# Physical Education

## Lower School Courses

The lower school physical education program currently is using a curriculum called SPARK (Sports, Play and Active Recreation for Kids). SPARK programs are developed to involve all children, be highly active, incorporate social skills, and emphasize both health-related fitness and skill development. Along with the SPARK program, swimming and yoga are also integrated into the classes. Lower school students attend physical education classes three to four days a week.

## Middle School Courses

The middle school physical education program introduces a variety of instructional units over a three-year period. The emphasis is on participation and the development of skills. Fitness is emphasized daily. Middle school students attend physical education classes four days a week.

## Upper School Courses

Four years of physical education are required in the Upper School. This requirement can be satisfied by attending physical education classes, participating on Head-Royce athletic teams, participating on athletic teams outside the School, taking fitness classes at the School, taking fitness classes outside of School or a combination of the above. Students who get credit through off-campus activities must submit paperwork at the end of each semester to receive credit. All freshmen are automatically enrolled in a physical education class period, which includes a CPR component, a health class, and a study hall. They will take a health and wellness class for half of the year (see below), while attending a study hall the other half of the year. Freshman physical education classes meet two days a week.

## Health and CPR

**Health Component:** The intent of this class is to provide students with an overview of the most critical areas of health and provide resources and direction if further exploration is desired. The class will be structured so that some days will be spent providing an overview of a topic, while other days will be spent doing an activity or exercise to practically apply and reinforce the subject matter covered. Class discussions and debates, group work, role-playing, instructional videos, and guest lecturers will supplement class lectures. Demonstration and instruction in the use of functional coping mechanisms (i.e., stress management, time management, goal planning, communication skills, decision-making) will provide individual strategies to use with personal issues.

The following topics have been chosen for this class: physical and emotional changes in adolescents; personal hygiene and self-care; gender and identity; consent and sexual assault; abstinence, safer sex, and STD’s; sexual orientation; health and technology; body positive and how to fuel our bodies; substance use; and social support systems.

**CPR:** Students are given instruction from the American Red Cross CPR course, with the opportunity to gain Red Cross certification in CPR.

*Updated January 24, 2017*

# Science

## Middle School Courses

### SCIENCE 6

The sixth grade science program seeks to develop students' curiosity and to equip them with the basic understanding and skills needed to explore the natural world. Meeting four days per week, the inquiry-based, hands-on lab curriculum is divided between earth, physical, and life science in five distinct segments. Units in the first semester include astronomy and ecology, where students investigate a fictitious community plagued with dying fish. In the second semester students participate in a engineering contest, delve into geology (plate tectonics as well as the rock cycle) and explore topics in human biology. During the course of the year, students are introduced to the science process skills — predicting, observing, inferring and analyzing — that they continue to hone in seventh grade. Curricular materials are both teacher-generated and derived from FOSS and GEMS units developed by the Lawrence Hall of Science at the University of California at Berkeley.

### SCIENCE 7

This course is an exploration of life around us. Cells and their organelles are explored with particular attention given to DNA, inheritance, and genetics. The second portion of the year focuses on the human body and physiology, including the digestive, cardiovascular, and nervous systems. The year culminates in the study of plants with an emphasis on flowers and their inter-relationships with pollinators. Seventh grade science emphasizes science process skills of prediction, observation/data collection, inference and analysis of data. Scientific communication is also a focus of the skills curriculum. Students fuse these skills in a culminating science expo project in which they conduct an experiment and collect data over the course of the year on a topic they are passionate about. Students take on an engineering challenge and build a Rube Goldberg machine in order to see the connection of how body systems interconnect and maintain homeostasis.

### SCIENCE 8

This course is a hands-on, lab-based physical science course. Topics include basic atomic structure; weather and climate change concepts; measurement; physical properties of solids, liquids, and gases; mixtures and compounds and their separation. Applications of concepts are made to real life scenarios. Projects and short presentations about current science and technology developments are important parts of the course as well. Throughout the year the course emphasizes the development of scientific process and thinking, especially obtaining and analyzing quantitative data. The course culminates with the "Sludge" project that requires students to use the skills and knowledge of physical properties to separate and identify an unknown combination of substances. Curricular materials are derived from labs and readings designed and written in house, revised yearly.

# Upper School Courses

### CONCEPTUAL PHYSICS

In this freshman course, students learn the essential concepts of physics through demonstrations, simulations, laboratory work and discussion. Understanding concepts, communicating that understanding, and careful gathering and analysis of quantitative data are stressed. Topics covered in this course include sound, light, mechanics, electricity and magnetism.

***Text: Conceptual Physics, Prentice Hall (2009).***

### HONORS CHEMISTRY

This sophomore course provides a foundation in chemical principles for further coursework in science at the high school or college level. Major concepts emphasized include stoichiometry, the atomic/molecular model of matter, chemical bonding, intermolecular forces, gas laws, reaction rates, equilibrium and energy changes in chemical reactions. Topics in nuclear and organic chemistry are also discussed. The course stresses problem solving and laboratory exercises. Prerequisite: Conceptual Physics.

***Text: Chemistry: Matter and Change, Dingrando, Tallman, Hainen and Wistrom (Glencoe Science).***

### BIOLOGY

Biology is the study of life. In this course, the students learn about matter and energy on the cellular and molecular level, as well as on the level of community and ecosystem. They also learn about the modes and mechanisms of inheritance; the evidence for and theory of evolution; as well as the structure and function of living things, on a cellular and physiological level. Students perform activities, simulations, concept-development labs and inquiry-based experiments to assist them in understanding these essential concepts. This course covers many of the same fundamental topics covered in AP Biology, but more time is devoted to their understanding. Students also perform an independent experiment of their own design which they present on in the spring. **Prerequisite: Chemistry, Conceptual Physics Text: Biology: Concepts and Applications, 7th Ed., Cecie Starr**

### ADVANCED PLACEMENT BIOLOGY

AP Biology is the equivalent of two semesters of college level biology and biology lab and introduces the organization of life from the cellular and molecular level to the level of community and ecosystem ecology, emphasizing the unity and diversity of living organisms and how they interact with the environment. Students learn about themselves by learning about genetics and human anatomy and physiology. Laboratory observations and experiments are a weekly part of the course. The College Board-recommended Advanced Placement syllabus and Investigative Lab syllabus is covered, with additional material on many units. The new curriculum (as of 2012) allows for greater depth on fewer topics, as well as ample independence in designing and implementing experiments, including an independent experiment of their own design. Students will be well prepared for the AP exam in May. **Prerequisite: Chemistry, Conceptual Physics.**

***Texts: Biology: the Unity and Diversity of Life, 13th Ed. Cecie Starr and Ralph Taggart .***

**SENIOR SCIENCE ELECTIVES**

During the senior year, students may choose to take one fall elective and/or one spring elective, or a year-long course from among the offerings. AP Physics, AP Environmental Science, and Principles of Engineering are year-long courses. When space and scheduling allow, AP Physics, AP Environmental Science, and Principles of Engineering students can take additional electives. The following electives are typically offered during the school year.

**ADVANCED PLACEMENT PHYSICS C: Mechanics (Calculus based)**

AP Physics C: Mechanics is a calculus based college level course for junior and senior students with special interest in science and strong math skills. Students will use introductory differential and integral calculus throughout the course. The course will cover kinematics, Newton's laws of motion, energy and power, systems of particles and linear momentum, circular motion, and rotation, oscillations and gravitation. Additional topics will be covered, as time allows. Students will take the AP Physics C: Mechanics exam in May. **Prerequisites: Conceptual Physics, Chemistry and Calculus (or Honors Pre-Calculus and concurrent enrollment in Calculus).**

***Text: Students do not need to purchase a textbook. It will be passed out at the beginning of the year and collected in May. [Physics for Scientists and Engineers - A Strategic Approach, 3rd Edition, Randall Knight].***

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

AP Environmental Science a year-long course that covers the equivalent of a one semester college level course in environmental science. The course begins with a study of environmental ethics, economics and policy. This provides the student with a framework to analyze and discuss issues that deal with humankind's connection to and impact on the environment that the class will encounter during the year. Some of the topics covered include human population, agriculture, biodiversity, urbanization, freshwater resources, atmospheric science, global climate change, fossil fuels and waste management. The course has inquiry-based experiments, concept development labs, activities and simulations that will assist the students in understanding the topics covered. There is also a field component to the course, and students can expect to visit Golden Gate Raptor Observatory, the Bay Model, Pigeon Point, Sausal Creek, and the Head-Royce garden to gain in vivo experience with the concepts covered in the class. This course will prepare students for the AP Environmental Science Exam in the spring. **Prerequisites: Conceptual Physics or Chemistry, and Biology. Text: Environmental Science for AP, 1st Edition, Friedland, Relyea, and Courard-Hauri.**

**ASTRONOMY**

Astronomy utilizes a Digitalis Digital Planetarium, films, lectures, readings, and diverse activities to provide an intimate understanding and appreciation of our night sky, the stars, galaxies, and the universe. Tools and methods used by astronomers are studied as well. As part of a team, students produce and present a planetarium show to lower school students. Topics covered

include the celestial sphere, stellar evolution, and the Big Bang. **Prerequisite: Conceptual Physics and Chemistry Text: The Essential Cosmic Perspective, 5th Edition, Bennet et al and Mastering Astronomy Online (Pearson 2009).**

**SCIENCE 12: Chem Mystery, Qualitative Analysis**

In this class we will use logical, linear thinking to analyze samples that contain various ionic compounds. Much of the analytic plan can be presented in a flow-chart format. We will develop a comprehensive theoretical understanding of the reactions performed and use that understanding in direct hands-on chemical experimentation. Students will learn various separation techniques and use them repeatedly during the year. One important technique is to use differential solubilities to separate and identify various compounds. Then we can corroborate the identifications by reacting the substances with other compounds. The idea is to produce colorful, and unmistakable, compounds that confirm the analysis. **Prerequisite: Chemistry Text: Introduction to Semi-micro Qualitative Analysis (8th edition) by Lagowski & Sorum.**

**SCIENCE 12: Principles of Organic Chemistry**

Principles of Organic Chemistry expands upon the tenth grade Honors Chemistry experience by asking and answering the very fundamental questions: How do we know that complex organic molecules have the structures they do? What can we do with this knowledge? How do we control what the molecules do? How does our understanding of the structure and reactivity of simple molecules become the enormously important chemical and pharmaceutical industries? **Prerequisites: Conceptual Physics, Honors Chemistry, Algebra II (either honors or regular) and Biology, AP Biology or AP Physics Text: Organic Chemistry: A Short Course (13th edition, Brooks Cole/Cengage Learning, 2012), Hart, Hadad, Craine & Hart.**

**SCIENCE 12: Molecular Genetics**

More than half of the classroom time in this second-semester elective will be laboratory work emphasizing molecular biology, various recombinant DNA techniques, PCR, CRISPR/CAS9, and the ethics, using the 1997 film *GATTACA* as a touchstone for most of the activities and discussions throughout the course. Each group of students will design and implement a series of labs involving constructing and sub-cloning a plasmid. Most of the rest of the time will be spent learning how the techniques work at a molecular and cellular level; applications for such techniques in both research, medicine, and forensics; and human genetics principles. The course often includes a field trip to genetics labs, and guest speakers. **Prerequisite: Conceptual Physics, Chemistry and first semester of Biology.**

**SCIENCE 12: Neurobiology**

This fast-paced one-semester course will review current biological knowledge of how the human brain and peripheral nervous system functions. Nervous system function will be analyzed from the cellular and biochemical level to higher order functions such as vision, somatosensation, and movement. Topics will include, but are not limited to, the biophysical basis of neuron function; neurochemistry as it relates to drugs and mental illness; and the biological basis of

eating, sex, and stress. Projects include a book report, “pretending” to be neurologists, neuroradiologists, and psychologists, and acting as a peer reviewer for a scientific article submission. As a final project, each student will write a mock pre-doctoral grant proposal on the subject of his or her choice. **Prerequisite: Conceptual Physics, Chemistry and Biology.**

***Text: Neuroscience: Exploring the Brain, 3rd Ed., Lippencott, Williams and Wilkins.***

**ROBOTICS**
This one-semester course will focus on the design, construction, analysis, and control of robotic systems. Students will learn how step motors and various sensors work, while using them in the construction of autonomous robots. In the process students will also learn and apply various skills — most significantly engineering design principles and programming. An historical overview of robotics and a peek into future trends will also be presented. Active student participation, teamwork, and creative problem solving will be stressed. **Prerequisite: Conceptual Physics.**

**PRINCIPLES OF ENGINEERING**
Principles of Engineering introduces the field of engineering using a variety of viewpoints and an assortment of approaches. We will explore the overarching idea of what is engineering with both our hands and minds. Some of the “hands-on” projects we will do include the disassembly and reassembly of a laptop, how to build a kit car, and prototyping electrical circuits using a breadboard. There will also be many impromptu design challenges! With our minds we will examine a number of topics, including electrical engineering, computer aided design, thermodynamics, the microstructure of a material (which then determines the macro-scale properties) and how all of this ties together into an overall narrative about the way the world around us works. We will also examine fracture mechanics and failure analysis, with some real life case studies like Liberty Ship failures and the new Bay Bridge bolts. Throughout both semesters we will have guest lecturers and /or field trips, to give students an appreciation for the professional extensions of what we’ve learned in class. **Prerequisite: Algebra 2, Chemistry, Conceptual Physics (9th grade).**

## Courses Not Offered for 2017–2018

**ADVANCED PLACEMENT PHYSICS 1: (Algebra based)** (not offered in 17-18)
AP Physics 1 is a college level course for junior and senior students with special interest in science. Students explore principles of Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and electrical circuits. Additional topics will be added as time allows. Students will develop scientific critical thinking and reasoning skills through inquiry-based learning. Approximately 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply science practices. Students will take the AP Physics 1 exam in May. **Prerequisites: Geometry and Algebra II (or concurrent enrollment in Algebra II).**

***Text: Physics: Principles and Applications, 6th Ed., Douglas C. Giancoli.***

**SCIENCE ISSUES**

This one-semester seminar is for seniors who wish to extend and apply their knowledge in science to the study of current issues in science, technology, and society. Topics vary year to year, ranging from local environmental issues to storage of nuclear waste, global warming, and bioethics. Students take responsibility for their own learning through research, classroom discussion, and oral presentations. The classroom environment is one of curiosity, collaboration, and respectful debate. **Prerequisite: Conceptual Physics, Chemistry and Biology.**

Updated January 25, 2017

# Math and Computer Science

## Middle School Math Courses

*Please note: No matter which math courses a student takes in middle school, it will be possible for them to take honors courses in upper school.*

### MATH 6

The Math 6 classroom is a space for students to exchange ideas, build skills, deepen their conceptual understanding and find their best practices as mathematicians. This course further hones elementary skills and ideas, applies them to real-world scenarios, then introduces and reinforces pre-algebra concepts. We strive to strengthen computation, develop logical reasoning, and ultimately, increase confidence and flexibility of thinking. Additionally, students build resiliency through frequent exposure to nontraditional problem solving. Math 6 topics include using all four operations with rational numbers (integers, decimals and fractions); applying order of operations; understanding proportion, rate, ratio and percent; writing and manipulating expressions and equations; reading and creating graphs; analyzing data; calculating simple statistics; using scientific notation; investigating variables and linear equations; exploring geometry; creating and using formulas; and applying a variety of problem solving strategies across the curriculum. We recognize that each new middle schooler comes to Math 6 with unique strengths and areas for further growth, and offer a differentiated approach that affords them ample opportunity to stretch and challenge themselves. Our goal is for students to leave Math 6 with a positive growth mindset and a lasting understanding of how to be efficient and effective mathematicians.

***Text: Sadlier-Oxford Progress in Mathematics Fundamentals of Algebra (2009); teacher supplements.***

**Calculator Requirement:** Scientific calculator (TI - 30X or equivalent, no graphing calculators)

### ALGEBRA 1A (7th grade)

This course is the first part of a sequence that spreads the traditional content of an Algebra I course over two years and also includes pre-algebra content. This facilitates a measured pace that encourages a solid foundation of algebraic thinking and skills by the time a student finishes middle school. Algebra 1A topics include properties of and operations on real numbers, using variables, solving linear equations, graphing and writing linear equations, surface area and volume, introduction to geometry and data analysis. This course features many hands-on projects (such as a real life business model where students actually bring a product to market) and interactive group work on a regular basis. In addition, the course features many opportunities to polish math skills, ensuring that students receive continued practice on this year’s and previous year's math content.

**Prerequisite: Completion of 6th Grade Math and teacher recommendation, and/or Pre-algebra if coming from another school.**

***Text: CK-12.org Flexbook Textbook and collection of online resources***

**Calculator Requirement:** Scientific calculator (TI - 30X or equivalent, no graphing calculators)

**ALGEBRA 1B (8th grade)**

This course is the second part of a sequence that spreads the traditional content of an Algebra I course over two years and also includes pre-algebra content. Algebra 1B will focus on reviewing solving linear equations, solving and graphing linear inequalities, solving systems of linear equations, exponents and exponential functions, polynomials, solving and graphing quadratic equations and investigating the Pythagorean Theorem. Algebra 1B endeavors to take a project-based approach to learning mathematics, introducing topics with larger real life questions that are designed to engage from the start, and to show the utility of the mathematics that students are learning. Examples of projects include: using spreadsheet software to plan a trip to the amusement park, planning the construction of a wheelchair ramp on the Head-Royce campus and a debate about the merits of building high rise apartments in an urban setting. Students will be offered frequent opportunities to practice mathematical skills and topics from previous years of math to ensure that their foundations are solid before heading into high school math courses.

**Prerequisite: Completion of Algebra 1A or 8th Grade Common Core course if coming from another school.**

***Text: CK-12.org Flexbook Textbook***

**Calculator Requirement:** Scientific calculator (TI - 30X or equivalent, no graphing calculators)

**ALGEBRA I (7th Grade)**

This course covers all of the topics of first-year algebra. It begins with a review of using mathematical properties to solve for an unknown variable. Algebra I also includes the study of operations with polynomials and radicals. Additionally, there is significant time dedicated to work with algebraic functions (linear, exponential and quadratic), linear equations and inequalities. The course is tied together by having students develop the ability to move fluidly between the three representations of a function: the graph, the equation and the table. Algebra I builds on the problem solving and reasoning from previous math courses. The students apply their newly acquired algebraic skills to a wide assortment of problems. Successful completion of Algebra I by eighth graders fully prepares the student for either Geometry or Honors Geometry in the ninth grade. Most seventh graders will enroll in Advanced Topics as eighth graders.

**Prerequisite: Math 6 or Prealgebra if coming from another school.**

***Text: CK-12.org Flexbook Textbook***

**Calculator Requirement:** Scientific Calculator (TI-30X or equivalent)

**ADVANCED TOPICS (8th grade)**

Designed for students who have already taken Algebra I, this course expects fluency with

Algebra I topics, as much of our work will be solving more difficult problems (many of them math contest problems) by applying Algebra I concepts and skills. Content includes function families, rational expressions/equations, and probability and counting, as well as introducing geometry vocabulary and concepts as a bridge to ninth grade Geometry courses. Additionally, the course includes some Python and/or Scratch programming. Students will work with graphing calculators, graphing software and spreadsheets to model various problems. This course builds on the strong problem solving and reasoning from previous math courses and will require students to be comfortable frequently working with problems they've never seen before.

**Prerequisite: Algebra I or the equivalent**

***Text: CK-12 instructors-compiled online textbook; Introduction to Algebra (Rusczyk, 2010), other materials***

**Calculator Requirement:** Scientific Calculator (TI-30X or equivalent)

## Upper School Courses

**GEOMETRY**

The Geometry course covers traditional Euclidian topics of plane and solid geometry. Units include lines and angles, triangles, polygons, congruence, similarity, circles, Pythagoras, area and volume. Students quickly learn how to define new terms and also to think inductively. Unlike many "traditional" courses, they are asked to examine geometric situations and make their own conjectures. In late spring, students are exposed to the ideas and logic behind deductive proof. They then practice turning their conjectures into theorems. Mixed into the curriculum are algebra review, coordinate geometry, right triangle trigonometry and some transformational geometry. Students also make extensive use of Geometers Sketchpad.

**Prerequisite: Algebra 1B or Advanced Topics, or Algebra I if coming from another school (as a 9th grader)**

***Text: Discovering Geometry, 4th ed., Michael Serra (2008), Key Curriculum Press***

**Calculator Requirement:** Students purchase the TI-84 calculator.

*Note: Ninth grade students with no previous Algebra experience are expected to complete Algebra I through private tutoring or equivalent summer school course before enrollment in Geometry. Please speak to the Department Chair to receive confirmation for the student's plan of action.*

**GEOMETRY (Honors)**

Honors Geometry covers the same topics as Geometry with more advanced problems and at a considerably faster pace. Topics are covered in more depth, and intensive problem solving is required of the students. Students enrolled in the honors sections are expected to have an inherent love of mathematics and possess superior numerical skills. Throughout the course, students work with The Geometer's Sketchpad software with which they perform constructions, transformations and investigations. Special topics include construction, coordinate geometry,

trisection, networks, transformations, tessellations and fractals.

**Prerequisite: Algebra 1B or Advanced Topics, or Algebra I if coming from another school as a 9th grader.**

***Text: Discovering Geometry, 4th ed., Michael Serra (2008), Key Curriculum Press.***

**Calculator Requirement:** A TI-84 graphing calculator is required.

*Note: Ninth grade students with no previous Algebra experience are expected to complete Algebra I through private tutoring or equivalent summer school course before enrollment in Geometry. Please speak to the Department Chair to receive confirmation for the student's plan of action.*

**ALGEBRA II**

Algebra II spends the majority of the year examining the major families of mathematical functions including linear, quadratic, exponential, logarithmic, absolute value and variation. Throughout the study of each function family, students work with tables, graphs and equations and strive to model real-world phenomena. A unit on systems and linear programming is included. Students also solve in-depth problems requiring them to connect different ideas. Along the way, students familiarize themselves with their new graphing calculator and even write a number of short programs. The last third of the course is devoted to topics in discrete mathematics. These topics include sequences, series, dynamical systems, counting and probability.

**Prerequisite: Geometry or Geometry Honors**

***Text: Algebra II, Holt, Reinhart, Winston (2004)***

**Calculator Requirement:** TI-83+ or TI-84

*Note: TI-89, TI-92s and all calculators that perform symbolic manipulation are allowed in Head-Royce mathematics classes but are not usually permitted on exams administered by ETS and the College Board.*

*Note: Units on complex numbers, rational expressions, rational functions, polynomials, matrices, Euler's number, and trigonometry are postponed until Pre-calculus.*

**ALGEBRA II (Honors)**

Algebra II Honors is dedicated to learning the many functions of the TI-83+ graphic calculator, including programming. The honors course covers the same topics as Algebra II in more depth and at a faster pace. Students are asked to do a fair amount of independent learning and are expected to have a desire to put in extra time as well as possess superior skills of symbolic manipulation. Additionally, topics such as matrices, complex numbers, Euler's number *e*, the natural number phi, conic sections, polynomial functions, rational functions and radical functions are studied in Honors Algebra II.

**Prerequisite: Geometry or Geometry Honors**

***Text: Algebra II, Holt, Reinhart, Winston (2004)***

**Calculator Requirement:** TI-83+ or TI-84

*Note: TI-89, TI-92s and all calculators that perform symbolic manipulation are allowed in Head-Royce mathematics classes but are not usually permitted on exams administered by ETS and the College Board.*

**PRE-CALCULUS**

Pre-calculus is designed to give students exposure to all the basic functions ordinarily studied in high school mathematics. There is a systematic review of functions first encountered in Algebra II (exponential and logarithmic functions, in particular), with an added emphasis on function transformations and the use of graphing calculator technology. Trigonometric functions are studied thoroughly, beginning with a review of right triangle trigonometry and the law of Sines and Cosines, continuing with a discussion of trigonometric graphs and equations, and ending with trigonometric identities. The course introduces students to calculus and statistics. Beginning topics in calculus include limits, simple derivatives and tangent lines, curve sketching and optimization problems. Statistics topics include methods to present data, measures of central tendency, random variables, probability theory and linear regression. The course concludes with discrete mathematics, including sequences and series, sigma notation, and combinatorics.

**Prerequisite: Algebra II or Algebra II Honors**

***Text: Advanced Mathematics: Pre-calculus with Discrete Mathematics and Data Analysis (Richard Brown, Houghton Mifflin 2003).***

**Calculator Requirement:** TI-83+ or TI-84

*Note: TI-89, TI-92s and all calculators that perform symbolic manipulation are allowed in Head-Royce mathematics classes but are not usually permitted on exams administered by ETS and the College Board.*

**PRE-CALCULUS (Honors)**

Honors Pre-calculus covers the Pre-calculus curriculum and goes beyond that material in several important ways. Students are expected to have mastered basic algebra skills and will be asked to solve non-routine problems on a regular basis. Trigonometry, in particular, is studied at a more advanced level, with the addition of the double and half angle formulas, and the study of polar coordinates. Moving beyond Pre-calculus, the course ends with the study of limits and the derivative at a level of sophistication close to what students will see in AP Calculus the following year. Note: Students interested in taking AP Calculus must take Honors Pre-calculus.

**Prerequisite: Algebra II or Algebra II Honors**

***Text: Advanced Mathematics: Pre-calculus with Discrete Mathematics and Data Analysis (Richard Brown, Houghton Mifflin 2003).***

**Calculator requirement:** TI-83+ or TI-84

**CALCULUS**

This course is intended as a non-AP option for senior year for students who want to continue their mathematical studies. It focuses on mastery of certain topics from Pre- calculus (algebraic simplification, log and exponent rules, trig identities and relationships) in the context of an introduction to topics in Calculus. We will specifically concentrate on limits, derivatives and integrals. We will look at a variety of real world problems and seek multiple approaches to solving them (analytical, graphical, algebraic). These units will have standard assessments (homework, tests and quizzes). We will refer to the texts used in other courses (Pre-calculus and Calculus).

**CALCULUS (Advanced Placement AB and BC)**

Calculus AB is a college-level course in differential and integral calculus of one variable. Considerable time is devoted to understanding the major concepts of the derivative and the integral, and applying them to a variety of problems. The Advanced Placement syllabus is followed closely and the last month of the class is spent reviewing for the AP exam. In addition, sample problems from old AP tests are given as an exposure to the test throughout the year. Students who are enrolled in Calculus are required to take the AP exam in May. Whether or not college credit is granted is determined by the policies of the various colleges and universities the students will attend. Calculus BC covers the same topics as AB with additional topics of sequences and series and further techniques of integration.

**Prerequisite: Precalculus Honors**

***Text for AB Calc: Calculus, Rogawski, 2008.***

***Text for BC Calc: Calculus 6th Edition, Edwards and Penney, 2002.***

**AP STATISTICS**

AP Statistics is a college level course. It begins with a study of descriptive statistics, normal distributions and regression analysis. Each fall, students complete a statistical poster that strives to clearly tell the story of a large data set culled from the Internet. Next, experimental design and data gathering methods are studied extensively. In the winter, student teams perform their own surveys on campus. Students then examine probability and random variables. The course concludes with several units on statistical inference (the logic and mathematics behind confidence intervals, hypothesis testing, and decision making). Students put these sophisticated techniques into practice as they analyze the data collected in their surveys. In general, the Advanced Placement syllabus is followed closely and the last weeks of the class are spent reviewing for the AP exam. Students take the AP exam in May and are often eligible for credit at their university of choice. Note: This course may be taken simultaneously with another mathematics course. Students who cannot fit AP Statistics into their class schedule may petition to take the course through Independent Study (this option is reserved for seniors).

**Prerequisite: Algebra II Honors or Pre-calculus**

***Text: The Practice of Statistics, Moore, Yates, and Starnes (3rd Edition, 2008)***

**Calculator Requirement:** TI-83+ or TI-84

**3-D ANALYTIC GEOMETRY AND MULTIVARIABLE CALCULUS**

Multivariable Calculus is a second-year college level mathematics course, designed for students who have already taken AB or BC Calculus and desire an even more advanced mathematical experience. Considerable time will be spent at the start of the year studying three-dimensional analytic geometry (3D graphing, equations of lines and planes, vectors), and then we will proceed to study the standard topics of multivariable calculus (partial derivatives, double and triple integration, vector calculus). As only strong students with serious interest in science and mathematics should be enrolled in this course, other advanced mathematical topics outside of the normal syllabus for this particular course are likely to be touched on as well. These topics include logic and methods of proof, methods of solving differential equations, and concepts of Non Euclidean geometry.

**Prerequisite: Calculus AB or BC**

***Text: Calculus, Rogawski, 2008***

## (*Not Offered 2017-2018)*

**CALCULUS AND STATISTICS**

This course is intended as a non-AP option for senior year for students who want to continue their mathematical studies. It focuses on mastery of certain topics from Pre- calculus (algebraic simplification, log and exponent rules, trig identities and relationships) in the context of an introduction to topics in Calculus. We will specifically concentrate on limits, derivatives and integrals. The statistics portions will contains much of the content of other statistics classes but with a more hands-on, project based approach to accommodate a variety of learning styles. This content will be interwoven with the calculus ideas throughout the course of the year. The statistics content will include three main strands: 1) probability and sampling; 2) data analysis/mathematical modeling; and 3) visual design. In each strand, there is an approach in which students can do interesting work with a fairly low level of math. But at the same time, there is a wealth of deep mathematics available for the stronger students. For the calculus topics, we will look at a variety of real world problems and seek multiple approaches to solving them (analytical, graphical, algebraic). These units will have standard assessments (homework, tests and quizzes). We will refer to the texts used in other courses (Pre-calculus and Calculus). For the statistics topics, work will include a horoscope survey (connection to random sampling, double-blind surveys, 90% confidence intervals); a data analysis project (collection of two forms of data — numerical and categorical — and analysis of the data; it will also include a visual design element); a survey project (this is a major project in which students will pick a relevant topic and conduct a school-wide survey using the principles we've discussed — random sampling, bias, survey design, visual design, analysis and the 90% confidence intervals); and a

visual design project. We will also do reading from several different sources, including Edward Tufte's books, and the Gallup organization ("How We Conduct Polls").

## Computer Science Upper School Courses

### COMPUTERS & SOCIETIES

This project-based course will introduce computer science through concepts directly related to the Internet. Students will develop static and dynamic content for the Web and hone computational thinking techniques required to facilitate that creation. Students will examine the social impact of algorithms and software on privacy, censorship, innovation, and other sometimes contentious matters in the modern world. Software development aspects of this course focus on functional programming and breadth rather than depth. Topics include, but are not limited to, computer systems, databases, encryption, information representation, networks, and web development.

While students examine topics similar to *Algorithms & the Internet*, we do so in less depth and with more emphasis on social impact and web development. This course meets two days per week. Homework commitment, overall, will be about thirty (30) minutes per week and will be used to complete readings and to begin thinking about problems completed in class. Students are encouraged to complete outside programming but doing so is not required.

**Prerequisite**: None

### ALGORITHMS & THE INTERNET

This project-based course will introduce computer science through concepts directly related to the Internet. Students will develop static and dynamic content for the Web and hone computational thinking techniques required to facilitate that creation. Students will examine the social impact of algorithms and software on privacy, censorship, innovation, and other sometimes contentious matters in the modern world. Software development aspects of this course focus on functional programming and breadth rather than depth as multiple languages may be used throughout. Topics include, but are not limited to, computer systems, databases, encryption, information representation, networks, and web development.

While students examine topics similar to *Computers & Societies*, they do so in more depth and with more emphasis on web and server-side software development. This course meets four days per week. Homework commitment, overall, will be about sixty (60) minutes per week and will be used to complete readings and to begin thinking about problems completed in class. Students are encouraged to complete outside programming but doing so is not required.

This course may be used as preparation for the *CS Principles AP* examination, but additional work may be required. Please see the Computer Science AP Statement for further instructions.

**Prerequisite:** None

**MOBILE & OBJECT-ORIENTED DESIGN**

This project-based course introduces computer science with an emphasis on mobile and gaming architectures. Students create software for both desktop and mobile platforms using an object-oriented language while learning sound software development techniques. Students will also explore the social impact of mobile architectures on privacy and copyright. Software development aspects of this course focus on object-oriented programming and depth versus breadth as mastery of several advanced software engineering concepts are necessary. Topics include, but are not limited to, computer systems, events, information representation, inheritance, polymorphism, and user interface design.

This course meets four days per week. Homework commitments will be about sixty (60) minutes per week and will be used to complete readings and thinking about problems completed in class. Outside programming for this course may be required.

This course may be used as preparation for the *Computer Science A* AP examination, but additional work may be required. Please see the Computer Science AP Statement for further instructions.

**Prerequisite:** None

**ADVANCED COMPUTER SCIENCE: DATA STRUCTURES**

Data Structures is a project-based course covering much of the material in a second semester college computer science course. Students will explore foundational data structures, their application to computing concepts and how to choose the most appropriate one. Time permitting, students will also explore multi-threaded programs and networks. Specific data structures covered include: linked lists, binary trees, priority queues, hashmaps and graphs. This course meets four days a week. Homework commitments will be about one hour per week and will be used to complete readings and think about problems completed in class. Students are encouraged to complete outside programming but doing so is neither required nor expected.

**Prerequisite**: AP Computer Science OR Algorithms & the Internet OR Mobile & Object-Oriented Design OR permission of the Department

**ADVANCED TOPICS IN COMPUTER SCIENCE**

Advanced Topics in Computer Science is seminar-style and designed to provide learning experiences beyond Data Structures. Topics are chosen at the beginning of each semester and are based on student interest and faculty expertise. Previous topics have included: computer hardware, networks, operating systems, encryption and compression, modern web development and basic artificial intelligence. This rigorous course meets four days a week. Homework

commitments will be about one hour per week and will be used to complete readings and, possibly, complete outside programming. This course may be taken repeatedly as topics change annually.

**Prerequisite:** Data Structures or permission of Department.

# Fine Arts

### Middle School

• 6th Grade Fine Arts

• 6th Grade Music

• 7/8th Grade Art

• 7/8th Grade Drama

• 7/8th Grade Music

### Upper School

• Visual Arts

• Dance

• Drama & Theater

• Instrumental Music

• Vocal Music

# Middle School Courses

# Sixth Grade Fine Arts

### FINE ARTS 6

In this survey course, all students will take a semester of studio art, a semester of either drama or filmmaking and a year of music. For the music component, students will have the opportunity to choose between chorus and band. No prior music experience is required.

Studio Art (All students take for one semester) Sixth grade studio artists will explore a variety of materials and disciplines that will help them to build a visual language. Students will draw from observation, develop an understanding of shape and color to create composition, and they will transfer their 2-D knowledge to 3- dimensional projects.

Drama/Film (Students choose one semester-long elective) Students in Drama will create speeches and play theatre games to build confidence and teamwork skills. They will also present a short one act during the last class of the semester.

Fun with Filmmaking Fun with Filmmaking will expose students to the unique styles and techniques of famous film directors (Orson Welles, Francois Truffant, Akria Kurosawa, Buster Keaton, Alfred Hitchcock) and then allow them to practice those styles and techniques in small group projects using their iPads. Students will be exposed to basic film history and theory and learn how to create and direct scenes as well as basic film editing and post production tips using iMovie.

## Sixth Grade Music (Students choose one year-long elective)

**The Sixth Grade Chorus**

The Sixth Grade Chorus is an introductory class of 40 singers that meets two times a week. The chorus sings good choral literature in unison and two parts. Rehearsals include lessons in proper vocal technique, rhythmic training and melodic training. Repertoire includes age-appropriate choral songs from around the world. The sixth grade chorus performs for the fall concert, Holiday Program, assemblies and other functions. Each member must show commitment to the choir, display eagerness to sing and learn, act responsibly, communicate effectively with the instructor and respect their peers.

The Sixth Grade Band The Sixth Grade Band is composed of beginning and experienced sections. Beginners can chose to study flute, clarinet, alto saxophone, trumpet, trombone, electric bass or percussion. Experienced students will learn more advanced repertoire, including selections from the Seventh/Eighth Grade Concert Band and will have the opportunity to perform as members of the sixth through eighth grade ensemble for a number of concerts. While the school has some instruments to lend, participants should be prepared to rent an instrument for the year.

# Fine Arts 7/8

## ART (Full Year)

Visual Art Survey Course In this course students will investigate principles of drawing, painting, sculpture, and digital design. They will begin the course by exploring a variety of drawing materials and techniques, serving as a foundation for the skills they will develop throughout the year. Students will learn to use both watercolor and acrylic paint. This will include learning to stretch and prepare their own canvases. Students will also explore sculpture, learning to create three-dimensional forms. Students will be exposed to digital design through the use of photography and digital design software. They will learn necessary principals of design which are key to strong visual communication. Throughout this course students will be exposed to a wide variety of master artists in each of the fields they are exploring and will learn how to reflect on their own creative process.

## DRAMA

**PERFORMANCE CLASS: (Semester)**

Students perform in at least two different dramatic productions and also write short plays. We also spend time on scene work and character analysis. Students learn and work on all skills necessary for a performance including some technical work with lights, sound, costumes and scenery.

**LIGHTS, CAMERA, ACTION! (Semester)**

Students learn the skills one uses when acting for the camera while they create original films in class. Storyboarding, script writing and editing are all included in this process. They will produce and film scenes for this class.

**IMPROVISATION: (Semester)**

Discover the joy of spontaneity through improvisation, the art of thinking and acting without the foggiest idea what comes next. Learn exercises and games that build confidence and improve listening. The focus is on playing together, energy, commitment, teamwork, trust, making others look good and the basic rules of "Yes, and..." and "No Blocking."

# MUSIC

### CHORUS (Full Year)

Cantabile (7/8 Middle School Choir) is open to all seventh and eighth grade students. This 40-member mixed ensemble prepares and performs good choral literature from the around the world dating from the Renaissance period to the present. Selected music will emphasize healthy and appropriate vocal technique while nurturing the singers' musical thirst to perform and communicate. Accompanied and a cappella songs are from all genres and are in many different styles and languages. Each member must show commitment to the choir, display eagerness to sing and learn, act responsibly, communicate effectively with the instructor and respect peers. The choir memorizes all music and performs often, including performances at the fall concert, open house, assemblies, Holiday Program and several off campus concerts, including a choral music festival in the spring.

### CONCERT BAND: (Full Year)

This is an intermediate to advanced wind band open to all seventh and eighth graders. The class meets four periods a week. The ensemble performs a wide range of music from jazz to wind symphony orchestrations.

### ORCHESTRA: (Full Year)

Orchestra is a chamber ensemble with strings, winds, brass and percussion. The ensemble performs a wide range of music from different musical periods.

### SONGWRITING/GARAGEBAND: (Semester)

This course gives students the opportunity to write and compose original songs using Garageband. No previous musical training is necessary! Through guided instruction, students learn and practice the fundamentals of songwriting, lyricism, digital recording and music appreciation.

In addition to selecting from the courses above, students in grades six through eight may also participate in the MS Jazz Ensemble.

### MIDDLE SCHOOL JAZZ ENSEMBLE

This is an intermediate to advanced jazz group open to all sixth through eighth graders with at least two years of experience on saxophone, trumpet, trombone, piano, guitar, bass or drums (other instruments by approval of instructor). Jazz Ensemble students learn improvisation skills and play a wide range of jazz music. The group meets twice a week before school. Students who join MS Jazz commit to participating in a number of

concerts throughout the year including the fall concert, diversity open house, Holiday Program, NIA Speaker Event, Grandparents' Day and the Spring Concert.

## Upper School Courses

## VISUAL ART

### 2D ART: DRAWING, PAINTING AND PRINTMAKING

2D artists will learn the fundamentals of painting, drawing, printing and image making while exploring techniques such as contour drawing, gridding, sighting and composition. Students will use graphite, pastels, charcoal, watercolor, acrylic paint and monotypes as well as the printing press and Adobe Photoshop. This course meets once a week for a long block and receives 1/2 credit. Students interested in pursuing an AP course in Studio Art will need to take this and Advanced 2D Art or three levels of photography.

### ADV 2D Art: ADVANCED DRAWING, PAINTING, AND PRINTING

Advanced 2D artists investigate a variety of new materials and techniques while building on the skills they developed as 2D artists. The artists begin the year with observation drawings, an investigation of the figure and they learn to use measurement and proportion as way to create complex and interesting art works. In the second semester students are introduced to acrylic painting, learn to stretch and prepare large canvases and study color mixing. Students are encouraged to develop their own style and to create a small body of work structured around the concept of identity. The course meets twice a week in one short and one long block.

**Prerequisite: Introduction to 2D Art**

*Meets the University of California (UC) Visual and Performing Arts requirement.

### ADVANCED PLACEMENT STUDIO ART*

This class is for juniors and seniors who are serious about pursuing their artwork in a college-level class. Most work is individualized with a heavy emphasis on two- dimensional design (i.e. mixed media, digital art, printing, graphic design and photography). At the end of their senior year, students are required to submit a portfolio of 24 pieces of work digitally and five original works.

**Prerequisite: Beginning- and advanced-level studio classes or three levels of photography.** *Meets the UC Visual and Performing Arts requirement.

**ADVANCED STUDIO ART***

This class is for juniors and seniors who enjoy two-dimensional art but who do not wish to pursue the AP Studio Art portfolio and exam. The curriculum will closely match the AP Studio Art course, but with a slower pace with fewer produced pieces required.

Prerequisite: Beginning- and advanced-level studio classes or three levels of photography.
*Meets the UC Visual and Performing Arts requirement.

**INTRODUCTION TO 3D ART**

This three-period-a-week class runs in two strands- Maker Space and Ceramics. This offers students an opportunity focus on their area of interest as well as time to “cross- pollinate” with the whole group of sculptors. Both groups complete several skill-building projects before they create a series of individualized projects toward the end of the year. The Ceramicists will be exploring various traditional methods of working with clay, including: hand-building, coil work, throwing on the wheel, and glazing. The Makers will deepen their understanding of what it means to be an artist who builds for use as well as for expression. Specifically they will gain skills in sewing, woodworking, 3-D printing, and various new and traditional tools. All of the students learn what it takes to maintain a working studio and how to effectively work in community with others. Students enrolled in these classes will lead the way in their own learning, creating work that is inspired by artists and designers who interest them.

**ADVANCED 3D ART**

This four-period-a-week class is made up of students who have taken the Introduction to 3D class or who are otherwise familiar with the basic techniques of ceramic and sculptural form. There is a strong focus on experimentation with materials as well as a focus on the developing individual artistic vision and style. Students generate detailed proposals for each of their projects. In this course, students explore additive three- dimensional design, investigate the properties of reductive sculpting, and create multimedia projects. In conjunction with a museum visit, they will prepare an oral presentation on a sculptor of their choice and will create a work inspired by this artist.

**Prerequisite: Introduction to 3D Art**

*Meets the UC Visual and Performing Arts requirement.

**PHOTOGRAPHY 1**

This class is an introductory-level course investigating the technical and aesthetic considerations of photography as an expressive medium and field of conceptual inquiry. The main emphasis of this class is to acquaint students with the broad themes in photography, with particular care given to instruct students in techniques fundamental to camera operation. Students will become technically proficient with manual camera

settings while exploring photography as a conceptual amalgam of various fields: artistic, literary, historical and scientific.

**PHOTOGRAPHY 2**
This course is for second-year photo students and serves as an advanced level class. Students will review the technical aspects of camera operation using a digital SLR camera while delving much further into the conceptual potential of photography as a medium of visual investigation. The ultimate goal of the course is to have students master the techniques of photography in order to become deeper visual thinkers.

**Prerequisite: Photography 1**

*Meets the UC Visual and Performing Arts requirement.

**PHOTOGRAPHY 3**
In this course students will focus on developing a particular theme of inquiry to create a personal body of work. The class is structured by individual tutorials and group critiques aiming to facilitate students in the development of a thesis project. Students will meet with the teacher individually during class to discuss thematic interests, how to best communicate their ideas visually and how the formal aesthetic aspects of their photography can serve to express the conceptual ends of their project. Twice during each quarter, there are peer-reviewed group critiques whereby other students can provide critical feedback on the nature of their projects. The year culminates in a show of their work in the Upper School gallery wherein their thesis projects can be made available to the greater Head-Royce community.

Prerequisite: Photography 2

*Meets the UC Visual and Performing Arts requirement.

**PHOTOJOURNALISM**
This is an advanced course dealing with the elements of photography in a journalistic context. The areas covered include news photography, the photo essay and aesthetic/technical considerations. As well as producing photographs for the yearbook and other school publications, students learn the fundamentals of copywriting, layout and desktop publishing.

**FILMMAKING**
This course is tailored for students who wish to explore the art of motion pictures. The course investigates the history of cinema as a cultural force and guides students through the development and production sequence of independent filmmaking. Students become proficient in screenwriting, directing for film, post-production editing techniques, and they showcase their creative work in an annual film festival for the Head-Royce community.

Prerequisite: Photography 1 *Meets the UC Visual and Performing Arts requirement

FILMMAKING: ADVANCED PROJECTS In this course, student filmmakers delve deeper into advanced filmmaking techniques and explore personal narratives. Themes to be explored include non-linear storytelling, independent filmmaking aesthetics and practice and world cinema. Students may choose between narrative and documentary styles of filmmaking and will show their creative work in the Head-Royce Film Festival.

**Prerequisite: Filmmaking *Meets the UC Visual and Performing Arts requirement.**

### FILMMAKING: ADVANCED PROJECTS

In this course, student filmmakers delve deeper into advanced filmmaking techniques and explore personal narratives. Themes to be explored include non-linear storytelling, independent filmmaking aesthetics and practice and world cinema. Students may choose between narrative and documentary styles of filmmaking and will show their creative work in the Head-Royce Film Festival.

**Prerequisite: Filmmaking**

*Meets the UC Visual and Performing Arts requirement.

### GRAPHIC DESIGN

This class is open to a limited number of freshmen, sophomores, juniors and seniors. Students learn graphic layout design while planning and executing school publications. Skills are gained in design and composition. No prior computer experience is necessary as students are taught the use of the graphic programs during the class. Students will learn computer graphics software including the Adobe Creative Suite (InDesign, Photoshop and Illustrator). Other assignments include poster and event design, product design, and identity design.

*Meets the University of California Visual and Performing Arts requirement.

## DANCE

### INTRODUCTION TO DANCE

Dance engages students in a physical, intellectual and creative art form that also provides a means of establishing identity and self-esteem. Dance in our culture and in other cultures around the world has become another way to express and communicate meaning, values and customs. Dance also fosters a sense of community and teamwork.

Students learn to trust and respect each other while working through a series of collaborative, improvisational exercises that eventually culminate in a choreographed performance. This course will include many forms of dance. Students will not only dance, but will study, create, analyze and compare dance forms from different cultures and time periods. This course will also focus on basic dance techniques, vocabulary, musicality and exercises for the mind and body. Open to students 9-12. No previous dance experience is necessary to take this course. This course meets two days each week.

### ADVANCED DANCE

Advanced Dance is a year-long course in which students will deepen their understanding of multiple dance disciplines, styles, and forms. Students will continue to strengthen their foundations of modern dance technique through phrase work and increased vocabulary, while establishing good dance habits and performance skills. Dancers will view artists from various eras, genres, and cultures to gain a greater understanding of dance in history and the world today. They will learn and practice the skills of critiquing and analyzing dance which will be applied to group and solo choreography projects. Through creating, performing, and responding to dance, students will strengthen problem solving skills, self-esteem, body awareness and self-discipline. Students are required to both create and perform throughout the year. Open to students 9-12. Students must have at least one year of beginning dance, or one or more years training outside of school at a dance academy or team. This course meets three days each week.

Meets the University of California Visual and Performing Arts requirement.

## DRAMA & THEATRE

### DRAMA I

Students in this class will participate in numerous scenes and plays. All students will direct each other in scenes for performance in class. Participants will use theater games, character evaluations and criticism to explore drama. Students also produce at least one production for a public audience.

### THEATRE PRODUCTION CLASS

The Fall/Spring Play/Musical will be a main stage production of a significant dramatic/musical work. Auditions for the play will occur during the first weeks of the semester and rehearsals will begin immediately thereafter. The course involves an intensive after school rehearsal schedule culminating in four to five performances. Open to students 9-12. Prerequisite: Audition. May be repeated for credit.

**DRAMA II**
This class is for students who wish to study acting technique in depth. We'll work with a range of concepts, from the personal responsibility of the actor in approaching a script to the work of a performing ensemble, and how such groups develop the ability to build collaborations. Yearly projects vary, but include presentations of scenes, small group compositions, and class productions (short plays, one-acts, commedia pieces, silent films ... projects shift from year to year depending on the interests and composition of the class). The class can be, and often is, repeated for credit.
*Meets the UC Visual and Performing Arts requirement.

**INTRODUCTION TO THEATRE (Tech Theatre)**
This course is designed to give students the skills they will need to work in any of the areas of play production. We learn the basics of production and design through hands- on involvement with each area. Each student learns how to operate and focus lights, how to build and paint sets and props, how to find costumes, etc. We also cover the more creative aspects of production — from designing lights, costumes and sets to developing a concept and a director's plan for an entire production. The class will work on completing individual projects as well as contributing to school productions, and running the school's theater.

## INSTRUMENTAL MUSIC

**ORCHESTRA (Counterpoint)**
Counterpoint is a 9-12 grade chamber ensemble with strings, winds, brass and percussion. The class meets four times a week. The ensemble performs a wide range of music from classical to pop standards. Performances include two major concerts a year, the holiday concert, community concerts and culminates with a tour at the end of the year.
*Meets the UC Visual and Performing Arts requirement.

**ADVANCED JAZZ BAND (Caravan)**
This is an award-winning, advanced, Upper School jazz group for students who are serious about playing jazz and learning more about the performance traditions of the music. The ensemble has a demanding performance schedule with many concerts throughout the year, on and off campus. Completion of Jazz 1 is a prerequisite, and enrollment is by audition.
*Meets the UC Visual and Performing Arts requirement.

**JAZZ BAND I: Introduction to Music Theory/Improvisation/Jazz Repertoire**
The Lab Jazz Band is an introductory course in the performance of jazz music written for small to large groups. Instruments permitted include woodwinds, brass, guitar, bass, piano and drums. Some musical experience is highly recommended but not required. This class meets two times per week and performs in school concerts during each semester. Successful completion of this course will help in advancing to the Caravan Jazz Ensemble.
*Meets the UC Visual and Performing Arts requirement

## VOCAL MUSIC

**THE HEAD-ROYCE CHORUS**
The Head-Royce Chorus is an ensemble open to all Upper School students who wish to sing. Previous musical experience or sight reading ability is not required. The chorus rehearses three times a week as a full ensemble. Members of the ensemble participate in several performances each year including the Fall Concert, the Holiday Program and the Spring Concert.
*Meets the UC Visual and Performing Arts requirement.

**COLLA VOCE**
Colla Voce is a mixed vocal ensemble made up of 32 advanced singers. Selected repertoire ranges from the Renaissance period to contemporary choral music. Colla Voce rehearses four times a week and performs often, including at the Choral Institute concert, the Fall Concert and the Holiday Program. The ensemble is in high demand, competes at festivals and performs for community events and assemblies. Colla Voce goes on tour each spring. There will be costs for each student throughout the year for the retreat and tour.
*Meets the UC Visual and Performing Arts requirement.

**ADVANCED PLACEMENT MUSIC THEORY**
AP Music Theory is an advanced music course that explores the theoretical analysis of music and development of aural and sight- singing skills. Students will study melody, harmony, rhythm, texture, form, history and style of music from the Common Practice Period. In addition, aural analysis of music, melodic/rhythmic dictation and sight-singing will be studied in preparation for the Advanced Placement Exam in May. The student's ability to read and write music is required. Students interested in AP Theory must pass a pretest and meet with the instructor prior to enrollment.
*Meets the UC Visual and Performing Arts requirement.

*Updated February 9, 2016*

## English Middle School Courses

All English courses in grades 6–8 require the students to read both required class reading as well as outside reading in the course of the year. The students are free to choose the books from lists supplied by the teachers.

### ENGLISH 6

English 6 seeks to expand students' understanding and appreciation of literature and to develop their creativity and communication skills in composition. Units in both composition and literature are connected by two essential through-lines that shape emphasis in class and on projects:

1) How can I use writing to make my reader "get" what I am trying to say; and

2) How does one's experience shape the way one sees things?

In their reading, students explore major genres of literature including poetry, short stories, and novels. Selections reflect themes of justice, transition, and community. Specific skills include participating in guided discussions, making inferences, finding evidence to support literary points, interpreting an author's meaning, taking notes from literature to provide support for composition and discussion, and developing a literary vocabulary. Writing instruction includes a wide range of expository and creative projects with an emphasis on paragraph development. Students study vocabulary, effective phrases, sentence structure, parts of speech and the elements of a paragraph. They are asked to add cohesive detail, depth, and transitions to their paragraphs. They use informal writer's notebooks to exercise their writing strengths, play with creativity, and pre-draft more formal compositions. Oral language skills are developed through participation in small and whole group discussions. Beyond the assigned readings below, students also engage in the ongoing outside reading program, which directs students to read and do projects within a rotation of genres.

***Texts: The Adventures of Ulysses, Evslin; Witness, Hesse; Nothing But the Truth, Avi; The Pearl, Steinbeck; The Giver, Lowry; assorted short stories; Junior Great Books, Series Six (The Great Books Foundation); Vocabulary for Achievement: First Course, Richek et al., ed.***

### ENGLISH 7

English 7 exposes students to major genres of literature, such as the novel, short story, drama, and poetry. Selections from these genres present a variety of perspectives and voices that fall under the overarching theme of "different perspectives, truths, and realities." To supplement the required readings, a formalized outside reading program allows students to explore an author's craft further and better understand their own reading pace, productivity, and genre interests. In reading, students are taught to understand both the literal and abstract levels of a text. In writing, students experiment with an assortment of different writing styles, including journal-as-springboard, poetry, short stories, description and analytical writing. The course teaches grammar and vocabulary within the context of required readings and student writing on

quarterly projects such as the E.B. White Imitation, Personal Narrative, Poetry, and Analytic P-E-C Paragraph and Essay. Students maintain records of their writing and reading.

Periodically, students are asked to reflect upon their progress as writers and readers. Students are also expected to participate in class discussion and in small group work.

***Texts/Summer Reading: I Am Malala, Yousafzai; Roll of Thunder Hear My Cry, Taylor; To Kill a Mockingbird, Lee; Lord of the Flies, Golding; short stories and poetry.***

**ENGLISH 8**

English 8 continues to expose students to different styles of reading and writing. Students read texts from a variety of literary genres (novel, short story, drama, poetry). Selections from these genres represent a variety of perspectives or "voices" that fall under the overarching theme of "windows and mirrors." In all readings, students are taught to understand both the literal and abstract levels of a text. Students continue to experiment with an assortment of different writing styles including autobiography, vignette, memoir, short story, poetry, description and analytical/expository essays. Students write both informal journal entries and several formal papers. To allow for further practice and mastery of mechanic fundamentals by the end of year, spelling, grammar, and vocabulary are taught within the context of the required reading and student writing. Students maintain writing portfolios and records of outside reading. Periodically, students are asked to reflect upon their progress as writers and readers. Students are also expected to participate regularly in class discussion and in small group work.

***Texts: Brown Girl Dreaming, Woodson; The Catcher in the Rye, Salinger; Kaffir Boy, Mathabane; The House on Mango Street, Cisneros; short stories and poetry.***

## Upper School Courses

### ENGLISH 9 Composition and Literature

The primary goal of the English 9 curriculum is to improve and enhance analytical skills through reading, writing, and discussion. The texts we study focus on the theme of identity, which the students explore by reading works from different parts of the world and discussing the literary, thematic, and historical aspects of these pieces. We read texts from a range of literary styles: novels, memoirs, plays (both contemporary and Shakespearean), poetry, and graphic novels; a secondary focus of our reading is to expose students to different types of texts and the strategies used in analyzing each. English 9 also ensures that every student leaves the 9th grade with a basic understanding of expository writing. Throughout the year, students work extensively on descriptive and argumentative paragraphs and essays using guidelines and models provided by the teachers. In the spring, students complete the I-Search, an extensive research project in which they investigate a contemporary topic primarily through personal interviews and secondarily through library and internet research.

***Texts: 1984, George Orwell; selected short stories; Maus I and II, Spiegelman; selected poems; Macbeth, Shakespeare; The Laramie Project, Kaufman et al.; selected articles and profiles from The New York Times and The New Yorker.***

### ENGLISH 10: American Literature

In English 10, students develop close reading and writing skills at a more advanced level. Students continue to work with a variety of compositional modes including narrative, compare/contrast, analytical, and argumentative essays. The course focuses on major works of American literature. Students grapple with themes from both traditional and contemporary works, and they explore the use of characterization, dialogue, plot, theme, and symbolism. Grammar and vocabulary units complement the reading and writing assignments.

***Texts:: A Streetcar Named Desire, Williams; The Great Gatsby, Fitzgerald; The Scarlet Letter, Hawthorne; Beloved, Morrison; When the Emperor Was Divine, Otsuka; This Boy's Life, Tobias Wolff; poetry & short stories.***

### ENGLISH 11: Western Classical Literature

English 11 is devoted to the development of reading, writing, and thinking skills and to the study of some of the major works of Western Literature from Homer to Shakespeare and beyond, with special attention given to the classical and Biblical traditions.

***Texts: The Odyssey, Homer; Sappho; Oedipus Rex and/or Antigone, Sophocles; from the Bible: Genesis, Exodus, selections from the New Testament; The Canterbury Tales, Chaucer; Hamlet, Shakespeare; lyric poetry from the Renaissance to today.***

### *SENIOR ELECTIVES*

During the senior year, students choose one elective each semester from among the offerings. Senior electives may vary from year to year. The following electives are typically offered during

the school year.

**ENGLISH 12**: **Alienation** (Not Offered in 17-18)
In this course, students analyze and reflect on novels and films that depict the experiences of outsiders or "others." Students grapple with questions such as:

- What does it mean to be an "other"?
- Is "otherness" self-defined or defined by outside forces?
- Do we need "others" in order to know ourselves?
- What is the relationship between power and "otherness"?

The class is run primarily as a seminar; assessment is based on the student's contribution to discussion and performance on papers and projects.

***Texts: Invisible Man, Ellison; The Metamorphosis, Kafka; Frankenstein, Shelley; The Stranger, Camus; District 9, Blomkampf; 127 Hours, Boyle; Run Lola Run, Tykwer; selected poetry.***

**ENGLISH 12: Reading and Writing the Short Story**
This course is a survey of the short story, with emphasis on American writers of the 20th century. The course traces the development of the short story through the 20th and now into the 21st century, and examines the short story both from the point of view of the literary reader and from that of the writer. Along with examining stories analytically, students learn to take apart stories from the perspective of a writer, analyzing writers' use of elements such as plot, setting, character, narrative tone, and point of view. Assignments include the writing of one's own stories as well as essay assignments involving analysis and historical investigation.

***Texts: course reader: writers include Hemingway, O'Connor, Calvino, Marquez, Baldwin, Lahiri, Carver, Moore, Alexie, Li, O'Brien, Barthelme, Borges, et al. (including a short section in which we read stories published in major magazines during the semester the course is offered).***

**ENGLISH 12: Women's Literature**
Over the past 100 years, the place that women writers have held in the fiction world has changed dramatically. Issues of gender, race, ethnicity and socioeconomic status are key aspects of this genre. This course, adapting to reflect these ever-changing personal and political themes in society, explores the role of women's literature in a broader world and cultural discussion. Students, in a seminar format, will explore literature from the U.S., Canada, and the Middle East, while also personally exploring how their particular cultural context plays into these themes in their own lives. Students will write several critical essays as well as a creative/personal/fictional piece about the crossroad of gender and culture in their own lives. Their final project asks students to respond to the question "what does it mean to be a woman in the world today?"

***Texts: The Handmaid's Tale, Atwood; The Woman Warrior, Hong Kingston; Persepolis,***

***Satrapi; Half the Sky, Kristof and WuDunn; and other articles, poems, and short stories.***

**ENGLISH 12: The Big Book - Tolstoy**

Some of the greatest literary pleasure comes from sinking your teeth into a substantial novel; and some of the most substantial, most revered novels are too big to be approached in most classroom settings. But if you've looked forward to tackling a really big book, and thought a classroom would make for the best opportunity to revel in the myriad joys that can only be offered by such a book, your chance has arrived. In the spring, we'll tackle Tolstoy — typically War and Peace — and immerse ourselves in the profound pleasures of Russian literature. Along with the novel we'll examine criticism, short writings by Tolstoy's contemporaries, and efforts that have been made at adaptations of the novel. But mostly we'll just read. There are few writers in any tradition as great as Tolstoy — now's your chance to learn why.

**ENGLISH 12: Literature and Film**

The course will examine the important connection between literature and film adaptations. While students are generally familiar with the "movie" version of a novel they may have read, in this course they will critically examine the choices a director makes when adapting a story for the screen. Through critical essays, reading of novels, film viewing, and personal and class analysis, the course will examine the similarities and differences between cinematic and novelistic storytelling. Topics for discussion will include cinematic technique, the differing uses of point of view in film and novels, the use of visual symbols in films and novels and the similarities and differences in the handling of themes in films and the novels they are based on.

***Films and texts: Rear Window (Hitchcock) together with "It had to be murder" (Woolrich); Rashomon (Kurosawa) together with "Rashomon" and "In a Bamboo Grove" (Akutagawa); Pan's Labyrinth (del Toro) together with The Prime of Miss Jean Brodie (Spark); Memento (C. Nolan) together with "Memento" (J. Nolan); Black Orpheus (Marcel Camus) together with Virgil's treatment of the myth of Orpheus in the Georgics and Rilke's treatment in "Orpheus. Hermes. Eurydice."***

**ENGLISH 12: Shakespeare**

In this one-semester course students explore three of Shakespeare's plays, including a comedy, a history and a tragedy. Students study Shakespeare's use of poetic form (including his handling of verse and imagery), the role of dramatic genre, and the expression of theme. They also study character and motive from the actor's perspective, analyzing speeches in terms of the dramatic beats, and do dramatic readings. Finally, the students write interpretive essays.

***Texts: Twelfth Night, Henry IV (Part One), King Lear***

**ENGLISH 12: Memoir and Creative Non-Fiction**

We all have stories to tell – serious ones, funny ones, strange ones – stories that are worth writing and worth sharing. Looking ahead, you are about to cross over a huge threshold in your life. It's important to have time for reflection on what has been, even as you gear up with great anticipation for what is to come. It's time to use reading and writing to help you reflect on your

own experience and to articulate your own truths about people, places, and perspectives. Together, we will read memoirs, essays, and other forms of creative nonfiction (podcasts, documentaries, blogs, etc). We will investigate and reflect upon topics of personal interest and practice writing stories of our own. Writing assignments will include regular, short responses to prompts (to be compiled in a longer, well-developed final portfolio piece), and a culminating creative non-written piece as a final project.

***Texts include an assortment of personal essays and memoirs from writers like Jeannette Walls, Annie Dillard, David Sedaris, Tina Fey, John McPhee, Malcolm Gladwell, Atul Gawande; articles from The New Yorker, New York Times Magazine, and Atlantic Monthly; podcasts from This American Life and The Moth; and selected songs, documentaries and photos.***

**ENGLISH 12: Wit Lit – The Art of Satire**

In this course, students read and discuss texts that not only make us laugh but also make us notice social ills and human weaknesses. Students will think about how the authors get their points across and what they want us to do about the problems identified. The class will be run primarily as a seminar; assessment will be based on the student's contribution to discussion and performance on papers and projects. The culminating assignment asks students to create their own satires, which will be shared with the whole class.

***Texts: A Modest Proposal, Swift; Pride and Prejudice, Austen; The Importance of Being Earnest, Wilde; Alice in Wonderland, Carroll; Monty Python and the Holy Grail, Gilliam and Jones; selected poems, songs and videos (The Daily Show, Colbert Report, Saturday Night Live).***

**ENGLISH 12: The Good Life** (Not Offered in 17-18)

This course proposes to carve out some time before you launch yourselves into the world so that you can read books and think about how to have a good life. By second semester senior year, you have already made some decisions about your immediate future. However, what about the big picture? The texts in this class are those that many adults describe as having a significant impact upon their lives. Each book reflects one author's vision of a good life—visions which do not necessarily overlap. In the process of discussing these books you will work to define what a "good" life means to you. You will consider to what extent others (friends, teachers, parents, bosses) should influence you. In addition, you will explore what it means to be selfish. What claims must we honor to live a good life? Your final project will ask you to present some of your conclusions about how a good life should be lived.

***Texts: Siddhartha,* Hesse*; The Fountainhead,* Rand*; Man's Search for Meaning,* Frankl*; Mountains Beyond Mountains,* Kidder; *short stories, articles, and poems.***

**ENGLISH 12: Lift Every Voice**

The United States is one of the most diverse nations in the world. Our population of 300 million

boasts over 13% foreign-born individuals who speak numerous languages and bring with them a varied and vibrant cultural heritage. Literature in the US is likewise dazzlingly diverse, exciting, and evolving. New voices have arisen to challenge old ideas and to vary literary traditions. Over the course of the fall semester, we will be exploring the key question: What does it mean to be an American today (in terms of both national and individual identity)? This course specifically uses the lens of race, nationality, and ideology in examining the search for self-acceptance and negotiating a role for oneself in society. We will also examine how current events reflect upon this essential question. Students will draw on literature in the form of novels, plays, graphic memoirs, essays and short stories. We will look at classic work from writers such as James Baldwin and Richard Wright, as well as contemporary works from Chimamanda Ngozi Adichie, Ta-Nehisi Coates, Sherman Alexi, Jumpha Lahiri, Gene Yang, and Ayad Ahktar. Additionally, students will use films and the study of photography to connect the media to the search for and representation of identity. Students will write response papers, document an immigrant story, construct a graphic narrative and seek additional outside reading.

## OTHER ENGLISH ELECTIVES

**EXPOSITORY WRITING: Print Journalism**
The purpose of this class is to learn various styles of journalistic writing and to publish both the school newspaper, *The Hawk's Eye*, and the online newspaper. Not only do students learn specifics in writing strong news stories, editorials, features, reviews, and sports stories, but they also come to understand all aspects of newspaper production including layout and design, interviewing skills, and journalism ethics. They also learn the basics of multimedia journalism and have the chance to work not only in writing, but also on video, audio, and photojournalism. The school newspaper and website are extremely important parts of the high school community, as well as the entire Head-Royce community. Journalism provides students with an avenue to air their opinions and to write about serious and light topics. The importance of publishing responsible work is always stressed. Course is limited to 35 students, selected by advisor and editorial board.

**EXPOSITORY WRITING: Digital Journalism**
As journalism has grown over the last decade or so, including here at School (we've added a website to our journalism curriculum on top of the continued publication of the printed newspaper), the work of the journalist has grown as well. Along with the written form – the newspaper (or online) article – journalism has expanded to include a wide range of media formats, and much of the journalist's work now lives online. At its outset, online journalism was mostly just a digital home for the written stories and static photographs that made up the bones of print journalism; as the internet has evolved, multimedia journalism has become increasingly complex: to do it well requires skills in audio production, photography, videography, and the creation of interactive graphic content. This class will focus on those digital skills, and on creating quality multimedia journalistic pieces to publish on The Hawk's Eye website. If time and

interest permit, we will also dig into the work of web design.

**SPEECH AND DEBATE I**

The purpose of this class is to introduce students to debate and to develop a basic mastery of critical thinking skills. The students develop their skills by undertaking team policy debate, parliamentary debate, and public forum, and by learning to speak extemporaneously on current events topics. All students are required to participate in two Saturday tournaments against other northern California schools for the first semester, and one Saturday tournament for the second semester. In addition, students are afforded the opportunity to participate in several invitational tournaments against teams from many of the nation's finest schools.

**SPEECH AND DEBATE II**

The purpose of this class is to continue the development of skills that students learn in Speech and Debate I, with an emphasis on improving research and critical thinking skills. The students will develop their skills by undertaking team policy debate, parliamentary debate, or public forum, and by learning to speak extemporaneously on current events topics. All students are required to participate in two Saturday tournaments against other northern California schools for the first semester and three Saturday tournaments for the second semester. In addition, students are afforded the opportunity to participate in several invitational tournaments against teams from many of the nation's finest schools. Varsity-level students also become mentors for beginning- level students, ensuring that students learn the material with sufficient proficiency to begin to pass along their knowledge to other students. **Prerequisite: Speech and Debate I or consent of instructor.**

**FUNDAMENTALS OF ORAL COMMUNICATION**

This course challenges students to prepare, deliver, respond, actively listen, participate, and lead in a variety of communication-based activities. To start, we will investigate the fundamentals of effective oral and visual communication strategies both through textbook readings and real-life examples. After practicing these skills through a variety of in-class activities, we will research and prepare informative as well as persuasive speeches using multimedia similar to presentations one might give in class or morning meeting (or in a board room down the road). Speeches will be delivered in front of groups of people ranging from just our class to the crowds of Sproul Square (the birthplace of the Free Speech movement).
**Prerequisite: None**

*Updated January 20, 2016*

FALL 2017
ENGLISH 12: Alienation: The Harlem Renaissance
We will consider the Harlem Renaissance as a discourse around race and cultural production but from the perspective of alienated female- and queer-voices. As such, we will ask why were certain voices were marginalized again, within the Renaissance, and how did these authors and artists lay a modern cultural foundation for ally-ship and intersectionality within and between minority and majoritarian communities?

Texts: Nigger Heaven, Carl Van Vechten; Infants of the Spring, Wallace Thurman; Gentleman Jigger, Bruce Nugent; Fire!!; Strange Brother, Blair Niles. Brother to Brother, Rodney Evans (Film; 2004); Selections of poetry. "A Questionnaire" WEB DuBois et al.; The Ways of White Folks, Langston Hughes; various "race records" from the period.

SPRING 2018
ENGLISH 12: US Popular Music Studies
This course asks how we can build an analysis of popular song and performance in light of a number of competing critical problems. That is to say, how do songs complicate our notions of authorship & ownership and race/gender/sexuality/class/nationality? To aid in our investigation, students we will read early histories of the recording industry and analyze a number of songs, live performances, and music videos from 20th and 21st centuries.

Texts: Selling Sounds, David Suisman; selections from Segregating Sounds, Karl Hagstrom Miller; "When Music Mattered" Matt Callahan; selections from Trapped in the Closet, R. Kelly; Lemonade, Beyonce; various instructor and student selected popular song lyrics, live performances, and music videos.

# History

## Middle School Courses

**HISTORY 6: Ancient Civilizations**
This course is an investigation into the nature of historical studies and ancient civilizations with a dual focus on how we know about the past and how humans have developed various societies. During the first semester, students study Mesopotamia and ancient Egypt with a focus on how geography affected the development of these civilizations. In addition, students investigate the major political and social fluctuations of these civilizations. In the second semester ancient China and Greece are the focus of study, each for about nine weeks. In this work students are asked to become familiar with both the values and the realities of these cultures. Throughout the year, comparisons and contrasts of different cultures are emphasized. Meeting four days per week, students have ongoing opportunities to practice research, in-class note taking, outlining, and oral presentation skills. Teachers implement original units as well as those from the History Alive! Curriculum Institute. All lessons seek to engage and challenge students with a variety of learning angles with an emphasis on interactive activities and projects.

***Text: History Alive! The Ancient World, Teacher's Curriculum Institute (2011)***

**HISTORY 7: American History**
This course is divided into thematic units that explore a wide range of important topics, including an inquiry into the changing nature of history, government and citizenship, immigration, civil rights movements and globalism. The curriculum is student-centered and skills-based, and requires students to work individually and collectively on a variety of research projects. Every effort is made to connect the classroom to the real world and offer students a chance to connect with authentic audiences. Students engage with hundreds of primary and secondary sources over the course of the year.

***Text: History Alive! The United States, Teacher's Curriculum Institute (2002).***

**HISTORY 8: Regional Studies I — Africa and Latin America**
History 8 represents the first part of our two-year global studies program at Head-Royce. Looking at Africa in the first semester and Latin America in the second semester, our eighth graders explore geography, history, politics and current events. History 8 includes a strong thematic component; among the themes are the roots of power and the nature of progress. In order to better understand contemporary global issues, students draw from a variety of primary sources, news articles and documentaries as well as materials from the Teacher's Curriculum Institute. In this project-based course, students will think and write critically about our world, making connections between current events and their historical precedents.

***Texts: History 8 Reader; World Studies: Africa; World Studies: Latin America, Prentice Hall***

## Upper School Courses

**HISTORY 9: Regional Studies II - Russia, China, India, and Globalization**

History 9 represents the second year of our two-year global studies program, but also functions as a discrete course. As ninth graders, students explore three non-Western superpowers: Russia (the world's largest country), China (the world's most populous) and India (the world's biggest developing democracy). Our study is rooted in both contemporary issues and their historical precedents. By the end of the program, students will have a rich knowledge of national differences and the forces of globalization that shape our quickly changing world. History 9 also contains a strong thematic component; among the themes we explore are models of government, mechanisms of political change, the role of utopian ideologies in shaping historical change and the role of religion in shaping culture. We strive to engage students as they become deep-thinking historians and more worldly individuals.

***Texts: History 9 Readers: Russia, China, India Tao Te Ching, Mitchell (trans.)***

**HISTORY 10: Honors U.S. History**

This is a thinker's course about United States History from pre-Columbian contact to the present. It addresses social, political, economic, geographic and cultural topics that take students across overlapping time frames organized around essential questions, such as this: *"In what ways has the US's role as a world citizen changed over time, and how have values guided that change?"* The History 10 team has chosen these questions not just because they teach us about the past but also because they are relevant to understanding who we are in the present. By the end of the year, students will have had opportunities to develop enriched skills in reading historical works, thinking analytically about historical facts and themes and writing and speaking to communicate their ideas successfully. Building on last year's History 9 discussions, this year's course will address themes in U.S. History to encourage a conceptual evaluation of how we remember the past, how that memory changes over time and its relevance to the present. Because, they will learn, history does change. We learn new data, and new facts; but we also see the same old data in new ways, through new lenses that reflect our present situations as much as they illuminate the past.

***Materials: Kennedy, Cohen, Piehl. The Brief American Pageant, 8th or 9th Ed.; Primary and secondary sources on the World Wide Web; current news; Senter, Kenneth.***

**HISTORY 11: Western Culture and Civilization**

This course is a historical and cultural survey from the Classical World to the Second World War. It provides a chronological and topical analysis of the political, cultural, social and economic forces that have shaped the Western tradition with an emphasis on intellectual history. It also examines the consequences of European contact with the non-Western world. The focus of the students' work will be with primary documents, including timely works of art, architecture, and engineering.

***Texts: The Western Experience, Vols. I & II, Chambers, Course readers.***

## Senior History Electives

During the senior year, students choose one elective each semester from among the offerings. Specific history electives for the 2015-16 year will be selected from the list below and will be determined in spring 2015.

**HISTORY 12: Advanced Placement Art History**

The course explores what art is, how it is made, and why and how art changes as people of different times and cultures respond to and communicate their experiences through art. This course builds upon the Art History component of the History 11 class and will focus on periods and works not touched on in the junior-level class from prehistory through the modern era, including works from every inhabited continent. Students will develop critical visual reading skills and a more sophisticated method of analyzing works of art as they are introduced to the discipline-specific skills of art history. This course prepares students for the College Board Art History Exam in the spring.

***Text: Gardner's Art Through the Ages, a Concise Global History (Kleiner), Selected Readings.***

**HISTORY 12: The U.S. Since 1945 (with an Emphasis on the "Long Sixties")** (not offered in 17-18)

The iconic "sixties" does not neatly fall into a clean decade that begins with 1960 and ends with 1969. Instead, the "sixties" were a process — an era of cultural and political transformation — that emerged from America's postwar prosperity and reached far into the 1970s. This course will examine the revolutionary impulses of this "decade" that reshaped society and set in motion the world we inhabit today. In doing so, we will explore the following questions: How did the period of prosperity following World War II set the stage for the events of the sixties? What were the major social movements of the era, and what successes and failures did they witness? How did government both lead and impede social progress? And, what came of it all? How did the United States, and the world at large, change as a result of popular unrest? To help us answer these questions, we will study a variety of historical movements from the sixties, including Civil Rights, Black Power, Campus Activism (with a focus on Students for a Democratic Society and the Free Speech Movement), Second-Wave Feminism, the Vietnam War and the Anti-War Movement, the Counterculture, and the Rise of the Conservative "Silent Majority." You will conduct research on the late sixties, when forces of idealism and violence reached a crescendo both domestically and globally. From the boulevards of Paris to the squares of Prague, from the nation's Capitol to the Chicago Democratic Convention, people took to the streets to protest the status quo and try to create a new world. We will also consider how the sixties informed the social movements of today, specifically ones that address environmental activism, gay rights and contemporary race relations. Lastly, the course will also ask you to examine your own relationship to political culture and societal change.

***Texts: We will use a combination of primary documents, historical texts and varied media (television journalism, film, music, fashion and photography) to immerse ourselves in the long 60s. Our main primary document reader will be "Takin' It to the Streets": A Sixties Reader, Bloom and Breines. Our main secondary source will be James T. Patterson's***

***Grand Expectations: The United States, 1945-1974.***

**HISTORY 12: The Bay Area**

This course is an interdisciplinary local studies course, looking into the ecology, climate, geology, politics, culture, demography, art, literature, and history of the San Francisco Bay Area. Students will have opportunities to apply scientific thinking as well as artistic thinking and quantitative analyses and historical contextualization to understand more completely the place in which they live. Topics will range from imperialism and urbanization to immigration and gentrification to help make sense of one of the most prosperous, educated, diverse, liberal, and complex metropolitan regions in the country. Students will get out of the classroom to see distant parts of the Bay Area they haven't yet, as well as parts of the home neighborhoods they just haven't seen clearly before. The goal is to explore our complex place and to do so using a wide array of lenses.

***Margolin, Malcolm. The Ohlone Way: Indian Life in the San Francisco-Monterey Bay Area. Berkeley: Heyday Books. 1978.***

***Okamoto, Ariel Rubissow and Kathleen M. Wong. Natural History of San Francisco Bay. California Natural History Guide Series, No. 102. University of California Press. 2011.***

***Solnit, Rebecca. Infinite City: A San Francisco Atlas. University of California Press. 2010.***

***Tarnoff, Ben. The Bohemians: Mark Twain and the San Francisco Writers Who Reinvented American Literature. Penguin Books. 2014.***

***Wallace, David Rains. Mountains and Marshes: Exploring the Bay Area's Natural History. Berkeley: Counterpoint Press. 2015.***

**HISTORY 12: Comparative Politics**

This comparative politics course is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. In it we will study the theory behind comparative politics, types of countries and themes that lend themselves to comparative study, such as health, political stability, political economy and globalization. Students will explore countries and themes of their own choosing in a final project. We will discuss current events as well as historical foundations as appropriate. Our goal is to become better versed in paradigms of different types of political systems so that we can be better citizens not only of the United States but also of the world. Ever think about the following questions?

- *Why is that some representative democracies have eight major political parties and ours has only two?*
- *Why do some democracies have a premier and a president?*
- *What is voter turnout like in other countries?*
- *How are minority group interests represented in different countries?*
- *What is the role of religion in government?*
- *Can socialism and democracy be combined without undermining democracy?*

Many American adults can't even begin to answer these questions. Now you can! Texts: Essentials of Comparative Politics, Patrick O'Neil; Current periodicals, articles provided by the teacher.

**HISTORY 12: Introduction to Cultural Anthropology** (not offered in 17-18)
In this course we will examine some of the most important (and often controversial) ideas on what it means to be human. By reading primary documents and anthropological texts, watching clips from documentary films, analyzing artifacts and doing our own fieldwork, we'll examine how different cultures (both past and present) address the same human needs. In order to discover the hidden social rules that guide human behavior, we will start by defining the idea of "culture" and introducing students to basic anthropological methods. We will then delve into the following topics, each tackling a significant area of anthropological study: the enculturation of social identity (race, gender, class); birthing and child-rearing practices; courtship and sex (with large focus on college culture); systems of marriage and work; societal patterns of subsistence; and the challenges of globalization. In each unit, we will examine specific case studies from both Western and non-Western cultures. In addition, certain topics in the syllabus address interdisciplinary approaches to studying culture (incorporating biology, ecology, economics), thus encouraging students to make connections to their other classes and reinforcing the importance of collaboration. Along the way students will be asked to reflect on their own culture, how it has been constructed and how it has molded them. The culminating assignment will ask students to create their own ethnographies after observing a local cultural phenomenon (such as a baseball game, a walk down Telegraph Avenue, a nail salon, a school dance, etc.). Text: A course reader

**HISTORY 12: Economics**
Economics is the study of how society allocates its scarce resources. The course involves equations, graphs and quantitative reasoning (the TI calculator is required), but only Alg 2 is required. In the first semester, the course will explore supply and demand, personal finance, market efficiency, the public sector, wages, and poverty. Students will research an aspect of poverty in America and deliver a multimedia presentation to the class. In the second semester, the course will examine macroeconomic topics such as national income, unemployment, inflation, the banking system, foreign currency and the role of the government. In the second project, students team up to frame a current economic debate and lobby for a proposed solution. The course concludes with a return to microeconomics (market structure, competitive pricing, monopoly and oligopoly, etc.) just before the AP exams in case students elect to take the exams. Overall, students can expect to develop a better understanding of current events, learn to make economic decisions in their own life, and become more informed citizens and voters.

**HISTORY 12: Ethics (Applied to the Real-World)**
Because we live in a multicultural society, our neighbor or classmate might come from a different ethical tradition than we do, and have different understandings of what is right and wrong. To a really significant extent, we are obligated to respect this difference because of the

diverse and yet globally unified world in which we live. Does that mean there is no right or wrong? I invite you to take this course if this question strikes a chord with you. The answer is not a simple one. This course asks you to think deeply about some of the major ethical challenges of the modern world and to learn the language and philosophical underpinnings of some of the major ethical philosophies in order to try to address those challenges. We will explore different approaches to ethics, what it means to live ethically in a multicultural world, the interplay of feelings and reason in ethical decision-making and the experience of being wrong. By semester's end you will have acquired an appreciation for how ethical dilemmas are woven through every life path. You will also be able to perceive clearly where ethical dilemmas exist all around you and you will develop language and critical thinking skills to make the pondering of ethical issues an integral part of your life. The purpose of this course is, in the inimitable words of broadcast television pioneer Fred W. Friendly, "not to make up anyone's mind but to open minds, and to make the agony of decision making so intense that you can escape only by thinking."

***Texts: Elements of Moral Philosophy, James Rachels; Readings provided by the teacher.***

**HISTORY 12: Environmental History**

In a book about the environmental consequences of Europe’s encounter with the New World, the historian Alfred Crosby writes, “The first step to understanding man is to consider him as a biological entity which has existed on this globe, affecting, and in turn affected by, his fellow organisms, for many thousands of years.” To understand any human society we must first understand their ecological footing. In order to study any human culture, we need to investigate how that group of people has thought about and acted toward the natural environment. In search of this understanding we will follow a number of historical trails. We will read excerpts from important works of Western philosophy and science, from people such as Plato, Galileo, Bacon and Descartes. But to provide comparison and contrast, we will also read books and essays about some traditional, indigenous cultures in parts of the world that we rarely encounter in Head- Royce courses: Aboriginal Australians, Pacific Northwest Indians, Amazonians. By the end of the semester, we will also have investigated some new trends in our own society, issues like sustainable agriculture and slow food. Humans imagine their environment into existence around them, and the entity we create and call nature is a reflection of our values and ideals; it is a mirror reflecting civilization back upon itself. Today nature is a battlefield: environmentalists struggle with developers and industrialists; the fate of humanity seems to lie in the balance. This course will introduce us to the origins of this battle and give us ammunition to participate for ourselves in the future. The most creative project in the course is a running blog we all share; students upload videos, photographs, and text describing their experiences with nature and the course readings. Students and their teacher also participate in a project we call Secular Lent, giving up something for a month that they would otherwise enjoy, the purpose of which is to experience directly issues surrounding willpower and our carbon footprint. Texts: Course Reader; The Spell of the Sensuous, David Abram; Blessed Unrest, Paul Hawken.

HISTORY 12: Islam The history of Islam encompasses a vast chunk of the history of the world. Just the Middle East is not enough. Today its influence permeates states from Morocco to

Indonesia, from the Sudan to former Soviet Republics like Kazakhstan. This history all began in a small merchant village on the Arabian Peninsula called Mecca in the seventh century. This class will follow the history of Islam from its humble origins in Mecca and the visions of Mohammed through its centuries of expansion across North Africa and into Europe and East to India, Malaysia and Indonesia through to our own time when it seems impossible to for Westerners to think of Islam outside the extremes of fundamentalism and terrorist violence. We will spend more than half of our time investigating the relationship between reality and stereotypes in 20th and now 21st century Islam, and we will try to imagine what the future holds for Islam in an era of globalization. Student projects include a creative representation of the Sufi vision of God and a group discussion and brainstorm on ways everyone in the course might link their own future plans for college and beyond with the complex political, social, and environmental problems we have studied together. In essence, the students finish thinking about their own engagement as global citizens. Texts: Approaching the Qur'an: The Early Revelations, introduced and translated by Michael Sells; Mohammed: A Prophet for Our Time, Karen Armstrong; Selected poetry of Rumi; Headscarves and Hymens: Why the Middle East Needs a Sexual Revolution, Mona Eltahawy; course reader

**HISTORY 12: Oakland Seminar Senior Elective: Oakland through many lenses**
This course seeks to employ the lenses of multiple disciplines to see, hear, and engage in the City of Oakland. Because our world, however small or large, is multidimensional, we limit ourselves with just a history of a place, or the contemporary culture of a people, or the science of an environment. Therefore, this course will dive into the literature, the music, the history, the science, the art and architecture, the cultural components, the political systems, the public policy, and the demographic and economic statistics of Oakland. We will explore the current geography of the city, walking and seeing and listening to Oakland from Skyline Boulevard to the Estuary and from Claremont to the Airport. We will look at and create maps, and movies, and music. We will use historical thinking to contextualize the different iterations of "Oakland" through the centuries, as it saw fishing villages replaced by rancheros replaced by railroad and ferry terminals, replaced by ports and factories and freeways and Panthers and Occupiers. The goal is to employ, albeit admittedly thinly, a number of ways of seeing and thinking about Oakland, providing an opportunity to learn more deeply about the location of Head-Royce and an opportunity to learn more about using multiple disciplines to answer a unifying question.

***Texts include:***

***Bagwell, Beth. Oakland: The Story of a City. Oakland Heritage Alliance (2nd Ed). 2012.***

***Margolin, Malcolm. The Ohlone Way: Indian Life in the San Francisco-Monterey Bay Area. Berkeley: Heyday Books. 1978.***

***Okamoto, Ariel Rubissow and Kathleen M. Wong. Natural History of San Francisco Bay. California Natural History Guide Series, No. 102. University of California Press. 2011.***

***Self, Robert O. American Babylon: Race and the Struggle for Postwar Oakland. Princeton UP. 2003.***

# World Languages

Middle School Courses

• Chinese

• French

• Latin

• Spanish

Upper School Courses

• Chinese

• French

• Latin

• Spanish

## Middle School Courses

## Chinese

**CHINESE A**

This beginning class introduces students to the official Mandarin Chinese language and culture, with emphasis on producing meaningful and authentic communication. To develop proficiencies in listening, speaking, reading, and writing in Chinese, students will be expected to actively communicate about familiar topics, focusing on themselves, their families, school and friends, their interests, hobbies, etc. Classes also emphasize students' acquisition of Chinese characters, range of vocabulary, standard Mandarin pronunciation, and tonal accuracy. The Chinese A class also incorporates film, video, and interactive experiences such as skits, role-playing, games, and hands-on projects in order to broaden students' understanding of the language and Chinese cultural traditions. Open to: Grades 6 & 7.

***Text: Teacher-created materials, and students will have Huanying, Vol I, to use at home as a reference.***

**CHINESE B**

This is a continuing course for Middle School students who have completed Chinese A or equivalent coursework. This class builds on the foundation from Chinese A, developing communication skills, including speaking, listening, as well as reading and writing simplified Chinese characters. Class work includes communicative activities, dialogues, games, music, films, cultural projects, and paired/group projects. Chinese B uses a variety of educational and authentic materials to reinforce language skills as students build vocabulary and begin to have more improvisational conversations. Open to: Grade 6, 7 & 8

***Text: Teacher-generated materials, and students have Huanying, Vol I, to use at home as a reference.***

**CHINESE C**

This is a continuing course for Middle School students who have completed Chinese B or equivalent coursework. This course continues to increase students' proficiency in speaking, listening, reading, and writing by using a variety of educational and authentic materials. Chinese C revisits themes and grammar items introduced in Chinese A and B, thus enabling students to explore the material in greater depth. The basic grammatical structure of Chinese is reviewed and fine-tuned. More complex structure and vocabulary are introduced through various new topics. Oral presentations provide students with additional speaking opportunities. Students receive more opportunities to practice holding impromptu conversations, similar to what one would encounter in real-world settings. Class work includes communicative activities, dialogues, music, movies, student-centered paired/group practice, and in-depth projects. Open to: Grades 7 & 8.

***Text: Teacher-generated materials, and students will have Huanying, Vol I & II, to use at home as a reference.***

## French

**FRENCH A**

This is an introductory course for Middle School students. Class work emphasizes speaking and listening skills, while home study concentrates on reading, writing, and vocabulary acquisition. Students engage in a variety of communicative activities to develop proficiency. Work involves paired/group practice, dialogues, and music. The course includes basic grammar, short reading selections, and an introduction to the geography and culture of the Francophone world. Language lab, Internet, and videos are used to reinforce language skills. Open to: Grades 6 & 7
***Texts: Discovering French: Bleu, Première Partie (text and workbook).***

**FRENCH B**

This is a continuing course for Middle School students who have completed the curriculum outlined for French A. Listening, speaking, reading, and writing skills are given equal emphasis. Students learn to express themselves more completely in the present and in the past tenses. There is continued exploration of the geography and culture of the Francophone world. Students engage in a variety of communicative activities to develop proficiency. Language lab, Internet, and videos are used to reinforce language skills. Open to: Grades 6, 7 & 8 Prerequisite: French A or equivalent.

***Texts: Discovering French: Bleu, Deuxième Partie (text and workbook)***

**FRENCH C**
This is a continuing course for Middle School students who have completed the curriculum for French A and B. The course is the equivalent of an Upper School French II class. There is more emphasis on listening, speaking, reading, and writing in this course. In addition to the acquisition of a broad practical vocabulary, students are exposed to more complex grammatical structures. Students will become competent conversing and writing in the past tenses, in giving commands and in using the future and conditional. Students write compositions and stories using a variety of verb tenses and vocabulary. Students engage in a variety of communicative activities to develop proficiency. Language lab, Internet, and videos are used to reinforce language skills. Open to: Grades 7 and 8 Prerequisite: French A and B or equivalent

***Texts: Discovering French: Blanc (text and workbook).***

## Latin

**LATIN A**
This is an introductory course for Middle School students. Class work focuses on translation, writing, and vocabulary acquisition. The basic grammar includes declensions 1-3, present and imperfect tenses of conjugations 1-4, and agreement of adjectives. The student is introduced to Roman culture, history, and mythology through reading selections, student reports, and presentations. Open to: Grades 6 & 7. Text: Ecce Romani IA

**LATIN B**
This is a continuing course for Middle School students who have completed the curriculum for Latin A. The focus of the course is on developing translation skills through reading, writing, and further vocabulary acquisition. Grammar topics include declensions 4-5, past and future tenses, demonstrative and personal pronouns. There is continued exploration of Roman history and culture through selected readings, student reports, and presentations. Open to: Grades 7 & 8. Prerequisite: Latin A or equivalent.
***Text: Ecce Romani IB***

**LATIN C**
This is a continuing course for Middle School students who have completed the curriculum outlined for Latin B. Class work emphasizes building translation skills through readings of lengthier, more complex passages, and continued vocabulary acquisition. Grammar topics include introduction to the subjunctive, participles, relative pronouns, and irregular verbs. There is continued exploration of Roman history and culture through selected readings, student reports, and presentations. Open to: Grades 7 & 8. Prerequisite: Latin B or equivalent.
***Texts: Ecce Romani IIA and IIB***

## Spanish

**SPANISH A**

This is an introductory course for Middle School students. The primary goal of Spanish A is to develop basic speaking, listening, reading, and writing skills. Students are also introduced to the Spanish-speaking world through a variety of lessons. Class work involves communicative activities, dialogues, music, and paired/group practice. By the end of Spanish A, students will be able to express themselves using the present tense. Open to: Grades 6 & 7.
***Texts: Avancemos Level 1 and workbook.***

**SPANISH B**

This is a continuing course for Middle School students who have completed the curriculum outlined for Spanish A. The course starts with a review of the material covered in Spanish A. It also offers further practice in listening, speaking, reading, and writing skills at the beginning level. Students review the tenses covered in Spanish A and learn the imperative and the past tense of regular and irregular verbs. We continue to learn about the Spanish-speaking world through projects and oral presentations in Spanish. At the end of Spanish B, students will be able to express themselves in Spanish at a basic level. Open to: Grades 6, 7, & 8 Prerequisite: Spanish A or equivalent.
***Texts: Avancemos Level 1 and workbook.***

**SPANISH C**

This is a continuing course for Middle School students who have completed the curriculum for Spanish A and B. It is the equivalent of an Upper School Spanish II class. In addition to the acquisition of a broad practical vocabulary and idioms, students are exposed to more complex grammatical structures. Writing and reading are introduced and improved through short readings and the writing of cultural projects as well as short stories. Students continue to engage in a variety of communicative activities. Open to: Grades 7 & 8 Prerequisite: Spanish A and B or equivalent.

***Texts: Avancemos Level 2 and workbook.***

## Upper School Courses

*Note: World Language courses will be offered according to a number of factors including enrollment and staffing.*

## Chinese

**CHINESE I**

This is an introductory Mandarin Chinese course designed for Upper School beginning students. The course covers all the material noted in the Middle School Chinese A and B courses at an accelerated pace.The course focuses on basic communication skills in speaking, listening, reading and writing standard Mandarin Chinese. The course also includes lessons on Chinese culture. In addition to the acquisition of linguistic skills, the course aims to equip students with the skills needed to learn language in natural, authentic settings. Class work includes communicative activities, dialogues, music, movies, and student-centered paired/group practice. A variety of educational and authentic materials are used to reinforce language skills. Open to: Grades 8, 9, 10, 11 & 12.

***Text: Teacher-created materials and Huanying, Vol I.***

**CHINESE II**

This is a continuing course for students who have completed Chinese I in the Upper School or Chinese A & B in the Middle School. This course continues to increase students' communicative capacity in speaking, listening, reading and writing Mandarin. Authentic materials are employed. The class revisits themes and grammar items introduced in Chinese I; however, the emphasis in Chinese II is to understand the material in depth. Class work includes communicative activities, dialogues, music, movies, student-centered paired/group practice, and exercises to reinforce vocabulary use and grammar structure in various contexts. Open to: Grades 9, 10, 11 & 12 Prerequisite: Chinese I or B.

***Text: Teacher-created materials and Huanying, Vol I.***

**CHINESE III**

This is a continuing course in Mandarin Chinese for Upper School students who have completed the curriculum outlined in Chinese II or Chinese C in the Middle School. Speaking, listening, reading and writing authentic Mandarin Chinese are emphasized at this level. This course uses authentic materials to increase students' proficiency in the target language. This course deepens competence in written and spoken language. It also exposes students to literary genres including short stories, documentary prose, and essays. Open to: Grades 9, 10, 11 & 12 Prerequisite: Chinese II or C or permission of instructor.

***Text: Teacher-created materials and Huanying, Vol II, part I.***

**CHINESE IV**

This is a continuing course in Mandarin Chinese for Upper School students who have completed the curriculum outlined in Chinese III. In addition to extensive practice in all linguistic domains (speaking, listening, reading and writing), this course offers a thorough review of Chinese grammar in various contexts. It also allows students to expand their vocabulary by working on individual and/or group projects centered on various linguistic and cultural topics. At this level, students are expected to lead many activities using mostly Chinese. Students are also exposed to Chinese cultural traditions and customs through authentic texts, novels, films and projects. Open to: Grades 9, 10, 11 & 12. Prerequisite: Chinese III or permission of instructor.

***Text: Huanying, Vol II, part II.***

**CHINESE V / AP**

This course is the continuation of Chinese IV and can be taken more than once with entirely different materials forming the foundation of the coursework in alternating years, and with differentiated instruction based on the student's level of proficiency. It aims to provide students with on-going and varied opportunities to further develop their proficiency across the full range of linguistic skills. Students will continue to improve their Chinese skills in listening, speaking, reading and writing. Students communicate within a cultural frame of reference reflective of the richness of Chinese language and culture. In this course, students further develop their knowledge of Chinese language to include pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters. The most advanced students may register for the Advanced Placement course. If we have strong enrollment for both Chinese V and AP, we will separate the two courses. Open to: Grades 10, 11 & 12 Prerequisite: Chinese IV or Department approval.

## French

**FRENCH I**

This is an introductory course for Upper School students. Class work emphasizes speaking, listening, and writing skills. The course covers all the material noted in the Middle School French A and B courses at an accelerated pace. The student is introduced to aspects of Francophone culture and customs. Students engage in a variety of communicative activities to develop proficiency. Language lab, Internet, video, and a digital program are used to reinforce language skills. Open to: Grades 9, 10, 11 & 12.

***Texts: T'es branché, EMC (text and workbook).***

**FRENCH II**

This is a continuing course for students who have completed the curriculum for French A and B in the Middle School or French I in the Upper School. This course is conducted almost entirely in French. Students will become competent conversing and writing in the past tenses, in giving commands, and in using the future. They will also acquire a broad, practical, everyday vocabulary. Using these verb tenses and everyday vocabulary, students will write paragraphs and stories. Students will also read short stories and selections. A video series accompanies the textbook, exposing students to authentic speech and a deeper understanding of the Francophone world. Open to: Grades 9, 10, 11 & 12 Prerequisite: French A and B or French I.

***Texts: T'es branché, EMC (text and workbook).***

**FRENCH III**

This is a continuing course for students who have completed the outlined curriculum for French II or French C. The course, which is conducted entirely in French, requires increasingly sophisticated listening, speaking, reading, and writing skills. Students learn to express themselves more completely by acquiring broad practical and abstract vocabulary as well as proficiency in all the verb tenses. Students learn about the French way of life, French attitudes, and customs. An introduction to French literature is offered through poems and readings. Open to: Grades 9, 10, 11 & 12 Prerequisite: French C or French II.
***Text and novels: T'es Branché, level 3 (EMC Publishing); Le Petit Prince.***

**FRENCH IV**

French IV is an advanced-level course that is an excellent prelude to the AP language and culture level. Students hone their proficiency skills in all areas. Work in advanced grammar and vocabulary allows for more advanced written and oral communication; writing receives special emphasis at this level. Students learn how to read and analyze authentic texts from literature, history, and current events. They continue to connect with other disciplines and acquire new knowledge. Students broaden their vision of the French-speaking world and become more familiar with issues of immigration and identity through the reading of Un Papillon dans la Cité. Projects and class discussions touch on a variety of other topics such as media and technology, science, and travel. Our main textbook, Imaginez, provides active integration of authentic materials, online and in the book. Each chapter starts with a short film that serves as a springboard for exploring the themes and concepts in every lesson. In short, this class's aim is to broaden a student's vision of the French-speaking world in all its aspects, while honing one's grammatical and linguistic skills. Open to: Grades 10, 11 & 12; Prerequisite: French III or equivalent.
***Text and novels: Un Papillon dans la Cité by Gisèle Pineau; Imaginez (textbook); Oscar et la dame rose by Eric Emmanuel Schmidt.***

**FRENCH LITERATURE AND CINEMA**

Films are an excellent way to introduce students to literature. Students will be exposed to various texts, novels, and plays and will be encouraged to look at the filmed version with a critical eye, writing about what they read and see. They will look specifically at what choices the film's director and crew have made in the transition from text to film: What has been added? What nuances or uncertainties have been simplified or stripped away? How has the choice of genre affected the way the story is told? Students will learn technical vocabulary used in the analysis of films and written film reviews. We will also look at different filmed versions of the same written work and see how it changed with time. Grammar review is done in context and is kept to a minimum. Class is conducted in French only. Open to: Grades 11 & 12 Prerequisite: French IV or French AP Language. Department approval necessary.
***Text and readings: Texts and movies vary from year to year.***

**ADVANCED PLACEMENT FRENCH: LANGUAGE AND CULTURE**

The AP French Language and Culture course is designed for students who already have a good command of French grammar and vocabulary and are motivated to gain competence in reading, writing, listening, and speaking. The course is conducted in French, and students are expected to speak French exclusively. Students will expand their cultural understanding through a variety of media and will develop their communicative skills in interpersonal, interpretive, and presentational modes using a wide range of authentic materials. This course meets the requirements of the revised 2012 College Board AP French Language and Culture exam and revolves around the five language objectives outlined in the Standards for Foreign Language Learning in the 21st Century: Communication, Culture, Connections, Comparisons, and Communities. Students who enroll in this course are expected to take the French Language Advanced Placement examination in May. Open to: Grades 10, 11, and 12. Prerequisite: French IV or department approval.

***Texts: Thèmes (textbook), La Petite Fille de Monsieur Linh (novel), Barron's AP French Language and Culture.***

## Latin

**LATIN I**

This is an introductory course for Upper School students. Class work emphasizes reading, grammar, translation, and vocabulary acquisition. The basic grammar includes the first to third declensions, all four conjugations in both active and passive voices, four of the six tenses, noun-adjective agreement, and personal and relative pronouns. The student is introduced to Roman culture, history, and mythology through short reading selections and student reports. English derivatives from Latin roots receive special attention. Open to: Grades 9, 10, 11, & 12.

***Text: Latin for the New Millennium I***

**LATIN II**

This is a continuing course for students who have completed the curriculum outlined for Latin I. Translation, grammar, and vocabulary acquisition are again the focus of the class. Intermediate grammar topics include the final two tenses (in both active and passive), all participles, indirect discourse and the main uses of the subjunctive. Exploration of Roman culture, history, and mythology (including centuries into the medieval era) continues through readings and student presentations, as does study of Latin roots in English derivatives. Open to: Grades 9, 10, 11, & 12. Prerequisite: Latin A & B or Latin I.

***Texts: Latin for the New Millennium II with workbook.***

**LATIN III**

This course begins with a review of all intermediate Latin grammar and syntax, then serves as an introduction to the reading of Latin texts as literature. Readings focus on Roman history of the pre-Republican and Republican periods. Later readings include selections from Suetonius's biography of Julius Caesar. By the end of this course, students will have been exposed to all major topics in Latin grammar, and they will have read original Latin texts and begun to treat literary themes within the texts that they are reading. Open to: Grades 9, 10, 11, & 12. Prerequisite: Latin C or Latin II or equivalent.

***Texts: Thirty-Eight Latin Stories; Latin III Reader; Legamus Cicero Reader.***

**LATIN IV/V**

The readings for this course vary, but they will always include an in-depth treatment of Ovid's poetry, focusing on three to five mythological narratives from the Metamorphoses, and one prose text from Cicero, alternating between Cicero's philosophy and oratory. The focus of the course is to develop the student's ability to translate complex passages of Latin while understanding how the text works on the literary level. Students undertake a major web site project in the third quarter that includes translation and analysis of Ovid's poetry, culminating in a web site displaying their extensive independent work. Open to: Grades 10, 11, & 12. Prerequisite: Latin III and/or IV.

***Texts: LaFleur, An Ovid Reader or Anderson/Frederick, Selections from Ovid; Ovid's Metamorphoses (translation); Cicero: Somnium Scipionis or In Catilinam.***

**ADVANCED LATIN SEMINAR**

This rigorous course serves as the culmination of a student's work learning and reading Latin in earlier Latin coursework; it is offered every other year, alternating with the AP Latin course. The curriculum follows very closely the AP-mandated curriculum for the former AP Latin Literature course, which is now no longer part of the AP program. As such, students read the masterpiece poems of Catullus and Horace. All facets of good, rigorous poetic analysis and good, precise, accurate translation are covered during the course. Open to: Grades 11 & 12. Prerequisite: Latin IV/V or department approval.

***Texts: Arnold/Aronsen/Lawall, Love and Betrayal: A Catullus Reader; Ancona, Horace: Selected Odes and Satire I.9.***

**ADVANCED PLACEMENT LATIN: VERGIL AND CAESAR**

This course features in-depth study of books I, II, IV, and VI of the Aeneid, Vergil's epic masterwork, and books I, IV, V, and VI of Caesar's History of the War in Gaul. The emphasis is on translation and literary analysis of Vergil's poetry and Caesar's prose, focusing on how each text builds portraits of heroism and patriotism. Course topics include a review of grammar, figures of speech, metrics, and a study of the historical and literary background of the era, the end of the Republic and the rise of the Empire. Open to: Grades 11 & 12. Prerequisite: Latin IV/V or department approval.

***Texts: LaFleur, A Song of War: Vergil's Aeneid; Vergil, The Aeneid (translation); Caesar,***

***De Bello Gallico.***

## Spanish

**SPANISH I**

This is an introductory course for 8th graders and Upper School students. Class work emphasizes speaking and listening skills, while home study concentrates on reading, writing, and vocabulary acquisition. The course covers all the material covered in the Middle School courses, Spanish A and B, at an accelerated pace. The student is introduced to aspects of Hispanic culture and customs. A video series, movies, visual images, and auditory material enrich textbook material. Open to: Grades 8, 9, 10 & 11.
***Text: Descubre 1 and Descubre 1 workbook.***

**SPANISH II**

This is a continuing course for students who have completed the curriculum for Spanish A and B in the Middle School or Spanish I in the Upper School. This course is conducted entirely in Spanish. Students will become competent conversing and writing in the past tenses, in giving commands, the subjunctive mood and in using the future and the conditional. They will also acquire a broad, practical, everyday vocabulary. Using these verb tenses and everyday vocabulary, students will write short stories and compositions. They will also read short stories and two novellas for learners. Since the development of verbal fluency is paramount, oral reports, group projects, and conversations are essential parts of the curriculum. Open to: Grades 9, 10, 11 & 12 Prerequisite: Spanish A & B or Spanish I
***Texts: Descubre 2 and workbook.***

**SPANISH III**

This is a continuing course for students who have completed the outlined curriculum for Spanish II or Spanish C. The course reinforces increasingly sophisticated listening, speaking, reading, and writing skills. Students learn to express themselves more completely by acquiring broad practical and abstract vocabulary, as well as proficiency in all the verb modes including the use of the subjunctive. There is a continued exploration of culture as well as literary and periodical readings. The students complete the reading of two authentic selections: La chica de los zapatos verdes and Cuentos de la selva. Open to: Grades 8 through 12 Prerequisite: Spanish C or Spanish II or equivalent.
***Texts: En Español III text and workbook; La chica de los zapatos verdes, Cuentos de la selva.***

**SPANISH IV**

In this course students will engage in discussions, analysis of literature, formal and informal writing, and an in-depth grammar review. This course also offers students the opportunity to learn more about the culture, film, and art of Spain and Latin America, current and past. We will read a full-length novel in the second semester. Open to: Grades 10, 11 & 12 Prerequisite: Spanish III or equivalent

***Texts: Encuentros Maravillosos; El cartero de Neruda.***

**ADVANCED SPANISH SEMINAR**

This course has been recently redesigned; its main goal is to provide a format for advancing students' speaking, reading, listening, and writing skills while focusing on the study universal and current themes from the Spanish-speaking world. The use of a variety of narratives, newspaper articles, poems, films, and music, in addition to the project-based approach of the class, helps students to apply what they learn and to discuss and present with proficiency and ease. Open to: Grades 11 & 12 Prerequisite: Spanish IV or Spanish AP Language or Spanish AP Literature.

***Texts: Como agua para chocolate by Laura Esquivel, Reader prepared by teacher.***

**ADVANCED PLACEMENT SPANISH: LANGUAGE**

This intensive course leads students who have already gained strong skills in grammar and vocabulary to a mastery of all four language skills. Students read authentic media articles and essays, watch videos, listen to different types of audio resources, write essays focusing on grammatical accuracy while citing varied written and auditory sources, acquire strong conversational skills and a rich vocabulary, and gain practice understanding native speakers from a variety of Spanish-speaking regions. Students who elect to take this course will be prepared to take the Advanced Placement examination in May. This course meets the requirement of the new 2013 College Board AP Spanish Language and Culture exam and will revolve around the five language objectives outlined in the Standards for Foreign Language Learning of the 21st Century: Communication, Culture, Connections, Comparisons, and Communities. Open to: Grades 11 & 12 Prerequisites: Spanish IV and departmental approval.

***Texts: Temas Textbook and Temas AP Exam Practice.***

**ADVANCED PLACEMENT SPANISH: LITERATURE AND CULTURE**

The Advanced Placement Program for Spanish Literature and Culture is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts in Spanish. The required list covers authors from the Medieval and Golden Ages to the 21st Century. Extensive reading and literary analysis (both written and oral) are central components of this course. Part of the class will be dedicated to culture of different Hispanic countries represented by the literary works being studied.

Prerequisite: Advanced Placement Spanish Language or departmental approval.
***Textbook: REFLEXIONES: Introducción a la literatura hispánica, AP Edition by Rodney T. Rodríguez.***

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