science Principles. Exceptions by Department Chair approval.*

AP Computer Science A introduces students to computer science with a greater focus on programming in Java compared to AP Computer Science Principles. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. Overall, students will master the big ideas of modularity, variables, control, and impact of computing.

The course includes opportunities for students to collaborate to solve problems that interest them, as well as ones that use authentic data sources, and address traditional issues of equity and access. Students will practice program design and algorithm development, code logic, code implementation, code testing, and documentation. Students in this course are required to take the required AP Computer Science A exam in May. Prior programming experience is required.

AP Computer Science A Recommendation Criteria	<ul style="list-style-type: none"><li>● B or higher in Honors Algebra II or A- or higher in Algebra II</li><li>● B+ or higher in AP Computer Science Principles</li><li>● 3 or higher on previous AP exams</li><li>● Recommendation from teacher<ul style="list-style-type: none"><li>○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic</li></ul></li></ul> <p>If a student does not initially receive a positive recommendation, the student can appeal to be reconsidered for the course. Such appeals may result in denial, conditional acceptance into the class, or full acceptance into the class. Appeal results may include a reassessment of student performance at the end of the second semester.</p>
---	---

## Engineering

*Grades 11-12 (year-long course)*

*Prerequisites: Credit or concurrent enrollment in Physics or Honors Physics and credit or concurrent enrollment in Precalculus or Honors Precalculus*

The format of the course includes lectures and class discussions about a variety of topics related to engineering, as well as individual and group projects. These projects will emphasize the iterative engineering cycle. Some projects will analyze common engineering solutions to understand design and engineering principles better. Topics that may be covered include digital and physical modeling, material properties, systems for motion (such as gears), basic computer programming, electrical engineering principles, optimization, bioengineering, and ethics.

## ***ESTAAR***

ESTAAR is an independent science research program in which students are placed in university or research institute labs and given their own projects to explore. Students are then required to write a research paper and present their work both on and off campus. Students interested in applying for the ESTAAR program are required to take Scientific Research Methodology and Experimentation (SRME) during their junior year to develop the skills necessary to succeed in ESTAAR. Students in SRME then apply at the end of the first semester, and those who are accepted are matched with a research scientist's lab. Students work on developing background knowledge through reading primary literature related to their ESTAAR project in the spring of their junior year. The majority of the research project is performed in the summer between the junior and senior years, with a minimum of 100 hours required in the lab. The research is then completed over the fall of the senior year when the research paper is also written. Work done during the summer and senior year is for credit in the Supervised Scientific Research course. In addition, students in the ESTAAR program are required to take AP Statistics in their senior year or complete an online statistics course over the summer. The summer statistics course is not for credit. Students who successfully complete ESTAAR will earn a distinction.

### **Scientific Research Methodology and Experimentation**

*Grades 11-12 (year-long course)*

*Prerequisites: Biology or Honors Biology and Chemistry or Honors Chemistry and department recommendation*

This course focuses on developing the skills required to perform research at a research institute or university. In the first semester, students in this class learn how to explore current research, read primary scientific literature, develop a question, design an experiment to answer that question, write a research proposal and present that proposal. Students are required to identify a question that, to the best of their knowledge, has never been answered in the scientific literature. In the second semester, students perform that experiment, analyze the data using statistical analysis, write a research paper and present their findings. Throughout the year, students also learn standard laboratory techniques, explore the ethical questions many research scientists face, and learn to recognize scientific misconduct. Juniors in this class may apply to the ESTAAR program. Students must petition to enroll in this class.

### **Supervised Scientific Research**

*Grade 12 (year-long course)*

*Prerequisites: Scientific Research Methodology and Experimentation and acceptance into the ESTAAR program*

Students perform independent research at a university laboratory or research institute in this course. Students must be in the lab a minimum of 100 hours in the summer between their junior and senior years. In addition, students continue their research in the fall of their senior year. Laboratory notebook entries and weekly summaries are used to assess time and progress in the laboratory. In addition, a research paper and presentations of work performed on and off-campus are also assessed. Success in ESTAAR requires a deep interest in the creative process of science, an ability to understand and work with complex concepts, a strong work ethic, the ability to problem-solve, and the ability to work independently.