

Episcopal School of Baton Rouge

Upper School Curriculum Guide

2020-2021

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Graduation Requirements

EPISCOPAL GRADUATION REQUIREMENTS <i>Courses below are listed in the typical sequence when possible.</i>		MINIMUM CREDITS REQUIRED (0.5 CREDIT = 1 SEMESTER)	
Arts: Visual and Performing <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i>		1	
<p><u>Visual Arts</u></p> <ul style="list-style-type: none"> Book and Print Arts Communication Design* Drawing Introduction to Filmmaking Painting Pottery Sculpture Media Arts Visual Art Foundations Wearable Arts <p><u>Studio Arts</u></p> <ul style="list-style-type: none"> Honors Studio Art (1.0 credit)* AP Studio 2D Art (1.0 credit)* AP Studio 3D Art (1.0 credit)* 	OR	<p><u>Performing Arts</u></p> <ul style="list-style-type: none"> Acting Film/TV/Commercial Acting Technical Theatre Play Production Dance Concert Choir Jazz Ensemble Concert Band AP Music Theory (1.0 credit)* Dramatic Speech and Debate Dance Ensemble (1.0 credit for yearlong course)* Wind Ensemble (0.5 credit for yearlong course)* Select Choir (0.5 credit for yearlong course)* Dance Master Seminar* Theatre Master Seminar* Theatre Seminar* Faith & Music** Religion & Theatre** 	One full credit required in Visual Arts or in Performing Arts beginning in 9 th grade.
<p>* <i>Petition/Invitation required</i> ** <i>Also fulfills 2nd religion requirement</i> * <i>Previously offered, but not available in 2020-2021 school year</i></p>			
English		4	
<ul style="list-style-type: none"> English I (required) English II (required) English III or AP Language and Composition* (required) English IV Seminars and/or AP Literature and Composition* (required) <p>* <i>Petition required</i></p>		Four credits required beginning in 9 th grade.	

Global and Social Studies			
Social Studies			4
<p>World Geography♦, World Geography: Global Conflicts and Diplomacy, 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, AP US Government and Politics or AP US Government and Comparative Government (required) AP European History, European History: Europe in the World Wars*, or approved alternate World History in Film* Economic Theory and Business Design for Entrepreneurs‡ AP Microeconomics* AP Psychology*</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> * <i>Previously offered, but not available in 2020-2021 school year</i></p>			<p>Four credits required. Credits must include the following: - One credit of US History or equivalent - One credit of US Government or equivalent - Two credits from the following topics: World History, European History, World Geography, Economics, AP Psychology</p>
World Language			2
<p>French I French II Honors French III Honors French IV Honors French Language and Culture AP French Language and Culture</p>	<p>Latin I Latin II Honors Latin III Honors Latin IV Honors Latin: Virgil/ Caesar AP Latin</p>	<p>Spanish I Spanish II Honors Spanish III Honors Spanish IV Honors Spanish Language and Culture AP Spanish Language and Culture</p>	<p>For Class of 2021, two credits in the same language required.</p> <p>For Class of 2022 and beyond, students must take at least two levels of the same language. All ninth graders must have a “Global Studies Experience” by taking either one credit of language or an approved Global Studies course in the Upper School during their ninth-grade year.</p>
<p>Global Studies Electives: Global Studies (non-honors, various topics) Ex: Francophone Film Studies*, Global Conflicts and Diplomacy, Spanish Ethnomusicology, Sociology: Social Problems and Local Solutions, or Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere Honors Global Studies - French Honors Global Studies - Spanish</p> <p>World Language courses available via other providers (fee for online courses associated with these classes)* Mandarin Chinese German</p> <p>* <i>Petition required</i> * <i>Previously offered, but not available in 2020-2021 school year</i></p> <p><i>Note: Consecutive course credit in the same language required. Continued language study recommended for competitive college admissions and fluency.</i></p>			

<p>Health and Physical Education <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i></p>	2
<p>Health ♦ Health and Physical Education: Lifetime Fitness Health and Physical Education: Health, Strength, and Conditioning (1.0 credit) ♦ Health and Physical Education: Dance Ensemble Athletic Physical Education</p> <p>♦ Fulfills 0.5 credit of Health</p>	<p>Two credits required beginning in 9th grade.</p> <p>Must include 0.5 credit of Health. CPR training required in Upper School.</p>
<p>Mathematics</p>	4
<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 required beginning in 9th grade.</p>
<p>Religious Studies <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i></p>	1
<p>Biblical Studies (required) + <i>one or more of the following courses:</i> Faith in Southern Literature Contemporary Ethics Faith & Music** Religion & Theatre** Seminar (1.0 credit, placement requires Thesis Director approval, <i>see Thesis Program course descriptions</i>)</p> <p>** <i>Also fulfills 0.5 credit of Performing Art requirement</i></p>	

<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 or Honors Physics (required) Additional course options: AP Biology★ AP Chemistry AP Physics C AP Environmental Science★ Human Anatomy and Physiology Astronomy: Earth Science (0.5 credit) / Geology: Earth Science (0.5 credit) <i>-both semester courses must be taken together if serving as 1 credit of science</i> Engineering Forensic Science: Biology II (0.5 credit)/ Biotechnology: Biology II (0.5 credit) <i>-both semester courses must be taken together if serving as 1 credit of science</i> Marine Biology: Biology II (0.5 credit)/ Tropical Ecology: Biology II (0.5 credit) <i>-both semester courses must be taken together if serving as 1 credit of science</i> Scientific Research Methodology and Experimentation —<i>can count as Biology II or Chemistry II</i>★ Supervised Scientific Research (Scientific Research Methodology and Experimentation is a prerequisite, acceptance into ESTAAR program required)</p> <p>★ <i>Petition Required</i></p>	<p>Four credits required</p>
<p>Additional Interdisciplinary and Elective Courses <i>Any course taken beyond the minimum graduation requirement counts as an elective course in addition to any of the following:</i></p>	<p>Remaining credit(s) fulfilled by elective courses.</p>
<p>AP Computer Science Principles <i>(see Science course descriptions)</i>★ Cultural and Societal Impacts of Food (0.5 credit)‡ <i>(see English course descriptions)</i> Health and Sports Medicine <i>(see Physical Education course descriptions)</i> History of Modern Leadership in Crisis <i>(see Global and Social Studies: Social Studies course descriptions)</i> Introduction to Film Studies (0.5 credit) <i>(see English course descriptions)</i> Law Studies (0.5 credit) <i>(see Global and Social Studies: Social Studies course descriptions)</i> Sociology: Social Problems and Local Solutions <i>(see Global and Social Studies course descriptions)</i> Writing to Influence (0.5 credit)‡ <i>(see English course descriptions)</i> Thesis (Seminar is a prerequisite, acceptance into Thesis program required, <i>see Thesis program course descriptions</i>) Psychology <i>(see Global and Social Studies: Social Studies course descriptions)</i></p> <p>‡ <i>Design Studio course approach</i> ★ <i>Petition Required</i></p>	
<p style="text-align: right;">TOTAL Required for Graduation</p>	<p style="text-align: center;">24</p>

Academic Distinctions

The purposes of Academic Distinctions are:

1. To comprehensively recognize the diverse strengths and interests of our Upper School students.
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 2 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 3 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 who are interested in earning a distinction submit 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 a minimum of once per quarter to discuss possible "beyond the classroom" experiences and to 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.

Note: Students in the Thesis program in 2019-2020 school year and beyond will follow the Distinction path described and no Honors Diploma will be granted from then on.

Upper School Academic Distinctions: 2020-2021

	English	Math	Science	Social Studies	World Language	Religious Studies	The Arts	Thesis ❖	ESTAAR ❖
<p>Coursework and/or Performance Benchmarks</p> <p>A grade of “A-” or higher in all departmental coursework (unless otherwise specified here ❖).</p> <p>Shows outstanding character and growth as a member of these classes.</p>	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> AP English OR two semesters of a humanities-based design studio <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction English 4 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> 2 Honors Math courses Participation in one of the following: <ul style="list-style-type: none"> “Early-Start Calculus” OR AP Statistics OR AP Calculus <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction An additional AP Math Course or approved additional coursework in math 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> at least 1 AP Science course in progress or 2 Honors courses, with a minimum grade of A- or higher <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction and An additional AP Science course or Grade of A- or higher in two yearlong sciences beyond graduation requirement (includes computer science or a studio-based science/engineering) 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> Grade of A- or higher in ONE Social Studies Course beyond graduation requirement OR Grades of A- or higher in TWO Social Studies Courses at the Honors or AP Level (❖ B+ or higher for AP World/AP US History taken in 9th or 10th grade) <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction Grade of A- or higher in TWO Social Studies Courses beyond graduation requirement OR Grades of A- or higher in THREE Social Studies Courses at the Honors or AP Level (❖ B+ or higher for AP World/AP US History taken in 9th or 10th grade) 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> Grade of A- or higher in level I, II, III, and IV language <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction Grade of A- or higher in level I, II, III, IV, and AP language OR Grade of A- or higher in level I, II, III, IV, and Earned Honors in Global Studies Class 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> 1 course taken beyond the graduation requirement <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction. 2 courses taken beyond the graduation requirement 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> One course beyond the graduation requirement in the discipline of distinction (Dance, Visual Art, Drama, Music) Select Ensemble participation <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction A second course beyond the graduation requirement in the discipline of distinction, including AP course (if offered) Select Ensemble participation 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> Be admitted to and complete a full year of Level 1 Seminar Craft and submit a project proposal 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 <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction Complete the Level 2 Thesis course Successfully complete required summer work toward completion of the project and earn a “satisfactory” evaluation by the Director and Advisor Deliver a public presentation Meet all “major” deadlines 	<p>Level 1 Distinction Required Courses:</p> <ul style="list-style-type: none"> be admitted to and complete a full year of SRME that includes a student-designed and executed project. be admitted to the ESTAAR program. <p>Level 2 Distinction Additional Requirements:</p> <ul style="list-style-type: none"> Level 1 Distinction Complete a full year of ESTAAR (satisfactorily meeting all deadlines, committee meetings, presentations, etc.)
<p>Experiences Beyond the Classroom</p> <p>Consistent and significant participation, demonstrating outstanding character and growth, in at least one of these specialized, extracurricular, enrichment experiences for at least 2 years for Level 1 Distinction, and 3 years for Level 2 Distinction. Experiences beyond the classroom not listed here may be acceptable with appropriate department chair approval.</p>	<ul style="list-style-type: none"> Writing Fellow Troubadour Poetry Club and Slam Team National English Honor Society Speech and Debate Team Approved special extended work in writing or reading Approved Service Project 	<ul style="list-style-type: none"> Mu Alpha Theta LSU Math Circle MathCounts mentoring Math tutoring in Writing Center Approved Service Project Moody’s Mega Math Challenge Lower/Middle School Teaching Experience AMC/AIME preparation and testing 	<ul style="list-style-type: none"> Robotics Competition Team Science competitions, fairs, or presentations Approved Tech Scholars work Approved Service Project Lab Assistants Science Club Experimental Project outside of ESTAAR 	<ul style="list-style-type: none"> Social Studies Competitions and Conferences: National History Day, Louisiana State Social Studies Fair Model UN, Mock Trial, Youth Legislature, Speech and Debate Travel with Social Studies Department Involvement with Girl’s or Boy’s State or Girl’s or Boy’s Nation Approved Service Project 	<ul style="list-style-type: none"> Language club Travel with EHS World Language program or on an approved independent trip State Club convention service or leadership Approved community world language-related festival involvement Approved Service Project Summer peer-tutoring Semester abroad 	<ul style="list-style-type: none"> Student Vestry or other approved worship leadership Approved service-learning project addressing needs of the community significantly beyond core service requirements. Eucharistic Minister service 	<ul style="list-style-type: none"> District level recognition Participation in community productions Participation in national competitions Active club participation on campus Independent project with presentation or recital Approved Service Project 	<ul style="list-style-type: none"> Required presentation at Junior Science Humanities Symposium, Science Fair, or other analogous presentation venue. 	

Service Learning

Service Learning is about interacting with the community in a way that improves it while at the same time 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 quality of the experiences that students have, not the amount of time that 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 done independent 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 prior to the experience.

No service project is considered to be complete until 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 in which 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 his or her 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 useful 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 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 the transition 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 be successful keeping in mind their other responsibilities, activities, personal preferences, and long-term goals. Students are required to take a minimum of six classes each semester, with at least four of those being in the academic disciplines of English, Math, Science, Social Studies, and World Language. Each student should consult with his or her advisor, 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. For some courses, interested students need to petition prior to 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 who are recommended for a course are not required to enroll in that course, and recommendation does not guarantee enrollment in the course. If a student does not receive a recommendation into an Honors or AP course, they may appeal as appropriate, using the appropriate department's Honors and AP appeals form.

Schedule Changes

Student-initiated schedule changes may not be made after the first 5 school days of the semester (for a semester-long course) or after the first 5 school days of the year (for a yearlong course). Such schedule changes may only be made for legitimate reasons and must be approved by the department chair(s). 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 second quarter

First 5 days of third quarter

Depending on the change, schedule changes after the first 5 school days of the semester may require additional work from the student to make-up missed time in the new class. Transcripts will reflect the name of the first semester course for schedule changes that occur after the first 5 days of the second quarter for yearlong courses; exceptions require Upper School Division Head approval.

Arts: Visual and Performing

Arts: Visual and Performing <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i>			1
<u>Visual Arts</u> Book and Print Arts Communication Design* Drawing Introduction to Filmmaking Painting Pottery Sculpture Media Arts Visual Art Foundations Wearable Arts <u>Studio Arts</u> Honors Studio Art (1.0 credit)* AP Studio 2D Art (1.0 credit)* AP Studio 3D Art (1.0 credit)*	OR	<u>Performing Arts</u> Acting Film/TV/Commercial Acting Technical Theatre Play Production Dance Concert Choir Jazz Ensemble Concert Band AP Music Theory (1.0 credit)* Dramatic Speech and Debate Dance Ensemble (1.0 credit for yearlong course)* Wind Ensemble (0.5 credit for yearlong course)* Select Choir (0.5 credit for yearlong course)* Dance Master Seminar* Theatre Master Seminar* Theatre Seminar* Faith & Music** Religion & Theatre**	One full credit required in Visual Arts or in Performing Arts beginning in 9 th grade.
		* <i>Petition/Invitation required</i> ** <i>Also fulfills 2nd religion requirement</i> * <i>Previously offered, but not available in 2020-2021 school year</i>	

Performing Arts (Band and Choral Music)

Concert Band

Grades 9-12 (semester course)

The 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. Also covered in the class are the topics of music theory, technique, and interpretation. The Concert Band will perform several concerts during the semester and may also travel to festivals and competitions. Students receive a participation grade for playing in these performances.

Concert Choir

Grades 9-12 (yearlong course)

The intent of this course is to introduce students to basic principles and practices of singing technique, sight reading, and musicianship. The group retains as its mission the performance of quality choral works from all genres at the highest possible level. Featured (and thus required) performances by the Concert Choir include the annual Christmas concert, adjudicated District festival, and a Fall Concert and a Spring Concert. Students in this ensemble are eligible to audition for the Select Choir.

Jazz Ensemble

Grades 9-12 (semester course)

This course focuses on the techniques involved in playing jazz music, improvisation, and the history of jazz. Students in this course will perform in concerts and events throughout the semester.

Note: Students enrolling in Jazz Ensemble must also enroll in Concert Band unless given prior approval by the Band Director.

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 of Western 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. Students will design and share appropriate liturgies for their own faith traditions or events, and observe various liturgies of other faiths.

Select Choir

Grades 9-12 (yearlong course)- 0.5 credit, after school/ independent study

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

This highly selective ensemble is open to students in grades 9-12 by audition and invitation. The Select Choir rehearses on Monday evenings from 5:30-7:30 PM, at the director's discretion. Students enrolled in Select Choir will receive 0.25 credit per semester. Students are also required to audition for District Honor Choir in September and participate in the Solo and Ensemble Festival in February. See the Choral Director before scheduling to arrange an audition.

Wind Ensemble

Grades 9-12 (yearlong course) - 0.5 credit, after school/ independent study

Prerequisite: Previous or concurrent enrollment in Jazz Ensemble and/ or Concert Band or by Band Director approval

The Wind Ensemble is the select ensemble for band music. Its primary function is to provide advanced players with the opportunity to perform music of a higher classification and greater difficulty than the concert band. Also covered in the class are the topics of music theory, history, technique and interpretation. The Wind Ensemble will perform several concerts during the year and may also travel to festivals and competitions. Admission to this yearlong course is by audition and invitation only and the rehearsals are held on Tuesdays at 5:30 pm.

AP Music Theory

Grades 10-12 (yearlong course)

The ultimate goal of this yearlong 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 on a daily basis. Students taking this course are expected to 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. Class size will be limited to no more than 10 students per section. *Note: This course is typically offered in alternate years.*

AP Music Theory Recommendation Criteria	<ul style="list-style-type: none">● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and musical ability● Review of performance in past music courses● General review of overall academic record● Interview with student requesting course <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>
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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. In the Fall semester, students will perform in the Episcopal Fall Dance Concert. In the Spring semester students will have the opportunity to audition for the Spring Musical and perform in the Spring Dance Concert and/or announcements. 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 (yearlong course) - 1 credit, 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 primarily focus on refining technique, developing artistry, and preparing for the Episcopal Fall Dance Concert. The second semester will again focus on technique and artistry, and it will focus on off-campus performance opportunities as well as Episcopal performances. By the end of the course, students will understand the self-discipline, dedication, and the rehearsal process necessary to succeed in dance. Students will work collaboratively with other students and with a choreographer and be prepared to enter the professional world of dance. Enrollment in Dance Ensemble is by audition. This class meets every Monday and Wednesday, 3:30 pm -5:30 pm. The week prior to a dance concert is a 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 scholarship for the National Honor Society for Dance Arts 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.

Dramatic Speech and Debate

Grade 9-12 (semester course)

Dramatic Speech and Debate is designed to develop skills and confidence in the areas of public speaking, research, debate, memorization and theatrical performance. This course covers logic and argumentation as well as the fundamentals of effective public speaking: preparation, pace, tone, facial and vocal expressiveness, and anxiety management. These are skills that will serve students well in multiple disciplines, as effective communication is necessary for success in a variety of social and professional arenas. Students will use class time to prepare for a range of speech and debate experiences including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation of Literature, Humorous Interpretation, Dramatic Interpretation, Duet Acting, Duo Reading, Lincoln-Douglas Debate, and Public Forum Debate. In this course, students will have the option to compete on the Episcopal Speech and Debate team. Though encouraged, competition with the team is not required to take this 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 take on responsibilities associated with 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; and direct or serve as assistant director for a production.

Technical Theatre

Grades 9-12 (semester course)

This class offers the dedicated theatre student advanced work in technical theatre with the goal of preparing the student for technical theatrical experiences outside the secondary school environment, whether this is involvement in college theatre, community theatre, and/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 the second half of the semester. Self-discipline, a strong work ethic, and a commitment to group efforts is critical for success in this class.

Theatre Masters Seminar

Grades 11-12 (semester course)

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 in a one person show or full-length show. Students in the course are also able to team teach alongside the teacher in the areas of directing, acting and musical theatre. This course is by invitation only. Students must have the desire and experience to be able to work at an advanced level as actors, directors, and producers.

Theatre Seminar

Grades 9-12 (semester course)

This course is an intimate theatre intensive seminar. As such, students taking this course are expected to produce, direct, and act in a one person show or full-length show. Students in the course are also able to 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 be able 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.

Theatre and Religion

Grades 9-12 (semester course)

Students enrolled in Theatre and Religion examine the themes of religion and spirituality in text, on stage and through interactive discussions. Students will learn improvisation and theatre games determining the relationship between religion, spirituality and theatre. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre, religion, culture, analysis, response and the creative process.

Studio and Visual Arts

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 as well as 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, 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 about 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 in the subject. 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, and, 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 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 a group, using time management and problem-solving skills. As in a real 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 schedule deadlines. This course may be taken more than once, and, in that case, students will build off the skills developed previously.

Media Arts

Grades 9-12 (yearlong course)

Media Arts focuses on graphic design and photography. Emphasis is on the creative processes of photojournalism, graphic design, typography, visual communication, technology, publication layout, project management and teamwork leading to the collective design and production of the *Accolade* yearbook. Students who take media arts 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.

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 as well as reinforcing basic drawing skills. This course is strongly 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 in the subject. 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, and, 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 the maintaining of the clay lab. Students will have a working knowledge of pottery vocabulary and develop skills in both hand-building and wheel-throwing, with emphasis on surface treatment, along with 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. This course may be taken more than once, and, in that case, students will build off the skills developed previously.

Sculpture

Grades 9-12 (semester course)

In this hands-on course, students will experience a wide variety of sculpting media. Students will work from a number of subjects such as the portrait and self-portrait, the figure, nature, assemblages, and totems. Students will be expected to master additive and subtractive techniques, as well as basic casting processes. Students will become familiar with many classical and contemporary masters of sculpture, their styles and historical context. Students are required to keep a sketchbook for thumbnail prep sketches for in-class assignments, and daily sketchbook assignments. 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 and no prior knowledge or skills are required. Students will complete artwork that focuses on the Formal Elements and Principles of Art and Design. Students will be introduced to a variety of art-making techniques including both 2D and 3D media. As the semester progresses, students will demonstrate their understanding of this knowledge by completing more elaborate projects that incorporate higher-level thinking in combination with effective use of the formal elements. Beyond the artmaking scope, students will learn about key historical figures in art as well as 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, and, 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 is a process and technique heavy course and requires 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 for their personal wears. 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 (yearlong course)

Prerequisites: Visual Art Foundations, Drawing, and/or Painting recommended but not required

Honors Studio Art prepares students for AP Studio Art. In this course, students will tackle more complex subject matter, more difficult 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, and, in that case, students will build off the skills developed previously.

Honors Studio Art Recommendation Criteria	<ul style="list-style-type: none">● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and artistic ability● A- or higher in previous art classes● General review of overall academic record● Interview with student requesting course● Portfolio Review if requested by the teacher <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>
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AP Studio Art

Grades 11-12 (yearlong course)

Prerequisite: Honors Studio Art

AP Studio Art provides students a space to develop their self-driven portfolio for the AP Exam. Students will be expected to create between 15-20 pieces of finished artwork, critique peer and professional work, and complete research and writing tasks. Students must follow Advanced Placement course guidelines as set by the College Board.

AP Studio Art Recommendation Criteria	<ul style="list-style-type: none">● Petition prior to recommendation - demonstrating an understanding of course expectations, demands on time, and artistic ability● A- or higher in previous art classes● General review of overall academic record● Interview with student requesting course● Portfolio Review if requested by the teacher <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>
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English

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

English I: Foundations

Grade 9 (yearlong 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. A variety of 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 the reading of two books; details will be posted on the Episcopal website each spring.

English II: American Literature

Grade 10 (yearlong 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, 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 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 in order to continue to build critical thinking and analytical skills. Summer reading will be required in the summer prior to English II and will be available on the school website in May.

English III: British Literature

Grade 11 (yearlong course)

Prerequisite: English II or equivalent

This accelerated course introduces students to major periods, genres, and themes of British literature and culture with an emphasis on 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 the college-level analytical and argumentative essays remains paramount. Daily work and projects integrate technology as well as 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 prior to 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 who are not taking AP Literature and Composition are required to 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. 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 prior to 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 (yearlong 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 a variety of 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, the discipline, and the skills needed to succeed in an accelerated course. Students should expect to write formally on a weekly basis, 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 in writing, but 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"> ● A- or above in English II ● AP potential report ● Writing prompt score of 5 or above (on the AP rubric) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic ○ A teacher recommendation with sufficient context can be considered over the items above in cases where a student seems particularly suited to the course because of their interest in English and writing. <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>
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AP English Literature and Composition/ English IV*

Grade 12 (yearlong 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 yearlong 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 second semester, students may take any of the English IV spring seminars. *In addition to the work required by their English IV classes, students in AP Literature and Composition will be required to meet with their AP teacher in the Writing Center during their free study period once every two weeks. (Alternate schedules need to be approved by the AP teacher in advance). The focus of these meetings will be completing graded practice for the exam. This will provide the students with the

opportunity to maintain their skills needed for successful completion of the exam in May and meet the appropriate work level required to gain yearlong AP credit.

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

This first semester course is divided into two parts. Generally, the first part focuses on the study of short fiction and a novel, whereas the second part focuses on the study of poetry and drama. Students read and study a variety of shorter works—a collection of short stories from a single author (summer assignment), 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 longer works—two novels and a full-length play. The semester culminates in a project – an in-depth exploration of a novel. Throughout the semester, students write argumentative essays in which they demonstrate 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.

AP Literature and Composition 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">● A- or above in English III or AP Language and Composition● AP potential report● Writing prompt score of 5 or above (on the AP rubric)● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic○ A teacher recommendation with sufficient context can be considered over the items above in cases where a student seems particularly suited to the course because of their interest in English and writing. <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>
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Introduction to Film Studies

Grades 10-12 (semester course) - does not fulfill an English graduation requirement

This course focuses on the major films and movements that influenced popular 20th century American cinema. It does so through two essential modules: one is devoted to giving students the knowledge and vocabulary to understand terminology necessary to a critical analysis of film, and the second is devoted to a directed analysis of four major film movements, a sample “masterpiece” text, and a modern “masterpiece” that has been influenced by the movement’s legacy. The student is expected to complete reading and view assignments weekly. Each film and movement studied consists of both teacher-directed reading or viewing and response assignments as well as student-directed viewings, blogging, and podcasting. Major assessments are done through both writing traditional essays and collaborating on creative projects. To conclude the course, students are expected to demonstrate their mastery through a project-based unit concerning the influences and inspirations of a major film text of their choosing. This is a humanities elective.

Cultural and Societal Impacts of Food

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

"I'd begun to believe that the dinner table was the great leveler...Where people from opposite sides of the world could always sit down and talk and eat and drink and, if not solve all the world's problems, at least find, for some time, common ground." – Anthony Bourdain

Food doesn't just sustain us and allow us to survive physically, it also connects us to or separates us from others – in our families, in our region, in our culture, and across the world. We will begin by examining food in literature and doing our own writing about food and then expand to the meaning of food in the real world. Depending on student interests, we can explore current events related to food, regional foodways, food deserts, the chemistry of food, the popularity of food in relation to entertainment, food design and artistry, the food service and restaurant industry, food health trends, and even cooking itself. This course is a humanities elective taught through design studio methods. As such, the courses will use design thinking and project-based techniques to explore our chosen topic while also incorporating reading and writing to discover and reflect upon our interests.

Writing to Influence

Grades 10-12 (semester course) - does not fulfill an English graduation requirement

This project-based writing and publication workshop considers how writing matters: What does writing do in the world? How have people used writing for changing the world, even making new worlds? In this design studio course, we'll examine a few of the ways that writing has made a difference in the world and explore possibilities for creating writing that matters in our own lives and communities. Drawing from studies of media, history, literature, technology, activism, and social change, the course will engage students in individual and collaborative projects that they define. The Design Studio approach 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. This is a humanities elective course taught through design studio methods.

The Writing Center

The Writing Center provides opportunities for students to give and receive peer editing on papers written for all disciplines. Peer editors, known as Writing Fellows, must apply and be accepted into the program, after which they receive training in best practices for tutoring writing. Work done as a Writing Fellow can count towards on-campus service learning and towards earning a distinction.

Global and Social Studies

Global and Social Studies			
Social Studies			4
<p>World Geography♦, World Geography: Global Conflicts and Diplomacy, 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, AP US Government and Politics or AP US Government and Comparative Government (required) AP European History, European History: Europe in the World Wars✱, or approved alternate World History in Film✱ Economic Theory and Business Design for Entrepreneurs‡ AP Microeconomics★ AP Psychology★</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> ✱ <i>Previously offered, but not available in 2020-2021 school year</i></p>			<p>Four credits required. Credits must include the following: - One credit of US History or equivalent - One credit of US Government or equivalent - Two credits from the following topics: World History, European History, World Geography, Economics, AP Psychology</p>
World Language			2
<p>French I French II Honors French III Honors French IV Honors French Language and Culture AP French Language and Culture</p>	<p>Latin I Latin II Honors Latin III Honors Latin IV Honors Latin: Virgil/ Caesar AP Latin</p>	<p>Spanish I Spanish II Honors Spanish III Honors Spanish IV Honors Spanish Language and Culture AP Spanish Language and Culture</p>	<p>For Class of 2021, two credits in the same language required.</p> <p>For Class of 2022 and beyond, students must take at least two levels of the same language. All ninth graders must</p>

<p>Global Studies Electives: Global Studies (non-honors, various topics) Ex: Francophone Film Studies*, Global Conflicts and Diplomacy, Spanish Ethnomusicology, Sociology: Social Problems and Local Solutions, or Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere Honors Global Studies - French Honors Global Studies - Spanish</p> <p>World Language courses available via other providers (fee for online courses associated with these classes)* Mandarin Chinese German * <i>Petition required</i> * <i>Previously offered, but not available in 2020-2021 school year</i></p> <p><i>Note: Consecutive course credit in the same language required. Continued language study recommended for competitive college admissions and fluency.</i></p>	<p>have a “Global Studies Experience” by taking either one credit of language or an approved Global Studies course in the Upper School during their ninth-grade year.</p>
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Global Studies

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

Global Conflicts and Diplomacy

Grades 9-12 (yearlong course)

This course provides an introduction to international relations and an overview of contemporary global politics. Topics of study can include, but are not limited to, regional conflicts in Eastern Europe, the Korean Peninsula, and South Asia. Students will debate and discuss contemporary political and economic issues from an international perspective. We will explore the history of diplomacy and analyze the role of important global institutions such as the United Nations, World Bank and NATO. The course will be primarily discussion-focused and be project-based, though there will be occasional quizzes and tests. Students will also have the option of applying their knowledge by participating in one or more Model United Nations conferences.

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

Grades 9-12 (yearlong course)

This course will explore the rich and exciting culture of a number of Spanish-speaking countries through a wide variety of sports and leisure activities. The cultural and economic impacts of these industries, as well as 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 the opportunity for hands-on experiences involving these activities. The course will be taught in English and is available to all students. No previous experience in Spanish is required.

Sociology: Social Problems and Local Solutions

Grades 9-12 (yearlong course)- does not fulfill a Social Studies graduation requirement but does fulfill the ninth grade Global Studies Experience 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.

Spanish Ethnomusicology

Grades 9-12 (yearlong course)

This course will explore the history and cultures of various Spanish-speaking countries and how those cultural aspects are expressed in both music and dance. Through this course, students will be introduced to the Global Studies discipline and skills, through exploring the interplay between music and cultural identity and how various cultures within and beyond the Spanish-speaking world influence each other, while focusing deeply on the following countries: Spain, Mexico, Cuba and Argentina. The course will be taught in a lecture-discussion and activity-practice format. In parallel, the students will carry out bi-weekly research-synthesis projects with information specific to a given country of interest and list of topics, culminating in a personal project at the end of the year. The mid-term exam will be in a project-based format. Students will read weekly articles and short novels related to the course topics –four to ten pages of reading will be assigned per week. However, there is no textbook for this course, and most of the material will be available online or through hand-outs.

Honors Francophone Film Studies

Grades 10-12 (yearlong course)

Prerequisite: AP French Language and Culture- 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, summarizing and analyzing the movie and its themes. Through this course, students will explore the commonalities and differences between francophone and American culture. 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 French and all classwork and homework will be completed in French.

<p>Honors Francophone Film Studies Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in AP French Language and Culture (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Honors Spanish Ethnomusicology

Grades 10-12 (yearlong course)

Prerequisite: AP Spanish Language and Culture- Placement by teacher and department chair recommendation only

This course will explore the history and cultures of various Spanish-speaking countries and how those cultural aspects are expressed in both music and dance. Through this course, students will be introduced to the Global Studies discipline and skills, through exploring the interplay between music and cultural identity and how various cultures within and beyond the Spanish-speaking world influence each other, while focusing deeply on the following countries: Spain, Mexico, Cuba and Argentina. The course will be taught in a lecture-discussion and activity-practice format. In parallel, the students will carry out bi-weekly research-synthesis projects with information specific to a given country of interest and list of topics, culminating in a personal project at the end of the year. The assessments for this class will be both formative and summative. The grade will be calculated based on quarter averages as no semester exam will be given. Students will read weekly articles and short novels related to the course topics –four to ten pages of reading will be assigned per week. However, there is no textbook for this course, and most of the material will be available online or through hand-outs. This course will be taught in Spanish.

<p>Honors Spanish Ethnomusicology Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in AP Spanish Language and Culture (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Social Studies

Global and Social Studies	
Social Studies	4
<p>World Geography◆, World Geography: Global Conflicts and Diplomacy, 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, AP US Government and Politics or AP US Government and Comparative Government (required) AP European History, European History: Europe in the World Wars✳, or approved alternate World History in Film✳ Economic Theory and Business Design for Entrepreneurs‡ AP Microeconomics★ AP Psychology★</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> ✳ <i>Previously offered, but not available in 2020-2021 school year</i></p>	<p>Four credits required. Credits must include the following: - One credit of US History or equivalent - One credit of US Government or equivalent - Two credits from the following topics: World History, European History, World Geography, Economics, AP Psychology</p>

World History

Grade 9 (yearlong course)

In World History, students develop a global perspective about the past to better understand how their personal story fits into the broader story of human history. This course focuses on a number of 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 questions, 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 conducted in both World History and English I. This project will teach students how 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 (yearlong 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 special 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 (Ancient, Medieval, Early Modern and Modern), (2) thoroughly analyze historical evidence, and (3) express arguments through writing and oral presentations. Emphasis is placed on the development of 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, videos and podcasts, and literature. 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 assignment. Students will also be asked to read 3-6 pages of textbook or PDF articles outside of class daily and will be expected to participate in weekly 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 conducted in both Honors World History and English I. This project will teach students how 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 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.

<p>Honors World History Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A or higher in World Geography (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic ● 30 combined ACT Reading and English scores or higher (to gauge if students are ready for advanced analytical reading) <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>
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US History

Grade 10 (yearlong course)

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

Students in this course will examine social, economic, and political developments in American society from 1877 to the present day. Special emphasis is placed on exploring questions of power dynamics, access to opportunity for various demographic and socio-economic groups, and the persistent tension between individual liberty and the collective good. The course is rooted in an investigative model where lectures only provide background information enabling students to spend much of class intensively exploring essential questions. Students act as historians as they analyze primary and secondary sources and engage in a thorough peer review process where they explain and question one another's conclusions. Beyond a thorough understanding of the major periods of American history, students will have many opportunities to grow as writers, thinkers, and collaborators.

Honors US History

Grade 10 (yearlong 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 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 wider 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) that they can expect when they arrive in college. To that end, students will be required to keep up with notes from disparate sources and create their own study guides for tests and quizzes. Finally, the course assumes that most students may be interested in taking AP US Government or other Advanced Placement Social Studies course. This course aims to prepare students for such courses. Students can expect to read 10-15 pages per week. Assigned reading will vary depending on the unit and may include reading a complex case study from Harvard's "History of Democracy" course, researching and designing a podcast or website, writing and presenting a seven-page research paper on a pivotal moment in US History, or creating a Great Depression or Civil Rights movement walking tour of Baton Rouge. Students are expected to actively participate in class discussions and debates.

Honors US History Recommendation Criteria	<ul style="list-style-type: none">● B or higher in Honors World History (Semester 1 and Semester 2 grade)● A or A- in World History (Semester 1 and Semester 2 grade)● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP US History

Grade 10 (yearlong 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. Through an analysis of themes that include responses to social problems, the immigrant experience, economic transformations, and the realities of discord and unity over time, students will comprehend the totality of this nation's unique development. 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 not only to cover “the facts” of American history, but also elicit and hone each student’s critical thinking and writing skills. Students will be granted substantial practice in all elements of the national AP exam through formative and summative assessments throughout the year. All students are expected to take and pass the AP US History exam in early May. Students can expect a summer assignment that might take up to eight hours to complete. 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. At times, class discussions will 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 have to prepare detailed and extensive study guides for each of the nine periods covered on the AP U.S. History exam.

<p>AP US History Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A- or higher in Honors World History class (Semester 1 and Semester 2 grade) ● A or higher in World History ● Recommendation from current social studies teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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US Government

Grade 11 (yearlong course)

Prerequisites: US History or 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 engage in debates about 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 better serve the interests of the people. 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 in order 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 will watch CNN-10 at the beginning of nearly every class period to keep up with current events on the national and international level. Students will also be required to submit 350-500 word “Current Events Reflections” every other week that will tie together the information from class lectures, debates, and discussions to the up-to-

date news stories that reflect topics such as the executive branch, the role of the media, or the role of state governments. 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 in each semester as well as a cumulative midterm and final exam.

AP US Government and Politics

Grade 11 (yearlong 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 to both prepare students to perform well on the national AP exam, and also be engaged, informed citizens in America’s democratic political system. Students will leave this course with foundational knowledge of the important institutions of the US government, including Congress, the presidency, Supreme Court, political parties, media, and interest groups, in addition to a better understanding of major issues in US economic and foreign policy. Throughout the year we will explore critical questions in contemporary American politics and society through following current events, 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 a variety of 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 be used to help provide an overview of some topics, either reinforcing material from the textbook, or presenting topics that are 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, reverse charades, etc. This is a relatively high intensity course that 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.

<p>AP US Government and Politics Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B or higher in AP US History class (Semester 1 and Semester 2 grade) ● B+ or higher in Honors US History Class (Semester 1 and Semester 2 grade) ● A in US History ● 3 or better on previous Social Studies AP Exams ● Recommendation from current social studies teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Comparative Government & AP US Government

Grade 11 (yearlong course)

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

This course introduces students to the fundamentals of US government but places the features of the US political system in an explicitly comparative context. The unique elements of the US political system will be analyzed and compared with those of six other major countries from every region of the world: Great Britain, Russia, Mexico, Nigeria, Iran and China. Through the in-depth study of these six countries in addition to the United States, the course will introduce students to essential concepts used by political scientists to study the processes and outcomes of politics. We will examine the diversity of political life, institutional alternatives, and the importance of global economic and political changes. Comparisons with other major world and regional powers will help frame the exploration of key topics in US government, including federalism, the bureaucracy, the court system, political socialization, mass media and public policy. Through an international lens, students will come away with a deeper appreciation of the American political and economic system and how it compares to other major societies in our interconnected global community. Class activities will be primarily student-led and discussion-oriented, with students expected to come to class prepared to discuss and apply information from the textbooks or supplemental readings from news organizations or academic articles. Lectures will be used to help provide an overview of some topics, including historical aspects or context that is not thoroughly explored in the textbook. The fast pace of the class means there are relatively fewer games or review activities, so more of the responsibility for reviewing rests with individual students. There is also less time available for extended debates or large projects compared to the other government classes. This course is best suited for highly motivated students with a serious interest in contemporary global affairs, and/or students who are curious or passionate about politics. This is a high intensity course that prepares students to take two AP exams that can earn them a substantial amount of college credit. Students can anticipate thirty to forty pages of textbook reading per week, near daily reading quizzes as well as a major test every other week. Assessments will also include roughly one presentation per quarter, one essay or major debate, as well as smaller homework assignments and graded discussions. Over the summer before taking this class, students will have about fifty pages of textbook reading related to US Government and fifty pages of reading related to Comparative Politics and will have to complete written assignments related to the reading. There will also be a three to five-page essay related to either the US Government or Comparative Politics.

AP Comparative Government and Politics Recommendation Criteria	<ul style="list-style-type: none">● A- or higher in AP US History (Semester 1 and Semester 2 grade)● A or higher in Honors US History class (Semester 1 and Semester 2 grade)● A+ in US History class (Semester 1 and Semester 2 grade)● 3 or better on previous Social Studies AP Exams● Recommendation from current social studies teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP European History

Grade 12 (yearlong 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 and requires 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. Primarily, course materials are intended to help develop students' analytical and critical thinking skills as well as 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, political cartoons and pictures or photographs of major people, places and events. Students are expected to work extensively outside of class and be self-motivated and reflective learners. They will be asked to read 20-30 pages and take handwritten notes weekly. Students will also be asked to complete small research projects outside of class that will be presented in-class before their classmates.

AP European History Recommendation Criteria	<ul style="list-style-type: none">● A- or higher in AP US and Comparative Government (Semester 1 and Semester 2 grade)● A or higher in AP US Government & Politics (Semester 1 and Semester 2 grade)● A+ in US Government (Semester 1 and Semester 2 grade)● 3 or better on previous Social Studies AP Exams● Recommendation from current social studies teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Microeconomics

Grade 12 (yearlong course)

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

Economics is the study of how society's limited resources get allocated and why. By the end of this yearlong 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 done 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 each week from a college-level Economics textbook. Other

reading assignments might also 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 need to 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.

<p>AP Microeconomics 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"> ● B or higher in Algebra II or Honors Algebra II ● B or higher in AP US Government & Politics or AP Comparative Government class (Semester 1 and Semester 2 grade) ● A- or higher in US Government (Semester 1 and Semester 2 grade) ● 3 or better on previous Social Studies Exams ● If student earned a 1 or 2 on AP US History Exam, must earn a B or better during first quarter. ● Recommendation from current social studies teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Psychology

Grade 12 (yearlong course)

Prerequisites: credit or concurrent enrollment in US Government or equivalent

This course introduces students to the field of psychology and 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, hypnosis, 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 as well as teach students how to analyze, critique, and challenge major theories. The course will be taught 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, respectively. The mid-term exam will be cumulative as will a review exam given during the fourth quarter in preparation for the AP Psychology exam in May. In addition, tests and quizzes, students will complete a few projects for a grade and will be given 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.

<p>AP Psychology 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"> ● B or higher in AP US Government & Politics or AP US and Comparative Government class (Semester 1 and Semester 2 grade) ● A- or higher in US Government (Semester 1 and Semester 2 grade) ● 3 or better on previous AP Government or AP US and Comparative Government Exams ● Recommendation from current social studies teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Economic Theory and Business Design for Entrepreneurs

Grades 10-12 (yearlong course)

Prerequisites: credit or concurrent enrollment in US History or equivalent

This course explores macroeconomics, the accounting cycle, the business legal environment, and personal finance to lay a foundation for entrepreneurship. Students will be asked to critically analyze potentials and pitfalls of the field of business by examining macroeconomic issues including determination of output, employment, unemployment, interest rates, and inflation. Furthermore, the course will target monetary and fiscal policies along with public debt and economic issues. This course will also focus on various methods of starting up, managing and financing a new business venture along with identifying the problems and opportunities of entrepreneurship.

The course will feature short lectures, group work, discussions, and projects along with online videos, podcasts, individual reading assignments, and journal reviews. Furthermore, the course will also use online learning modules to target personal finance literacy along with investing opportunities. Moreover, students will apply design studio principles to create, produce, and market an innovative product. Students will brainstorm and cultivate an idea in a group setting that will reflect a product need of society. Students will then prototype and pivot their products to form the best possible iteration from research and constructive feedback from peers and experts. To track progress throughout the semester, students will document their process, including changes, failures, and successes while working on their projects. Finally, using the “Shark Tank” model, students will also submit and present a semester business plan project to a group of individuals from our community. The expectation of the course is for students to submit work promptly and to keep up with the topic discussions.

History of Modern Leadership in Crisis

Grades 10-12 (yearlong course) - does not fulfill a Social Studies graduation requirement

Prerequisites: credit or concurrent enrollment in US History or equivalent

This is a two-part complementary elective course that investigates how politicians have reacted to problems facing their societies in times of crisis and prosperity. Specifically, each course will look at how political leaders and policies shape and are shaped by the times, cultures, societal issues they and their nations encounter. The World Wars: Leadership, Conflict & Aftermath will offer an examination of the social, political and economic participation of the major actors of the two World Wars, with special emphasis on Britain, America, Germany, Russia, and Japan. American Presidential Leadership in History and Memory will offer a wide-ranging study of the men who have served as US President, the ways they've changed that office over time in response to crises, and how Americans have loved or loathed them many decades after their service to America.

The World Wars: Leadership, Conflict & Aftermath

The Great War (Quarter 1)

The first quarter will examine the society, politics and economics of the first decades of the 20th century with special emphasis on capitalism, emerging socialism, and nationalism in Europe, Asia, and America. Content coverage will include: the causes of the war, leadership before and during the war, new mechanized/industrialized warfare, American and European home fronts, major battles, an overview of the Russian Revolution, the social consequences of the war, and an examination of post-war Germany.

World War II (Quarter 2)

The second quarter will examine the lead up, events and consequences of the Second World War. Content coverage will include: the interwar period, rise of European dictators, causes of the war, a general timeline of the war and major campaigns, overviews of the British, American, and German home fronts, Nazi resistance in Europe (emphasis on France), the Holocaust, the rebuilding of post Europe, and an overview of post-war politics and decolonization.

Assessments for this course will consist of film critiques (short essays), research projects and papers, reading quizzes and tests. Historical argumentation and writing skills will be the focus of most essays and paper with an introduction to Chicago style citations.

American Presidential Leadership in History and Memory

While many regard the President of the United States as one of the most powerful people on Earth, holding office is often one of the world's most thankless jobs. By the Constitution's design, the president has far less power than the average American believes or supposes. Many presidents have fought to expand the powers of the office to increase their influence. These men often seem to be the ones that historians and citizens remember and celebrate most fondly. Those who have adhered to the strict letter of the Constitution were popular at the time, but mostly forgotten today. Over the course of the Fall 2020 and Spring 2021 semester, as the United States prepares for (and reacts to) another presidential election, we will consider the paradox of the executive branch in American history and memory. This course will consider the historical development of the American Presidency from George Washington to the upcoming 2020 election. We will consider how social, economic, and cultural developments have informed the issues that presidents tackle. We will explore significant presidents who have changed the role of the office as well as lesser known yet influential men who've occupied the office but who've been largely forgotten in American memory. Aside from works by historians, we will also consider the perspectives of literary

fiction, songs, poetry, campaign posters, film representations, and works by scholars of economics, political science, sociology, and media studies.

The Presidency before 1900 (Quarter 1)

This quarter will consider the historical development of the American Presidency from George Washington's election to the laissez-faire presidencies of the Gilded Age. We will dive deeply into Article II of the Constitution to consider why the founding fathers wanted a relatively strong executive in the first place. We will consider how social, economic, and cultural developments have informed the issues that presidents tackled back then as well as how the presidency morphed and why. We will explore significant presidents who have changed the role of the office prior to the 20th century, such as Washington, Adams, Jefferson, Jackson, and Lincoln. We will also look at the reasons behind shifts in political parties and their campaigns over time. Students will also investigate presidential ranking opinion surveys in order to think about how and why Americans remember some presidents more fondly than others.

The Modern Presidency, 1901-Present (Quarter 2)

The second quarter will investigate what political scientists have called the “modern presidency” — a tendency of most presidents since Theodore Roosevelt took the oath of office in 1901 to take a more active role in steering domestic and foreign policy decisions. Presidents covered include Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Truman, Eisenhower, Lyndon Johnson, and Ronald Reagan. In this quarter students will also consider why presidents are remembered fondly or not and how these rankings change over time. We will also consider how new technologies such as radio, television, and social media have allowed presidents to shape their own public image. This semester will culminate in the creation of a website profile of a “lesser known” president — such as Martin Van Buren, Millard Fillmore, and Calvin Coolidge — and their positions on issues such as economic policy, immigration, their theory on the proper mixture of diplomacy and military force, and the largest domestic problems they faced. Students will adopt the persona of their “lesser known” president when we have debates which parallel topics that arise in the 2020 presidential campaign season. The final project of the class will require students to write a “Mount Rushmore Remix” paper in which they advocate for their top-4 presidents based on a shared criterion for greatness.

Law Studies

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

This course provides students with the ability to understand government, individual rights, laws, and legal disputes through case studies, mock trials, legal research, and writing. Students will also explore the roles played by lawyers, judges, and law enforcement professionals. It is hoped that students will gain a practical understanding of 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 case studies, legal analysis, quizzes, and tests.

Psychology

Grade 12 (yearlong course) - does not fulfill a Social Studies graduation requirement

This course introduces students to the main ideas and concepts in the field of psychology. Topics covered include the brain and biology in psychology, motivation and emotion, positive psychology, coping skills, learning and perception, social psychology, personality, and psychological disorders. The goal is to provide a broad overview of psychology along with emphasizing areas of psychology that are relevant to a balanced, healthy life. The course will be taught through a combination of lecture and hands-on activities. Assessment will occur primarily through open-note quizzes, in-class assignments, and class participation.

Sociology: Social Problems and Local Solutions

Grades 9-12 (yearlong course)- does not fulfill a Social Studies graduation requirement but does fulfill the ninth grade Global Studies Experience 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 service-learning component may be included.

World Languages

Global and Social Studies			
World Language			2
French I French II Honors French III Honors French IV Honors French Language and Culture AP French Language and Culture	Latin I Latin II Honors Latin III Honors Latin IV Honors Latin: Virgil/ Caesar AP Latin	Spanish I Spanish II Honors Spanish III Honors Spanish IV Honors Spanish Language and Culture AP Spanish Language and Culture	For Class of 2021, two credits in the same language required. For Class of 2022 and beyond, students must take at least two levels of the same language. All ninth graders must have a “Global Studies Experience” by taking either one credit of language or an approved Global Studies course in the Upper School during their ninth-grade year.
Global Studies Electives: Global Studies (non-honors, various topics) Ex: Francophone Film Studies*, Global Conflicts and Diplomacy, Spanish Ethnomusicology, Sociology: Social Problems and Local Solutions, or Ethics, Economics, and Cultural Impacts of Sport in the Hispanosphere Honors Global Studies - French Honors Global Studies - Spanish			
World Language courses available via other providers (fee for online courses associated with these classes)* Mandarin Chinese German * <i>Petition required</i> * <i>Previously offered, but not available in 2020-2021 school year</i> <i>Note: Consecutive course credit in the same language required. Continued language study recommended for competitive college admissions and fluency.</i>			

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 (yearlong course) - May be an online course with additional fees or may be a traditional course depending on enrollment.

This course is intended for students with no experience in French. Through speaking, listening, reading, and writing, students will understand basic French grammar structures and acquire cultural knowledge. 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. French I may be offered as an online course.

French II

Grades 9-12 (yearlong course)

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

As a continuation of French I, this course focuses on the further acquisition and development of basic French language skills and expands students' foundation of grammatical and cultural competency. Listening and speaking skills are practiced by the whole class and in small groups. Individual activities are supplemented by classroom CDs, videos, and online resources. Other activities include short oral and written reports, dramatized dialogues, and interviews.

Honors French III

Grades 9-12 (yearlong course)

Prerequisite: French II or equivalent placement test score

In this course, students will continue to develop their speaking, listening, reading, and writing skills through the exploration of 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 mostly in French (80%) except for 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 *Espaces 2nd edition*. 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, individual and group projects.

<p>Honors French III Recommendation Criteria</p>	<ul style="list-style-type: none">● B+ or higher in French II (Semester 1 and Semester 2 grade)● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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Honors French IV

Grades 9-12 (yearlong course)

Prerequisite: Honors French III or equivalent placement test score

In this course, students confront real-life situations and develop a variety of skills to resolve them. This course emphasizes developing conversational skills so that 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. Students in this course are encouraged to participate in the weekend immersion experience during the state French Club convention. The course will be taught mostly 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*. There will be at least 2 homework and/or classwork assignments/activities per week and all work will be graded. Classwork and homework will consist of essays, grammar activities, conversations in French, class participation, individual and group projects. This course prepares students for AP French.

Honors French IV Recommendation Criteria	<ul style="list-style-type: none">● B+ or higher in Honors French III (Semester 1 and Semester 2 grade)● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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Honors French Language and Culture

Grades 9-12 (yearlong 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. A differentiation will be made at the classwork and homework level, so the level corresponds to a preparation to the AP course, keeping in mind students will not take the AP exam at the end of this year. 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 a variety of 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 levels of 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 completely (100%) in French and students

are expected to 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, 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.

<p>Honors French Language and Culture Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Honors French IV (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP French Language and Culture

Grades 9-12 (yearlong 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 a variety of 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 levels of 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 completely (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 3 homework or/and 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 conclusion 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.

<p>AP French Language and Culture Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A or higher in Honors French IV or Honors French Language and Culture (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Honors Francophone Film Studies

Grades 10-12 (yearlong course)

Prerequisite: AP French Language and Culture- 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, summarizing and analyzing the movie and its themes. Through this course, students will explore the commonalities and differences between francophone and American culture. 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 French and all classwork and homework will be completed in French.

<p>Honors Francophone Film Studies Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in AP French Language and Culture (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Latin

Latin I

Grades 9-12 (yearlong course)- May be an online course with additional fees or may be a traditional course depending on enrollment.

This course is for students with no experience in Latin. Latin I focuses on mastery of basic Latin grammar and vocabulary. Cultural focus is on the life and times of the Roman poet Horace and the first century BCE. In addition, heavy emphasis is placed on the standard legends of Greek and Roman mythology, including Homer's *Iliad* and *Odyssey* and Virgil's *Aeneid*. Oral and written drills of all kinds (vocabulary, grammar, *etc.*) as well as group work on translation and comprehension are common activities. The ability to memorize endings and forms and to organize and use these forms is essential to success in this course.

Latin II

Grades 9-12 (yearlong course)

Prerequisite: Latin I or equivalent placement test score

This course focuses on mastery of intermediate Latin grammar and vocabulary. Cultural focus is on the life and times of the Roman poet Horace and the first century BCE with heavy emphasis placed on the events leading up to the assassination of Julius Caesar and the aftermath of this event. In addition, ancient Greece and its role in this historical era are explored. Oral and written drills of all kinds (vocabulary, grammar, *etc.*) as well as group work on translation and comprehension are common activities. Daily quizzes are to be expected. The ability to recall and synthesize endings and forms from Latin I and to organize and use these forms is essential to success in this course.

Honors Latin III

Grades 9-12 (yearlong course)

Prerequisite: Latin II or equivalent placement test score

This course is a continuation of Latin II and emphasizes increasing competence in reading Latin, along with further work in grammar, vocabulary and usage. Major emphasis is placed on the ability to translate longer adapted Latin texts using the grammar and syntax practiced and learned during the year. Students are expected to master most of the grammatical and morphological features of Latin and to develop a solid proficiency in their ability to read adapted Latin works. There will be a weekly quiz, regular daily homework assignments and two or three section tests each marking period which assess a student's grammatical understanding and comprehension of the subject matter. The mid-term and final exam will be cumulative. In addition to tests and quizzes, students will periodically be assigned projects that will focus on culture or textual analysis, involve some technological component and incorporate public speaking. Much of this work will be done outside of the classroom. Technology plays a pivotal role in the management, delivery and instruction of this course. Students will frequently take graded/non-graded formative assessments online, use an online textbook and submit/upload most homework and graded assessment to the school's learning management system. Students in Honors Latin III are required to take the National Latin Exam in March.

<p>Honors Latin III Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Latin II (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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Honors Latin IV

Grades 9-12 (yearlong course)

Prerequisite: Honors Latin III or equivalent placement test score

This course, prefatory to the AP-level Latin course, strives to cultivate students' lifelong appreciation of the Latin language and classical civilization. This course begins with a review of Latin grammar and syntax, including case use, verb formation, subjunctive use, and then launch into the reading of Latin Lyric Poetry, focusing primarily on the works of Ovid, Catullus, and Horace, and ending with an introduction to the epic poetry of Virgil. Students will continue to translate Latin prose and poetry from adapted and original texts as literally as possible. In addition, students will read, comprehend, and analyze seen and unseen passages to help them develop sight reading so that they can read natively written Latin with some degree of facility. Students will also understand and appreciate the Roman historical, cultural, and literary context of those texts. In addition to tests and quizzes, students will periodically be assigned projects that will focus on culture or textual analysis, involve some technological component and incorporate public speaking. Much of this work will be done outside of the classroom. Technology plays a pivotal role in the delivery of the management, delivery, and instruction of this class. Students will frequently take graded/non-graded formative assessments online, use an online textbook and submit/upload most homework and graded assessments to the school's learning management system. Students in Latin IV Honors are required to take the National Latin Exam in March.

<p>Honors Latin IV Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Honors Latin III (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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Honors Latin: Virgil/Caesar

Grades 9-12 (yearlong course)

Prerequisite: Honors Latin IV or equivalent placement test score

This honors-level course, a direct continuation of the work undertaken in Honors Latin IV, serves to further expose students to both authentic Latin prose and poetry. This course may meet in an intentionally blended environment with the AP Latin class to provide opportunities for experiential learning. It is meant to give an extra year for students to prepare for the AP coursework and AP exam. Students will follow the same curricular and resource requirements as mandated by the AP-curriculum. Differentiated learning opportunities will be available at the classwork and homework level, keeping in mind students will not take the AP exam at the end of this year. Through the reading of Latin literature, students will gain a deeper understanding of the classical world, its people and its languages. Thus, students in this course will: read and comprehend continuous passages of ancient Latin; analyze and interpret Latin literature; learn the relevant cultural and historical background and apply this knowledge to their analyses of the literature; and write/present critical analyses of the literature they encounter. Supplementary assignments will explore AP-themes and essential questions so that students can relate the Latin texts studied to important issues, historical figures and events of the ancient Roman world as they continue to develop their language skills. Daily vocabulary quizzes and frequent translation tests are the norm, as are in-class sight translation and scansion exercises. In addition, students will take the National Latin Exam in the spring. During the summer, students will read Virgil's *Aeneid* in English in preparation for the course. In preparation for the class' study of Caesar, students will be required to read Caesar's Gallic War in English during winter break.

<p>Honors Latin: Virgil/ Caesar Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Honors Latin IV (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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AP Latin

Grades 9-12 (yearlong course)

Prerequisite: Honors Latin IV or Honors Latin: Virgil/ Caesar or equivalent placement test score

The class is aligned with the College Board Advanced Placement Latin syllabus and introduces students to two masterpieces of world literature: the *Aeneid*, Virgil's epic poem on the origin of Rome and Julius Caesar's *Gallic War*. In this course, students will progress in reading, translating, understanding, analyzing and interpreting Latin in the original. Drawing on knowledge of grammar and syntax and previous experience with similar texts, students will determine appropriate vocabulary meaning in context and recognize the sense of grammatical structures in order to achieve comprehension. Students will exhibit a thorough knowledge of Latin vocabulary and syntax, style and prosody, major themes and the overall context (historical, social, cultural and political) of Virgil's and Caesar's work. Students will write critical essays about passages; read, scan, and recite lines of the work in dactylic hexameter; and focus on identifying grammatical structures and literary devices. The literary influence of Virgil and Caesar both in their own time and in subsequent generations will be explored as well. An advanced knowledge of Latin vocabulary and forms will be required in preparation for the Advanced Placement exam. Ample review, including the use of released AP exams, SAT II subject test materials, National Latin Exams, and sight passages will be incorporated in the course throughout the year in preparation for the Spring Advanced Placement assessment. Daily vocabulary quizzes and frequent translation tests are the norm, as are in-class sight translation and scansion exercises. In addition to the Advanced Placement Exam: Latin, students will take the National Latin Exam in the spring. During the summer, students will read Virgil's *Aeneid* in English in preparation for the course.

AP Latin Recommendation Criteria	<ul style="list-style-type: none">● A or higher in Honors Latin IV or Honors Latin: Virgil/Caesar (Semester 1 and Semester 2 grade)● 27 or higher on National Latin Exam● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Spanish

Spanish I

Grades 9-12 (yearlong course)- May be an online course with additional fees or may be a traditional course depending on enrollment.

This introductory course is intended for students with no experience in Spanish. Through the four communicative skills of speaking, listening, reading, and writing, students will understand basic Spanish grammar structures and acquire cultural knowledge. 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 a variety of 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. Cultural topics of both Spanish and Latin America will also be introduced and discussed. There will be a weekly quiz, regular daily homework assignments and two-three section tests each marking period. The mid-term and final exam will be cumulative. In addition to tests and quizzes, students will periodically be assigned projects that will focus on culture or a topic studied, involve some technological component and incorporate public speaking.

Spanish II

Grades 9-12 (yearlong 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 that will show 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 a variety of ways (music, readings, films, and country studies). There will be a weekly quiz, regular daily homework assignments and a two or three section tests each marking period. The mid-term and final exam are cumulative. Students are expected to speak in Spanish for most of the class.

Honors Spanish III

Grades 9-12 (yearlong course)

Prerequisite: Spanish II or equivalent placement test score

As a continuation of Honors 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 to extend their foundation of grammar and cultural competency 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 mostly 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 are also expected to 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 that is 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 key component in this course and students will receive a weekly participation grade. The mid-term and final exam 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.

<p>Honors Spanish III Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Spanish II (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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Honors Spanish IV

Grades 9-12 (yearlong course)

Prerequisite: Honors Spanish III or equivalent placement test score

The goal of this course is to strengthen and expand all four language skills (listening, speaking, reading, and writing) while exploring cultural aspects of Spanish-speaking countries. Students will learn about the following themes: social relationships and media, leisure and entertainment, traditions and celebrations, nature and environment, and history and national heroes –with a special unit on the Spanish Civil War. Through the exploration of culturally relevant topics, the course focuses on expanding students’ active vocabulary and on strengthening skills in grammatically correct oral and written discourse, as well as on active engagement with authentic texts and materials from a wide spectrum of media and sources. Students will develop their ability to do expository writing and to discuss topics and cultural issues. Critical thinking and analytical abilities are important in discussions and writings, as well as constant progress in the language production accuracy. The use of oral communication is essential in improving pronunciation, linking, and fluidity. The course will teach grammar and vocabulary in context through songs and readings, and it will be taught combining two methodologies: Total Physical Response with Storytelling (TPRs), and lecture-discussion format, with a strong emphasis in student-centered practice activities.

Additionally, the students will carry out bi-monthly research-synthesis presentations in the target language with information specific to a given country of interest and list of topics. Frequent in-class communication-based activities both individually and in groups will be assessed, and homework assignments will be given and will be part of the performance assessment.

The midterm exam is cumulative and will include activities where the students need to produce oral and written language following the class expectations. A college-level textbook is used for this course as a reference for grammar practice, but the class will be based mainly on handouts, and short

adapted novel readings. Four to ten pages of reading will be assigned per week. This course is delivered 100% in the Spanish.

<p>Honors Spanish IV Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Honors Spanish III (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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Honors Spanish Language and Culture

Grades 9-12 (yearlong course)

Prerequisite: Honors Spanish IV or equivalent placement test score

The goal of this course is to prepare students for AP Spanish Language using assignments and assessment that will be 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 foundation in grammar and cultural competency. 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 are also expected to communicate in Spanish with the teacher and classmates in class. The textbook used in this course is *Tejidos*, which covers a variety of 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, with the exception of some assignments consisting of reviews that use extra material that is not part of the *Tejidos* online support. Classwork and homework will include vocabulary and grammar activities, as well as oral presentations, conversations, essays, and individual and group projects. Class participation is also a key component in this course and the students will receive a weekly participation grade. The mid-term and final exam 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

<p>Honors Spanish Language and Culture Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Honors Spanish IV (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic. <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. As well, the student may need to complete an assessment showing that s/he is ready to advance to the next level.</p>
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AP Spanish Language and Culture

Grades 9-12 (yearlong 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 cultural aspects of Spanish-speaking countries. Students learn about the following 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 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 in addition, 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 completely (100%) in Spanish and students are exposed to a variety of 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 will complete written and spoken assignments about them. At the conclusion 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.

<p>AP Spanish Language and Culture Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A or higher in Level IV Language class (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Honors Spanish Ethnomusicology

Grades 10-12 (yearlong course)

Prerequisite: AP Spanish Language and Culture- Placement by teacher and department chair recommendation only

This course will explore the history and cultures of various Spanish-speaking countries and how those cultural aspects are expressed in both music and dance. Through this course, students will be introduced to the Global Studies discipline and skills, through exploring the interplay between music and cultural identity and how various cultures within and beyond the Spanish-speaking world influence each other, while focusing deeply on the following countries: Spain, Mexico, Cuba and Argentina. The course will be taught in a lecture-discussion and activity-practice format. In parallel, the students will carry out bi-weekly research-synthesis projects with information specific to a given country of interest and list of topics, culminating in a personal project at the end of the year. The assessments for this class will be both formative and summative. The grade will be calculated based on quarter averages as no semester exam will be given. Students will read weekly articles and short novels related to the course topics –four to ten pages of reading will be assigned per week. However, there is no textbook for this course, and most of the material will be available online or through hand-outs. This course will be taught in Spanish.

<p>Honors Spanish Ethnomusicology Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in AP Spanish Language and Culture (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Health and Physical Education

Health and Physical Education <i>All courses are semester courses for 0.5 credits unless otherwise indicated.</i>	2
Health ♦ Health and Physical Education: Lifetime Fitness Health and Physical Education: Health, Strength, and Conditioning (1.0 credit) ♦ Health and Physical Education: Dance Ensemble Athletic Physical Education ♦Fulfills 0.5 credit of Health	Two credits required beginning in 9 th grade. Must include 0.5 credit of Health. CPR training required in Upper School.

CPR

Grades 9-12

All students are required by the state to complete CPR training. Proof of training through transcript, proof of attendance, or CPR certification card is required. CPR training is offered on campus at multiple times throughout the summer and school year.

Health

Grades 9-12 (semester course) - online

Health is an online course that is typically completed during a study hall or over the summer. This course focuses on helping students develop a better understanding of how their body works and how to make healthy decisions throughout their lifetime.

Health and Physical Education: Lifetime Fitness

Grades 9-12 (semester course)

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

Health and Physical Education: Health, Strength, and Conditioning

Grades 9-12 (yearlong course)

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

Health and Physical Education: Dance

Grades 9-12 (yearlong course) - 0.5 credit, after school/ independent study

This course runs concurrently with Dance Ensemble and is only available with instructor permission. This course focuses on physical conditioning and making healthy choices with an emphasis on dance.

Health and Sports Medicine

Grade 12 (semester course) - does not fulfill any Health and Physical Education requirements

This course focuses on the methods that trainers use to treat and prevent injury related to sports and exercise. *Students interested in taking this course must petition for approval prior to enrollment.*

Athletic Physical Education

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

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

Athletic Physical Education Offerings

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

Mathematics

Mathematics	<p style="text-align: center;">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 required beginning in 9th grade.</p>

Algebra I

Grade 9-10 (yearlong course)

This course 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, completing the square, graphically, or by application of the quadratic formula. The course also includes 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 along with the expectation of completing additional independent practice outside of class. Students must have a TI-30X II S Calculator for this course.

Geometry

Grades 9-11 (yearlong course)

Prerequisites: Algebra I

This course includes an analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as 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 as they relate 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 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 along with the expectation of completing additional independent practice outside of class. Students must have a TI-30X II S Calculator for this course.

Honors Geometry

Grades 9-11 (yearlong course)

Prerequisites: Algebra I

This course is designed to enable students to use inductive and deductive reasoning to investigate and to 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 to 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, and 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.

<p>Honors Geometry Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A or higher in Algebra I (Semester 1 and Semester 2 grade) ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Algebra II

Grades 9-11 (yearlong 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 along with the expectation of completing additional independent practice outside of 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 (yearlong 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 of operations on them, as well as 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, 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. *Concurrent enrollment in Geometry or Honors Geometry requires Department Chair approval.

Honors Algebra II Recommendation Criteria	<ul style="list-style-type: none">● A or higher in Algebra I and B or higher in Honors Geometry class (Semester 1 and Semester 2 grade)● A or higher in Algebra I and Geometry class (Semester 1 and Semester 2 grade)<ul style="list-style-type: none">○ <i>Honors Algebra 2 based on Algebra 1 AND Geometry grades.</i>● Recommendation from current math teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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PreCalculus

Grades 9-12 (yearlong course)

Prerequisites: Algebra II or Honors Algebra II and department recommendation

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 semester trigonometry content 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 some class 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. Some 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. Students must have a TI-30X II S Calculator for this course.

PreCalculus (Dual Enrollment)*

Grades 9-12 (yearlong course)

Prerequisites: Algebra II or Honors Algebra II and department recommendation

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 (yearlong 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.

<p>Honors PreCalculus Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B or higher in Honors Algebra II class (Semester 1 and Semester 2 grade) ● A in Algebra II class (Semester 1 and Semester 2 grade) ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Calculus*

Grades 9-12 (yearlong course) - optional Dual Enrollment in 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 to 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 have the opportunity to get one-on-one assistance from their teacher and/or their 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 (yearlong 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 have the opportunity 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.

<p>AP Calculus AB Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B or higher in AP Statistics (Semester 1 and Semester 2 grade) ● B or higher in Honors PreCalculus (Semester 1 and Semester 2 grade) ● A or higher in Calculus (Semester 1 and Semester 2 grade) <ul style="list-style-type: none"> ○ Quarter/Exam grades may be considered if consistency of performance is a concern. ● 3 or better on previous AP Exams, if applicable ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Calculus BC

Grades 9-12 (yearlong 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 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"> ● 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"> ○ Quarter/Exam grades may be considered if consistency of performance is a concern. ● 3 or better on previous AP Exams, if applicable ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Statistics

Grades 9-12 (yearlong course)

Prerequisites: Algebra II or Honors Algebra II

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students learn 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, as well as to 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, to carry out and present group projects, and to 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.

<p>AP Statistics 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"> ● B-minus or higher in AP Calculus AB or AP Calculus BC (Semester 1 and Semester 2 grade) ● B or higher in Honors PreCalculus (Semester 1 and Semester 2 grade) ● A or higher in Honors Algebra II (Semester 1 and Semester 2 grade) <ul style="list-style-type: none"> ○ Quarter/Exam grades may be considered if consistency of performance is a concern. ● 3 or better on previous AP Exams, if applicable ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Finite Mathematics and Statistical Reasoning

Grades 11-12 (yearlong 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 (yearlong 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 integration, 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.

<p>Honors Multivariable Calculus Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in AP Calculus BC (Semester 1 and Semester 2 grade) <ul style="list-style-type: none"> ○ Quarter/Exam grades may be considered if consistency of performance is a concern. ● B+ or higher in Honors Linear Algebra, if applicable ● 4 or better on previous AP Exams ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Honors Linear Algebra

Grades 10-12 (yearlong 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, to study regularly for quizzes and tests, and to 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.

<p>Honors Linear Algebra Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in AP Calculus BC (Semester 1 and Semester 2 grade) <ul style="list-style-type: none"> ○ Quarter/Exam grades may be considered if consistency of performance is a concern. ● B+ or higher in Honors Multivariable Calculus, if applicable ● 4 or better on previous AP Exams ● Recommendation from current math teacher <ul style="list-style-type: none"> ○ Teacher assessment includes but is not limited to performance on assignments, tests and semester exams, classroom citizenship/treatment of peers, organization, and work ethic <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>
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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.

Religious Studies

<p>Religious Studies <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> Faith in Southern Literature Contemporary Ethics Faith & Music** Religion & Theatre** Seminar (1.0 credit, placement requires Thesis Director approval, <i>see Thesis Program course descriptions</i>)</p> <p><i>** Also fulfills 0.5 credit of Performing Art requirement</i></p>	

Biblical Studies

Grades 9-12 (semester course)

The purpose of the course is to give students a basic understanding of the Bible while also diving deeper into specific stories to learn important Biblical themes. Students are then challenged to see how those themes can be applied to gain a better understanding of issues in our world today. The course relies heavily on reading and analysis as well as the ability to work in groups and give presentations on specific aspects of the bible.

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 taught seminar style with a number of different topics introduced by a variety of different guest speakers and mentors. In this curated portion of the course, students can expect to complete daily readings/viewings, short writing assignments, and short presentations as well as 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 in Southern Literature

Grades 9-12 (semester course)

This course will explore different motifs of Christian faith in selected poetry, short stories, and novels by well-known Southern writers. Writers will include Eudora Welty, Zora Neale Hurston, Alice Walker, Flannery O'Connor, William Faulkner, Ernest Gaines, and others. Students will read selected works and engage in discussion-based analyses of characters, stylistics, and themes (redemption, rebirth, and pilgrimage). These in-class discussions will challenge students to reflect not only on the spiritual journeys of literary characters, but also on their own spiritual journeys.

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 of Western 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. Students will design and share appropriate liturgies for their own faith traditions or events and observe various liturgies of other faiths.

Theatre and Religion

Grades 9-12 (semester course)

Students enrolled in Theatre and Religion examine the themes of religion and spirituality in text, on stage and through interactive discussions. Students will learn improvisation and theatre games determining the relationship between religion, spirituality and theatre. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre, religion, culture, analysis, response and the creative process.

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, as well as the ability to work independently, think critically and imaginatively, and demonstrate high levels of emotional maturity and personal integrity. Participation in the program requires completion of the yearlong interdisciplinary Junior Seminar, the yearlong 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 (yearlong 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, and reading, as well as 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, which include selecting a research topic, creating a research proposal, forming a thesis committee, researching, note-taking, synthesizing findings, setting academic and character goals, and assembling an argument, drafting and revising. The project will begin in the spring and continue into the summer between the 11th and 12th grade years.

Thesis

Grade 12 (yearlong 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. Additionally, students will craft materials that complement the thesis and the 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 to 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 or Honors Physics (required) Additional course options:</p> <ul style="list-style-type: none"> AP Biology★ AP Chemistry AP Physics C AP Environmental Science★ Human Anatomy and Physiology Astronomy: Earth Science (0.5 credit) / Geology: Earth Science (0.5 credit) <i>-both semester courses must be taken together if serving as 1 credit of science</i> Engineering Forensic Science: Biology II (0.5 credit)/ Biotechnology: Biology II (0.5 credit) <i>-both semester courses must be taken together if serving as 1 credit of science</i> Marine Biology: Biology II (0.5 credit)/ Tropical Ecology: Biology II (0.5 credit) <i>-both semester courses must be taken together if serving as 1 credit of science</i> Scientific Research Methodology and Experimentation —<i>can count as Biology II or Chemistry II★</i> Supervised Scientific Research (Scientific Research Methodology and Experimentation is a prerequisite, acceptance into ESTAAR program required) <p>★ <i>Petition Required</i></p>	<p>Four credits required</p>

Physical Science

Grade 9 (yearlong 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 course of 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, as well as take formal notes and complete readings. Some labs include creating a circuit and observing different evidence of chemical reactions. The class is assessed primarily through tests and quizzes with a few projects.

Biology

Grades 9-10 (yearlong 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 better appreciate the creatures around us, understand the marvels of the human body, and explore the magnificent processes of life. There are many themes threaded throughout including energy transfer, the genetic nature of life, the mechanisms of homeostasis, and the way that 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, 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 (yearlong 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 and metabolic processes, genetics, including 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 a number of inquiry-based activities throughout the course to help cultivate critical thinking and to better the students’ understanding of scientific processes. For some labs the students will be using 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 as well. 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.

<p>Honors Biology Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A- or higher in Physical Science (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Biology

Grades 11-12 (yearlong 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 to 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 who are enrolled in this AP course will be charged a \$55.00 lab fee.

AP Biology 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">● Enrollment in honors science classes in sophomore year and beyond● B+ or higher in all honors and AP science classes (Semester 1 and Semester 2 grade)● A- or higher in Honors Biology (Semester 1 and Semester 2 grade)● A or higher in Biology● 3 or higher on previous AP exams● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Chemistry

Grades 10-11 (yearlong course)

Prerequisites: Biology or Honors Biology

This project-based course is designed to build and refine problem-solving skills using hypothetical as well as real-world scenarios. Students will learn to use the metric system of measurement including analysis of data 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. Project will be completed in small groups and will be a major part of class assessments.

Honors Chemistry

Grades 10-11 (yearlong 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 a great depth, with more focus 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 topics such as 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 a variety of mediums. This course is lab-based—both inquiry and guided—where students will perform a number of experiments and summarize their work in written lab reports. Use and conversion of metric units, proper use of equipment, dimensional

analysis, and interpretation and analysis of data are applied in lab activities. Most labs are conducted using Vernier computer-based sensor and probes.

<p>Honors Chemistry Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B or higher in Honors Biology (Semester 1 and Semester 2 grade) ● A- or higher in Biology (Semester 1 and Semester 2 grade) ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Chemistry

Grades 11-12 (yearlong course)

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

The course is an extremely intensive, college level course which requires 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 laboratory experiments – both inquiry and guided. Most labs are conducted using Vernier computer-based sensor and probes. All students will take the AP Chemistry Exam at the end of the year. The course covers topics such as bonding, stoichiometry, nuclear chemistry, molecular structure, equations, oxidation- reduction reactions, thermochemistry, electrochemistry, kinetics, equilibrium, and acid/base chemistry. Individuals who are enrolled in this AP course will be charged a \$55.00 lab fee.

<p>AP Chemistry Recommendation Criteria</p>	<ul style="list-style-type: none"> ● B+ or higher in Honors Chemistry (Semester 1 and Semester 2 grade) ● 3 or higher on previous AP exams ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Physics

Grades 11-12 (yearlong course)

Prerequisites: Chemistry or Honors Chemistry and Geometry or Honors Geometry

This course will provide the student with 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 as well as 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 (yearlong course)

Prerequisites: Chemistry or Honors Chemistry and credit or concurrent enrollment in Honors PreCalculus

This course will provide students with a deep understanding of unit and measurement, vector analysis, kinetics, forces, energy & momentum, and to 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, and places significant emphasis on developing students' overall analytical thinking skills through extensive symbolic operations, dimensional analysis, and modeling & optimization exercises. Diverse 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 and to prepare students for AP Physics C and college-level physics.

Honors Physics Recommendation Criteria	<ul style="list-style-type: none">● B or higher in Honors Chemistry (Semester 1 and Semester 2 grade)● A- or higher in Chemistry (Semester 1 and Semester 2 grade)● A- or higher in Honors Algebra II and concurrent enrollment in Honors PreCalculus or A- or higher in Honors PreCalculus● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Physics C

Grade 12 (yearlong course)

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

field. The course is lab-based and provides a very rigorous treatment of the content material. Individuals who are enrolled in this AP course will be charged a \$55.00 lab fee.

<p>AP Physics C Recommendation Criteria</p>	<ul style="list-style-type: none"> ● A- or higher in Honors Physics ● A- or higher in Honors PreCalculus and concurrent enrollment in AP Calculus AB or BC or B+ or higher in AP Calculus AB or BC ● 3 or higher on previous AP exams ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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AP Environmental Science

Grades 11-12 (yearlong 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 projects both big and small throughout the year to apply environmental concepts. Examples of small projects may include reporting on current natural disasters caused by plate tectonics. Examples of large projects may include applying research by creating infographics or Google Expeditions with 360-degree Virtual Tours. 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 are required to take the AP Environmental Science exam in May. Individuals who are enrolled in this AP course will be charged a \$55.00 lab fee.

<p>AP Environmental Science 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"> ● B or higher in Honors Biology and Honors Chemistry ● A- or higher in Biology and Chemistry ● 3 or higher on previous AP exams ● Recommendation from teacher <ul style="list-style-type: none"> ○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Human Anatomy and Physiology

Grades 11-12 (yearlong 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 important in students making 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 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.

Astronomy: Earth Science

Grades 11-12 (semester course)

Prerequisites: Chemistry or Honors Chemistry and credit or concurrent enrollment in PreCalculus or Honors PreCalculus

This course may be taken as a semester course or as a yearlong course in conjunction with Geology

In this course students will be introduced to the history of astronomy, the history of the universe, some of the tools used by astronomers, the solar system, stars, the structure of the universe, and some unusual astronomical phenomena (quasars, black holes, dark energy, dark matter, etc.). Students will use a variety of digital resources to explore the cosmos. Students will get a better understanding of concepts like density, pressure, energy, the electromagnetic spectrum and Newton's Law of Universal Gravitation. Several evenings of night viewing and a field trip to a dark sky-viewing site will also be required.

Geology: Earth Science

Grades 11-12 (semester course)

Prerequisites: Chemistry or Honors Chemistry

This course may be taken as a semester course or as a yearlong course in conjunction with Astronomy

This is a lab and project-based course focusing on important concepts in the fields of Geology and Geophysics. Through a combination of lectures, labs, and field observations, students will address topics ranging from mineral and rock identification to the origin of the continents, and from

erosion by rivers and glaciers to the history of life. Emphasis is placed on the development of Plate Tectonic theory, other geologic processes such as deposition and subsidence, and the science of aquifers and watersheds. Special projects will be directed to issues affecting Louisiana and the Gulf Coast region. We live in an area where geologists are desired to work in the petroleum industry. This course will introduce students to the job of geologists with an emphasis in on careers in the energy industry.

Biotechnology: Biology II

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 as a yearlong course in conjunction with Forensic Science

This course focuses on the science behind and varied applications of biotechnology. Topics explored in this course can include techniques for analyzing and modifying DNA (such as gel electrophoresis), methods for tissue culture and transformation, drug development, applications in agriculture, genetically modified organisms, and applications in humans. Societal implications and ethical questions that surface from these topics will be explored in projects and in-class debates and discussions. Hands-on labs exploring the techniques used in biotechnology will allow students to develop a better understanding of this developing field. Assessments in this course will include labs, projects, case studies, debates, quizzes and tests.

Forensic Science: Biology II

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 as a yearlong course in conjunction with Biotechnology

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 as well as research and laboratory skills such as microscopy. Students will explore crime scene analysis and evidence collection, entomology and decomposition study, and the analysis of glass, hair, fibers, fingerprints and impressions, blood typing, and analysis of blood spatter patterns.

Marine Biology: Biology II

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 as a yearlong course in conjunction with Tropical Ecology

Three quarters of our planet is covered by water. The Earth's oceans provide us with resources that are 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 into the growing field of Marine Biology. Students will gain knowledge about the physical makeup of Earth's major oceans as well as 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.

Tropical Ecology: Biology II

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 as a yearlong course in conjunction with Marine Biology

The aim of this course is to give an overview of tropical environments and the geological, biological, and cultural facets that exemplify the biodiversity of these geographic areas. The focus will be on Central/South American tropics and their comparison to world-wide tropical rainforests. Students are asked to consider current real-world problems associated with ecosystem loss. General ecology-study techniques are also integrated such as mark and recapture, transects, and other statistical analyses. Areas of study will include volcanology and general geology, rainforests, cloud forests, orchids, bromeliads, trees, birds, butterflies, insects, animals, marine ecology, and abiotic factors of this ecosystem that define it. Conservation efforts including corridor ecology will be introduced. A historical perspective of indigenous peoples of these areas and their use of resources will also be studied.

AP Computer Science Principles

Grades 9-12 (yearlong 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 makes use of a combination of classroom instruction, unplugged activities which encourage creative problem solving, and computer-based activities where students put their knowledge into action. In the course, students will primarily program using JavaScript and will ultimately develop their own mobile phone app. The course prepares students for the AP Computer Science Principles exam which consists of an exam and two projects. Prior programming experience is not required.

AP Computer Science Recommendation Criteria	<ul style="list-style-type: none">● B or higher in previous honors science classes● B+ or higher in previous non-honors science classes● B or higher in previous honors math classes● B+ or higher in previous non-honors math classes● 3 or higher on previous AP exams● Recommendation from teacher<ul style="list-style-type: none">○ Teacher assessment includes performance on assignments and tests, classroom citizenship/treatment of peers, organization, and work ethic <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>
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Engineering

Grades 11-12

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 involve analyzing common engineering solutions in order to better understand design and engineering principles. 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, 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 project to explore. Students are then required to write a research paper and present their work both on and off campus. Students who are 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 be successful 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 year, with a minimum of 100 hours required in the lab. The research is then completed over the fall of the senior year, which is 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 either 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

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 science 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 science 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 common laboratory techniques and explore the ethical questions that 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

Grades 12

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

In this course, students perform independent research at a university laboratory or research institute. Students are required to 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 both on and off campus are 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.