ST. JOHNS COUNTRY DAY SCHOOL

CURRICULUM GUIDE

Est. 1953

SEEK SOLUTIONS

ACCEPT RESPONSIBILITY

CREATE COLLABORATION

College Prep, Redefined.

FROM THE HEAD OF SCHOOL

While the mission of St. Johns Country Day School remains very much the same as when our School was founded in 1953, education and the School itself are changing rapidly. We know that graduates of tomorrow need a whole host of skills and experiences that didn't exist nearly seventy years ago. That's why St. Johns is redefining the college preparatory experience, helping students cultivate the skills they need to be prepared for the colleges of today and the 21st century workforce beyond.

St. Johns' goal is to develop students who seek solutions, accept responsibility, and create collaboration:

Seek Solutions
A St. Johns student actively seeks out answers and solutions, both in and out of the classroom. Not content to sit and be passively spoon-fed information, St. Johns students seek active engagement with the content, collaborators, their own education, and their future.

Accept Responsibility
A St. Johns student accepts responsibility not just for the work at hand but also for their role in school, in their communities, and as a global citizen.

Create Collaboration
A St. Johns student knows that some solutions require a collaborative approach. They are readily able to identify the various skills and perspectives a particular problem requires and they don't hesitate to pull together collaborators to get to work on it, comfortable working with groups and understanding their role within the group.

College Prep, Redefined
At St. Johns, we put all of these key differentiators into action every day, at every level. In our Lower School, students build a firm background in the science, technology, engineering, and math (STEM) skills they need to succeed at the next level while also immersing themselves in the arts—an important component of education in their own right. By Middle School, building on this solid foundation, St. Johns students are encouraged to go beyond the curriculum and explore new possibilities through our Middle School electives, such as Model UN, where students learn what it means to be a true global citizen while gaining skills in critical thinking, analysis, and debate. By the time they're in Upper School, St. Johns students are diving deep into areas of interest via our unique Fellowships program, working independently in our 3D Technology & Innovation Lab, and creating diverse, award-winning portfolios in art. They are champions both on and off the playing fields, winning speech competitions and demonstrating a deep understanding of both our liberal arts curriculum and the world around them.

Read on to learn more!

Sincerely,

Valorie Baker

Valorie Baker, MEd
Head of School

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MISSION

St. Johns Country Day School's mission is to provide a superior college preparatory program with an innovative curriculum that stresses academic accomplishment, artistic excellence, and athletic competition in a supportive environment that develop students who seek solutions, accept responsibility, and create collaboration.

A Brief History of St. Johns Country Day School

St. Johns Country Day School was founded in 1953 by Dr. Edwin P. Heinrich, formerly the head of the Upper Division at the Sidwell Friends School in Washington DC, and his wife Dorothea, a teacher and reading specialist.

They, along with a small group of local parents, recognized the need for a high quality college preparatory school in the Jacksonville area. St. Johns opened on September 14, 1953 in an unused public building at the corner of Highway 17 and Kingsley Avenue, which they leased from the Town of Orange Park. Stressing a strong academic foundation at all levels, the School began with 25 students in Grades 1-10.

Before the end of the School's second year, it was accredited by the Florida State Department of Education and became a charter member of the Florida Council of Independent Schools, which Dr. Heinrich helped found. By 1956, total enrollment had reached 127 students and the School was outgrowing the rented space. Twenty-six acres were purchased on Doctors Lake Drive and within a year the School built and moved into its own building. Dr. Heinrich served as the School's headmaster until his retirement in 1970, and he continued to support the School until his death in 1977. Mrs. Heinrich maintained ties to the School until her death in 2006.

Today, St. Johns Country Day School's faculty and staff look back with pride on nearly 70 years of academic excellence, the successes of the more than 2,300 graduates, and the contributions made to the community. Based on this legacy, St. Johns looks forward with a vision and commitment to continued excellence in education.

ST. JOHNS' HONOR CODE

A St. Johns student strives to be a person of integrity and will not cheat, lie, plagiarize, steal, or vandalize.

All members of the St. Johns community are entrusted with promoting ethical responsibility and good character and making honor pervasive in our community. St. Johns students are expected to maintain the highest standard of integrity, honesty, and character. By displaying self-reliance and ethical responsibility, on and off campus, students must work to uphold the honor code at all times.

LOWER SCHOOL

Introduction to Lower School

The Lower School (Pre-K through Grade 5) program uses a developmentally responsive curriculum that focuses on foundational content, skill development, and social-emotional learning that will ensure student success now and in the future. We recognize and accept the individuality of each child and our objective is to help children explore and develop as they construct a positive self-concept.

The daily schedule varies by age group with each grade level schedule providing a balance of fun and challenging learning activities. We also believe in play and we feel that play, both directed and undirected, is a critical component of cognitive development. Our guided purposeful play helps students learn new concepts and problem-solving skills in a natural, enjoyable way.

Students are assessed in a variety of methods centered around the core standards and outcomes for each academic subject. Teachers communicate the students' successes and challenges to the parents throughout the year. If support beyond the classroom is needed, the teacher will develop a plan in conjunction with the professionals in the Academic Achievement Center and the parents.

PRESCHOOL

In the Pre-K3 and Pre-K4 programs, students are introduced to a school structure that supports a balance of academic practice along with experiences that promote their social and emotional development. The teachers design a school day to include opportunities for small and large group instruction that is reinforced throughout the day with individualized practice. Lessons include activities that support collaboration and exploration, as well as opportunities to develop student curiosity in a myriad of areas.

Developing independence, responsibility, and self-help skills is a primary goal in the preschool program. Besides traditional academic classes, our students participate in regular and frequent art, music, French, library, and physical education.

The preschool curriculum includes introduction to and focus on:

Social and Emotional Development
- Perseverance
- Assuming responsibility for own actions
- Playing and sharing with others
- Taking turns when speaking in a group

Language Development
- Recognizing same and different sounds
- Verbally expressing a complete thought
- Relating ideas through drawing, dictation, and dramatic play

Cognitive Development
- Being able to recall and express specific details
- Demonstrating beginning logical thinking
- Following multi-step directions

Physical Development
- Gross motor skills
- Fine motor skills

KINDERGARTEN

Language Arts

In Kindergarten, students learn to identify each letter of the alphabet and the sound(s) that it represents, recognize and read all grade-level basic sight words, and decode age-appropriate words using letter recognition, auditory discrimination, and prior knowledge. Our goal is to teach students to reach a level of writing that involves being able to produce print in a left-to-right, top-to-bottom progression, and produce uppercase and lowercase letters of the alphabet from memory. They will use knowledge of letter sounds to produce legible print and learn to envision themselves as authors to enhance confidence in their own ability to write.

The Kindergarten curriculum includes introduction to and focus on:

Social and Emotional Development
- Sense of self
- Responsibility for self and others
- Social play
- Self help skills

Language Development
- Listening and speaking
- Reading and writing

Cognitive Development
- Learning and problem solving
- Logical thinking
- Representation and symbolic thinking

Physical Development
- Gross motor skills
- Fine motor skills

Kindergarten Language Arts Standards:
- Students can identify all twenty-six uppercase and lowercase letters.

- Students can identify all twenty-six letter sounds.
- Students can use upper and lower case letters correctly within words.
- Students can form upper and lower case letters correctly according to conventional guidelines.
- Students can recognize and produce rhymes.
- Students can identify all Kindergarten sight words.
- Students can use inventive spelling to write words.
- Students can correctly use basic punctuation, including periods, question marks, and exclamation points.
- Students can identify beginning, middle, and ending sounds in c-v-c (consonant-vowel-consonant) words.
- Students can identify basic story elements–characters, setting, plot, and sequence.

Mathematics

Students will understand numeration and counting, skip counting by twos, fives, and tens, and will be able to identify odd and even numbers less than twenty. They will explore data using graphs and various measurement tools, recognize symmetry and basic two-dimensional and three- dimensional shapes, and identify, count, and exchange coins. Students learn to understand place value of ones, tens, and hundreds, and perform simple addition and subtraction with manipulatives.

Kindergarten Math Standards

- Students can recognize numbers 0-20, count from 1 to 20, read and write numerals 0 to 20, compare and order groups of up to 20. Students will use the vocabulary 'more' and 'less' to compare number values.
- Students can recognize and name basic shapes. They will understand that some shapes have flat faces, edges, corners and some do not.
- Students can count by 1's, 2's, 5's, and 10's.
- Students will understand first, next, and last/first, second, third, and last to sequence events.
- Students can recognize, extend, and create a repeating pattern.
- Students will compose and decompose numbers to 20 with five frames and ten frames.
- Students can use nonstandard units to measure and compare lengths.
- Students can understand symbols +, - , and =, number sentences, as well as compare two sets and show the number sentence to answer how many more.
- Students can compare weights using non-standard units. They can use the terms heavy, heavier, light, and lighter.
- Students can identify pennies, nickels, dimes, and quarters and name the value of each.

GRADE 1

Language Arts

Students in Grade 1 learn to decode written language and identify patterns within words. They begin to understand age-appropriate reading material to include recall, comprehension, and application and also the process of reading with expression and fluency.

Skills in writing include being able to transfer complete thoughts to paper and to include correct sentence formation and ending punctuation; demonstrate the mechanics of handwriting and appropriate pencil grip; and apply age-appropriate rules of grammar (e.g. nouns and verbs) and spelling (e.g. phonics).

Grade 1 Language Arts Standards

- Students can identify short vowels.
- Students can identify long vowels.
- Students can read and spell grade-level sight words.
- Students can demonstrate grade-level reading fluency skills.
- Students can use proper punctuation in a sentence.
- Students can use a capital letter at the beginning of a sentence.
- Students can incorporate phonetic patterns in daily writing.
- Students demonstrate grade-level comprehension skills.
- Students demonstrate understanding of the beginning, middle and end of a story through reading and writing.
- Students can write in complete sentences, using a subject and predicate.

Mathematics

Students will use various problem-solving strategies, understand number sequence and patterns; perform basic addition and subtraction facts using paper, pencil, and manipulatives including coins; and they will develop an awareness of time and reading a clock.

Grade 1 Math Standards

- Students can extend the counting sequence. They can identify and extend growing number patterns and repeating shape patterns.
- Students can use a specific list of mathematical vocabulary words to describe and compare relationships between numbers.
- Students understand the relationship between addition and subtraction using both number bonds and fact families.
- Students can represent and solve real-world problems involving addition and subtraction.
- Students can add and subtract within 20. They will add and subtract two-digit numbers with and without carrying and regrouping.
- Students can create and analyze data in pictures, graphs, tally charts, and bar graphs.
- Students can understand place value to the hundredths. They will compare and contrast numbers and build numbers using base ten blocks.
- Students can reason with shapes and their attributes. They will identify two and three-dimensional shapes and develop initial understanding of congruence and symmetry.
- Students can identify the various coins, add coins, and make simple coin combinations.
- Students can tell time to the hour and half-hour on both analog and digital clocks. They will be able to read a calendar to identify the days of the week, months, and seasons of the year.

GRADE 2

Language Arts

In Grade 2, students learn to decode words and read with expression and fluency. As part of the curriculum, they will retell a story in sequence to include the main idea and supporting details, and demonstrate understanding within a reading selection to answer specific questions and/or gain information.

Students will write complete sentences to include correct sentence formation, capitalization, and punctuation to successfully communicate information and ideas. They will apply age-appropriate rules of grammar (e.g., adjectives, conjunctions, nouns, pronouns, verbs, etc.) and spelling (e.g., phonic rules), and develop an understanding and practice the steps of writing a complete piece.

Grade 2 Language Arts Standards

- Students can read fluently and comprehend what has been read.
- Students can use context clues to learn new vocabulary.
- Students can compare and contrast basic information from texts.
- Students can use reading strategies such as asking questions, making inferences, and summarizing.
- Students can determine the main idea and details in non-fiction texts.
- Students can write fictional stories and personal narratives.
- Students can write complete detailed sentences while correctly using capitalization and punctuation.
- Students can understand subjects, predicates and parts of speech—nouns, verbs, and adjectives.
- Students can apply spelling strategies in daily writing. Students begin to write in cursive.

Mathematics

St. Johns' Grade 2 mathematics curriculum prepares students to express and name numbers in various forms—written, illustrated, tallies, words, etc. They will be able to perform single-digit turnaround facts for addition and subtraction (e.g., 4+5=9, 5+4=9, 9-4=5, 9-5=4); develop and maintain the skills of place value to the hundreds place; tell time to the minute; and show and exchange coins for a given amount.

Second Grade Math Standards

- Students can multiply by 2, 5, and 10 and will count multiples of hundreds, tens, and ones.
- Students develop fluency with addition and subtraction facts within 20.
- Students develop fluency in two-digit addition and subtraction with and without regrouping.
- Students develop an understanding of base ten notation.
- Students can recognize number relationships by comparing and ordering numbers.
- Students can identify and demonstrate understanding of place value to the thousands.
- Students can represent numbers to 1,000 in word form, standard notation, and expanded form.
- Students can identify and write time to the nearest five minutes.

- Students can count and make coin combinations using $1, $5, $10, $20 bills.
- Students can identify basic fractions.

GRADE 3

Language Arts

In Grade 3, students attain meaning and comprehension throughout the reading process. They develop and maintain "good reader" strategies including use of expression, decoding unfamiliar words, inference and drawing conclusions; and they will develop an understanding of context clues and learn how to use this knowledge in reading.

As writers, Grade 3 students learn to identify and correctly demonstrate the steps in the writing process. They will learn to distinguish among and use parts of speech and develop and maintain proofreading skills including spelling, punctuation, grammar, capitalization, and sentence structure.

Grade 3 Language Arts Standards

- Students can recognize main ideas and details when reading.
- Students can identify nouns, verbs, and adjectives.
- Students can identify a complete sentence, including its complete subject and complete predicate.
- Students can use appropriate strategies, tools, and resources to learn the meaning of unfamiliar words.
- Students can draw appropriate conclusions about their reading.
- Students can compare and contrast literary elements when reading.
- Students can write a paragraph including topic sentence, detail sentences, and concluding sentence.
- Students can read a variety of fiction and nonfiction texts.
- Students use evidence from text to support their thinking.
- Students understand the author's purpose.

Mathematics

In Grade 3 mathematics, students will identify and apply multiple problem-solving strategies and demonstrate knowledge of basic math facts including addition, subtraction, multiplication, and division. They will develop the ability to work with accuracy and develop and maintain the skills of counting money, telling time, using decimals, naming numbers, estimating, and place value.

Grade 3 Math Standards

- Students can round to the nearest tens and hundreds to estimate sums and differences.
- Students can add and subtract four-digit numbers with and without regrouping.
- Students develop an understanding of multiplication through array models, area models, and number lines.
- Students can fluently recall multiplication facts through the tens.
- Students can add and subtract numbers up to three digits with and without regrouping.
- Students can use division to find the number of items in a group, make equal groups, and divide with or without regrouping.

- Students understand the inverse relationship between multiplication and division.
- Students can use bar models as a strategy to solve problems involving addition, subtraction, multiplication, division, and fractions of a set.
- Students can represent parts of a whole, find equivalent fractions, and compare fractions.
- Students can recognize area as an attribute of two-dimensional regions by creating arrays and contrasting area with perimeter.

GRADE 4

Language Arts

In Grade 4 reading, students attain meaning and comprehension through advanced sequencing to include flashbacks, foreshadowing, conflict and plotline. Students will understand character, setting, and plot within literature, develop an understanding of predicting outcomes, and learn how to use this knowledge in reading.

In writing, students will understand and practice formal writing (e.g., research projects, formal essays) and creative writing (e.g., fiction, short story, dialogue, poetry). They will develop and maintain writing mechanics to include complete sentences, spelling, capitalization, parts of speech, punctuation, paragraph structure, vocabulary, and organization. They will also identify the importance of word choice and voice.

Grade 4 Language Arts Standards

- Students can read with understanding, fluency, and expression.
- Students can determine or clarify the meaning of unknown and multiple meaning words and phrases.
- Students demonstrate knowledge of standard English usage, mechanics, and spelling.
- Students can organize and write a multi-paragraph essay on a specific topic in sequential order with transition words and phrases.
- Students can communicate through writing to persuade, inform, and entertain.

- Students understand and can apply the eight parts of speech in order to enhance their writing.
- Students employ both contextual and decoding strategies to bring meaning to a passage as a whole through summarization.
- Students can determine the main idea and supporting details of a selected text.
- Students can derive meaning while reading by expressing reactions and personal opinions to a selection, make inferences, and draw conclusions based on evidence from the text.
- Students can retell, answer or formulate questions, predict outcomes, and challenge both the text and the author after reading a given passage in both fiction and nonfiction.

Mathematics

In Grade 4 mathematics, students will create and interpret graphs (pie, bar, line, coordinate, etc.) and identify and apply multiple problem-solving strategies relating to multi-digit multiplication and division. They will demonstrate an understanding of geometry to include spatial relationships, vocabulary, and geometric properties. Also, students will develop and maintain skills of fractions to include basic concepts, equivalent, comparison, addition, and subtraction.

Grade 4 Math Standards

- Students can count and compare numbers to 100,000 in standard, expanded, and word form.
- Students can use mental math and estimation strategies to find sums, differences, products, and quotients.
- Students develop fluency in multiplying and dividing multi-digit numbers.
- Students can recognize, write, name, and illustrate mixed numbers and improper fractions in various forms.
- Students can identify, demonstrate, and generate equivalent fractions and decimals.
- Students can add and subtract unlike fractions.
- Students can read, write, compare, and order decimals greater than and less than one to the hundredths place.
- Students can solve problems with addition and subtraction of decimals.
- Students can identify, measure, and draw geometric angles, shapes, and lines.
- Students can write and solve number sentences for multi-step word problems and use appropriate strategies to solve real-world problems.

GRADE 5

Language Arts

The Grade 5 reading curriculum teaches students to derive meaning of vocabulary through the use of context clues. They will respond to various types and styles of writing through personal, critical, and creative essays and develop literal and interpretive meaning from various selections to include fiction, nonfiction, and poetry.

As writers, students will develop more powerful sentences by varying sentence beginnings; using strong, colorful words; using transition words; and crafting simple, compound, and complex sentences. They will be able to understand and use punctuation, capitalization, and eight parts of speech.

Grade 5 Language Arts Standards

- Students read books of different genres with a critical mind and with good fluency.
- Students can analyze character, plot, and setting in relation to the author's purpose.
- Students can compare and contrast information to other texts.
- Students can identify the eight parts of speech within a sentence.
- Students write routinely over extended time frames (for research, comparison, and revision) and shorter time frames for a range of specific short essay assignments and purposes.
- Students demonstrate comprehension and understanding of a variety of literary and informational texts.
- Students participate in student-to-teacher-to-parent conferences, student-to-student collaboration groups, and group verbal presentations.
- Students develop vocabulary in context, word skills, and origins.
- Students can analyze current information through the use of technology, magazines, and informational texts.
- Students can demonstrate understanding of conventions and language mechanics of standard English capitalization, punctuation, and spelling when writing.

Mathematics

Grade 5 students will use addition, subtraction, multiplication, and division in a variety of algorithms; use problem-solving and mathematical modeling mentally and in written form in number stories for various operations; explore data through the landmarks of minimum, maximum, median, mode, and range; display data in tables, charts, and graphs; and understand and manipulate numbers through place value. Students will write and read whole numbers, decimals, and integers.

Grade 5 Math Standards

- Students can identify the place value of any digit in numbers from the hundred millions place to thousandths place.
- Students can multiply a 2-, 3-, or 4-digit number by a 2-digit number.
- Students can divide multi-digit numbers by one- and two-digit divisors.
- Students can use order of operations to simplify a numerical expression.
- Students can add, subtract, multiply, divide, and reduce fractions.
- Students can convert between fractions, decimals, and percentages.
- Students can calculate areas of common two-dimensional shapes using formulas.
- Students can calculate the volume of common three-dimensional shapes using formulas.
- Students can use grade-appropriate vocabulary when discussing mathematical problems and ideas.
- Students can solve real-world problems using both modeling techniques and algebra.

Science

Students experience science within the classrooms and the campus grounds. In each science unit, students participate

in a variety of hands-on discovery experiences that increase their level of understanding of the topics being explored. The use of the scientific method is emphasized in all grade levels. Students will engage in the review and practice of the scientific method, design thinking, listening, asking questions, describing, sketching, making hypotheses/predicting, observing, experimenting, forming conclusions, classifying, taking appropriate risks, public speaking, and safety.

Social Studies

The purpose of social studies in Lower School is to assist students in understanding, participating in, and making informed decisions about their world. St. Johns' social studies curriculum provides opportunities to learn about and understand the past while exploring different cultures and learning to appreciate diversity. Students garner skills for productive problem-solving and decision-making as well as for assessing issues and making thoughtful value judgments. The framework works to help students become responsible citizens through participation locally, nationally, and globally.

Lower School Resources

Lower School Resources meet as part of the weekly schedule. The number of meetings varies by course and grade level.

Art

The philosophy of the Lower School art program is premised on the notion that young children want and need to create art and the goal of the program is, in large part, the facilitation of this natural process. St. Johns' Lower School art courses are designed to nourish this natural creative impulse. All Lower School students take art, and students are given the opportunity to explore and experiment with a variety of media and techniques including watercolor, tempera, soft pastel, oil pastel, colored pencil, paper mache, weaving, ceramics, and printmaking. Students from age 3 through Grade 5 study a diverse range of artists, artistic styles, and traditions from numerous cultures and time periods, and strong emphasis is placed on encouraging students to think creatively, challenge themselves, and to be fearless as they make discoveries and grow.

Drama and Movement

The Arts are ideal for cross-curricular learning and work as a valuable tool in many subject areas, and especially in developing literacy skills focusing on the written language's vocal and physical expression. St. Johns' drama and dance program allows students to experience being on the stage in our 600-seat Performing Arts Center and develop performance skills that will benefit them in many future pursuits. In drama, Lower School students are introduced to vocal health as it relates to the stage. They learn to value the role and responsibility of actors and audience, develop essential listening skills, and explore various ways to express their emotions both physically and vocally. Students work collaboratively to create and present ideas and analyze their growth and development as it pertains to their performances.

In movement, students develop ways to define and maintain personal space, kinesthetic awareness, and focus on non-verbal communication skills. Students can improvise, create, and perform dances, both as individuals and as a group. These skills encourage them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning.

Library

The Lower School library seeks to build and maintain a collection of fiction and nonfiction books and information resources that will support and enhance students' learning in school and at home. Grade level curriculum translates the following goals into age-appropriate instruction and materials. St. Johns' program has been developed to:

- support classroom curricular units and centers
- instill in students a love of reading
- encourage students' independent learning
- help students become effective library users
- teach students how to access and evaluate information in all formats

Music

General music classes consist of a broad-based, multi-faceted curriculum designed to provide a foundation of musical concepts and skills. Classes expose students to a variety of musical styles that are multicultural and international in scope. Through singing, listening, dancing, and playing instruments, students gain creative musical experiences and an understanding that music is an integral part of the lives of all people and cultures. In addition to general music classes, students in Grades 3 and 4 participate in chorus class each week. Grade 5 students choose between band and chorus. The groups perform for School events and in the surrounding community.

The main musical concepts taught to all grade levels with age-appropriate activities include rhythm, melody, harmony, form, style, expressive qualities, and tone color. These musical concepts are sequentially taught via the following skills: singing/chanting/using the voice, playing classroom instruments, moving, listening, creating, and evaluating.

Technology

Using computers and 3D and other technology in education should model a creative, problem-solving process. Basic computer knowledge and skills are presented in a logical, systematic order to facilitate selecting and organizing information, communicate ideas, increase the relevance of curricular content, and improve student performance. By integrating computer and general information skills with curricular content from the classroom the learning objectives become an ongoing process rather than an isolated list of skills. Teachers across all grade levels integrate iPads and the Google Suite into specific lessons using apps and programs that support the curriculum.

Wellness

The Wellness curriculum is designed to develop a comfort and passion for health and fitness by teaching and modeling a broad range of physical activities and challenges that foster cooperation with others and celebrate individual effort. With both of these qualities present, it is expected that students will be able to participate confidently in a variety of physical challenges with the support and encouragement from classmates and teachers.

Individual and team skills are taught and practiced in class and understanding the objectives and rules for each activity are a prerequisite for engaging in lead-up games. St. Johns believes that self confidence and cooperation with classmates must first exist in our students, so that they will have a healthy foundation from which to compete and learn. The goal is to boost the confidence levels and the fun factor by designing classes where everyone participates at their own level and appreciates the benefits of physical, health, and social emotional education.

World Languages

In Lower School, the World Language program focuses on the development of listening and speaking skills and cultural awareness with some exposure to grammar in both French and Spanish. The goal is to help students engage with languages and benefit from the educational and personal rewards that exposure to them can bring. In addition to developing a lifelong ability to communicate with more people, students may derive other benefits from early language instruction, including improved overall school performance and superior problem-solving skills.

Character Foundations

St. Johns' Character Foundations program for students from age 3 through Grade 12 focuses on a different character trait each month, helping students master traits like wisdom, initiative, and contentment. Learning about and practicing these character traits will contribute to a foundational culture of values at St. Johns and empower St. Johns students over the months and years ahead.

After-School Activities

The Lower School provides a wide array of enrichment opportunities after regular School hours for students to both discover and cultivate new interests and talents. These activities are taught by St. Johns faculty in each division. Most activities are scheduled one day per week for approximately 8 weeks. Activities are generally from 3:30 p.m. to 4:30 p.m. Fee information is provided in a registration document that is produced before each quarter.

MIDDLE SCHOOL

Introduction to Middle School

St. Johns' Middle School follows a modified block schedule consisting of seven periods per week. Core classes meet three times each week and all Middle School students enroll in English, math, science, social studies, wellness, world language, and an arts course of their choice. Arts courses include band, chorus, handbells, visual arts, drama, and technical theater. Language offerings include French, Latin, and Spanish.

In addition to a designated period each week for Character Foundations, Middle School students also have a designated class period to be used for Middle School electives, extra help sessions with teachers, study hall time, and other activities.

Middle School electives are designed to provide both a reprieve from a student's day as well as opportunities for leadership and personal growth. Electives provide students with opportunities to explore a variety of different topics, including engineering & robotics, coding, creative writing, and Model United Nations (MUN). Students may extend their knowledge by pursuing many of these topics when they enter Upper School. A comprehensive athletics program begins in Grade 6.

ENGLISH

ENGLISH 6

Refining English Language Skills: A Novel Idea
Course Number: 001
Grade Level: 6
Type: Full year, 1 credit

English 6 is devoted to the study of literature, written expression, vocabulary, and grammar. Literature study emphasizes the genres of classical mythology, poetry, the novel, as well as independent reading. Literature study targets reading comprehension, identifying various literary elements, broadening vocabulary, and understanding theme and characterization. Writing is emphasized throughout the year. By the end of the year, Grade 6 students can write a well-developed multi-paragraph essay with an introduction, body, and conclusion. The students continue to develop skills in figurative language, word meanings, and spelling. Grammar, an important component of the curriculum, focuses on the basics—parts of speech, parts of the sentence, mechanics, and correct usage. Texts typically include *A Long Walk to Water* by Linda Sue Park, *Becoming Naomi León* by Pam Muñoz Ryan, and *D'Aulaires' Book of Greek Myths.*

English 6 Course Standards

1. Students can identify a word's part of speech and understand how that part of speech functions in a sentence.
2. Students can recognize and write clauses and phrases.
3. Students can use punctuation and capitalization correctly.
4. Students can vary sentence types within a single paragraph to improve the strength of their writing.
5. Students can understand the writing process, including brainstorming, drafting, revising, and editing work.
6. Students can write a three-paragraph essay using correct MLA format.
7. Students can identify the salient points of and summarize short texts.
8. Students can confidently select appropriate, challenging novels for independent reading and articulate the importance of reading in their personal development.
9. Students can use context clues to make inferences about unfamiliar words and concepts in their reading.
10. Students can recognize and define basic literary elements and articulate their importance.

HONORS ENGLISH 6

Course Number: 002
Grade Level: 6
Type: Honors, full year, 1 credit
Prerequisites: Department chair approval

This course is reserved for self-motivated students who are required to complete more sophisticated reading and write more clearly. Honors English 6 builds on the English 6 curriculum in greater depth and teaches the reading, writing, vocabulary, and grammar skills required for the fundamentals in the language. Students are introduced to a variety of literary genres, including selected short stories, mythology, poetry, novels and nonfiction. Students will be introduced to literary terms and figurative language. Emphasis is placed on the development of the five paragraph essay with a clearly defined thesis statement, supporting paragraphs, and a meaningful conclusion. Vocabulary and grammar skills are taught through novels and from words within the context of literature. Texts typically include *Graphic Shakespeare* by Penny Clarke et. al., and *The Seventh Most Important Thing* by Shelley Pearsall, among others.

Honors English 6 Course Standards

1. Students can identify a word's part of speech and understand how that part of speech functions in a sentence.
2. Students can recognize and write clauses and phrases.

3. Students can use punctuation and capitalization correctly.
4. Students can vary sentence types within a single paragraph to improve the strength of their writing.
5. Students can understand the writing process, including brainstorming, drafting, revising, and editing work.
6. Students can write a three-paragraph essay using correct MLA format.
7. Students can identify the salient points of and summarize short texts.
8. Students can confidently select appropriate, challenging novels for independent reading and articulate the importance of reading in their personal development.
9. Students can use context clues to make inferences about unfamiliar words and concepts in their reading.
10. Students can recognize and define basic literary elements and articulate their importance.

ENGLISH 7

Course Number: 010
Grade Level: 7
Type: Full year, 1 credit

Throughout this literary journey, students are challenged to develop their critical thinking and close reading skills through various forms of literature and compositions via annotation and discussion in both collaborative and independent projects. While exploring a variety of literary genres, students venture into mythology, short stories, poetry, novels, and nonfiction. Students continue to broaden their horizons while enriching their vocabulary, grammar, and writing mechanics in a literary context. As they refine their communication skills, articulating original thoughts in both verbal and written forms, students gain an understanding of how stylistic choices affect writing and enjoy writing opportunities from creative endeavors to formal analysis.

English 7 Course Standards

1. Students can use literary devices and figurative language to effectively communicate through writing.
2. Students can identify the elements and structure of a variety of writing forms (poetry, essay, letter, short story, research paper) and use those elements and structure in their writing.
3. Students can develop an MLA-formatted research paper and correctly cite all sources according to MLA guidelines.
4. Students can write a specific thesis statement to support an argument, find and evaluate primary and secondary source materials, and write body paragraphs to support a thesis statement.
5. Students can form a thoughtful, relevant response to literature and independent reading by incorporating supporting quotes from the text.
6. Students can annotate a literary text, including annotations on character analysis, literary conflict, theme, symbolism, and point of view.
7. Students can identify common prefixes, roots, and suffixes to determine the meaning of unfamiliar words, including vocabulary in context, and retain them for future use.
8. Students can label basic parts of speech in isolation and in context, as well as recognize how they complement and modify one another in their own writing, as well as in others' writing.
9. Students can meaningfully participate in peer-led discussions of a text and make text-to-text, text-to-self, and text-to-world connections, as well as inferences.
10. Students can prepare for and participate in class presentations, and maintain maturity while leading the class.

HONORS ENGLISH 7

Course Number: 011
Grade Level: 7
Type: Honors, full year, 1 credit
Prerequisites: B in Honors English 6 or an A in English 6 and department chair approval

This course is reserved for intrinsically motivated students who are required to complete more sophisticated reading and write more eloquently. Honors English 7 builds on the Honors English 6 curriculum in greater depth and teaches the reading, writing, vocabulary, and grammar skills required for the fundamentals in the language. Students are introduced to a variety of literary genres, including mythology, short stories, poetry, novels and nonfiction. Literary terminology is studied in more depth.

By the end of the year, Honors Grade 7 students are expected to write an exemplary essay with a clearly defined thesis statement, supporting paragraphs, and a well-composed conclusion. Vocabulary is taught through novels and from words within the context of literature. Honors English 7 continues to place emphasis on proper grammar and mechanics with an in-depth analysis of all parts of speech, sentence construction, punctuation, and common usage errors. Texts typically include *Murder on the Orient Express* by Agatha Christie, *Refugee* by Alan Gratz, *April Morning* by Howard Fast, and *The Diary of a Young Girl* by Anne Frank.

Honors English 7 Course Standards

1. Students can achieve greater confidence in their ability to effectively communicate through writing, effectively apply grammar concepts through their own writing, and utilize the writing process in their pieces: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.
2. Students can compose a variety of forms: memoir, poetry, essay, letter, short story, research paper, etc.
3. Students can develop an MLA-formatted research paper. Students can write a specific thesis statement to support an argument, find and evaluate primary and secondary source materials, write body paragraphs to support a thesis statement, and correctly cite all sources according to MLA guidelines.
4. Students can respond to literature and independent reading using an essay format incorporating supporting quotes from the text.
5. Students can annotate a literary text, analyze character types, literary conflict, theme, symbolism, and point of view, identify and discuss elements of figurative language to enhance comprehension, discussion, and analysis.
6. Students can critique their own writing and others' work in constructive ways and be able to use others' critiques to improve their own writing.

7. Students can identify common prefixes, roots, and suffixes to determine the meaning of unfamiliar words and to acquire them for future use, including vocabulary in context and incorporate new vocabulary in their writing.
8. Students can label basic parts of speech in isolation and in context, as well as recognize how they complement and modify one another.
9. Students can participate meaningfully in a peer-led discussion of a text and make text-to-text, text-to-self, and text-to-world connections, as well as inferences.
10. Students can develop the skills to find solutions in their individual and group projects, lead collaborative efforts, and recognize the importance of responsibility and accountability.

ENGLISH 8

Course Number: 020
Grade Level: 8
Type: Full year, 1 credit

Students will explore the coming-of-age literary genre as they develop critical reading strategies, writing skills, and analytical thinking skills. Through literature, poetry, and nonfiction works, students will discuss and analyze the texts individually and as they relate to one another. Literary texts include short stories by Edgar Allan Poe and Arthur Conan Doyle, S.E. Hinton's *The Outsiders,* Shakespeare's *Romeo and Juliet,* and Harper Lee's *To Kill a Mockingbird.* Students will deepen the meaning of the text through active reading and realize new insights about the texts, the genre, and the human condition. Writing opportunities include creative prose and poetry, as well as analytical essays and a major MLA research paper.

English 8 Course Standards

1. Students can compose a thesis statement and organize ideas in a variety of academic writing demands, including 3-paragraph essays, 5-paragraph essays, and the components of an MLA-formatted research paper.
2. Students can identify main ideas in a text and integrate these into a composition using direct quotation, summary, and paraphrase.
3. Students can independently read challenging novels and make connections to daily life.
4. Students can engage in a critical discussion of a text with direction from the teacher.
5. Students can identify literary elements of fiction, poetry, and nonfiction, and appreciate stylistic choices in a variety of works, including coming-of-age stories.
6. Students can identify, punctuate, and correctly use clauses and phrases, and they can vary sentence structure in both creative and analytical writing.
7. Students can determine what to look for when editing and revising their own and peers' work and give feedback respectfully.
8. Students can use vocabulary in context and incorporate new vocabulary in their writing.
9. Students can identify figurative language and understand inferences and allusions in literature.
10. Students can participate in a reader's theater performance of a classic literary work.

HONORS ENGLISH 8

Challenging Truths: An Intensive Exploration of the Coming-of-Age Literary Genre
Course Number: 021
Grade Level: 8
Type: Honors, full year, 1 credit
Prerequisites: B in Honors English 7 or an A in English 7 and department chair approval

This Honors-level course bridges the gap between literature and reality. Students will experience what it means to grow up as they read and as they reflect on relevant historical events and current issues. As they follow their coming-of-age protagonist through his or her quest in poetry and prose, students will concurrently examine pertinent nonfiction articles and primary sources. Literary texts typically include classic short stories by O. Henry and Daphne du Maurier, dramas such as Shakespeare's *Romeo and Juliet,* iconic works like Harper Lee's *To Kill a Mockingbird,* Maya Angelou's *I Know Why The Caged Bird Sings,* Pat Frank's *Alas, Babylon,* as well as contemporary novels like *Lion: A Long Way Home.* Students will demonstrate proficiency in critical reading strategies and analytical thinking skills throughout the year. We will have the opportunity to explore creative writing activities and poetry. In addition to continually refining the five-paragraph essay, students will write a comprehensive MLA research paper that follows MLA guidelines.

Honors English 8 Course Standards

1. Students can compose a thesis statement and organize ideas in a variety of academic writing demands, including 3-paragraph essays, 5-paragraph essays, and the components of an MLA-formatted research paper.
2. Students can identify main ideas in a text and integrate these into a composition using direct quotation, summary, and paraphrase.
3. Students can independently read challenging novels and make connections to daily life.
4. Students can prepare for and lead a class presentation and maintain maturity while leading the class.
5. Students can identify literary elements of fiction, poetry, and nonfiction, and appreciate stylistic choices in a variety of works, including coming-of-age stories.
6. Students can identify, punctuate, and correctly use clauses and phrases, and they can vary sentence structure in both creative and analytical writing.
7. Students can determine what to look for when editing and revising their own and peers' work and give feedback respectfully.
8. Students can use vocabulary in context and incorporate new vocabulary in their writing.
9. Students can work with other students to complete a group project, with each student completing the tasks based on their different roles and responsibilities.
10. Students can participate in a reader's theater performance of a classic literary work.

HISTORY & SOCIAL SCIENCES

HISTORY 6

World Geography and the Rise and Fall of Civilizations
Course Number: 300
Grade Level: 6
Type: Full year, 1 credit

From hominids to humans, Mesopotamia to Greece, geography is so much more than just names on a map! Using an exploration of world geography and ancient civilizations and cultures, students develop a wide range of social studies skills to prepare them for their future studies. Students learn that the earth's climate and geography shape cultures and civilizations. Emphasis is also placed on study skills including outlining, note taking, and research. Interdisciplinary research-based projects and papers are integrated into the course.

History 6 Course Standards

1. Students will identify explicit information within a variety of sources and draw logical inferences.
2. Students will cite specific textual evidence when writing or speaking to support assertions.
3. Students will apply civic virtues and democratic principles when working with others.
4. Students will develop an appreciation for the value of keeping up with current events (local, national, global) and understanding their historical context.
5. Students will explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
6. Students will assess specific rules and laws as a means of addressing public problems.
7. Students will demonstrate and apply the Five Themes of Geography to the study of the development of early civilizations and current events around the world.
8. Students will identify and compare how early civilizations endured, transitioned into empires, and interacted with outside contact.
9. Students will understand and properly use geographic language and terms.
10. Students will analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

HISTORY 7

Introduction to Human Geography and U.S Government
Course Number: 310
Grade Level: 7
Type: Full year, 1 credit

While a full year course, this hybrid class is divided into two distinct semester courses. In the first semester, students will more deeply engage with how humans and the environment shape one another, using their knowledge of ancient civilizations from Grade 6 to understand past and present geographic issues. In the second semester, students will study the foundations and influences on the U.S. Government from the Enlightenment up until Early Expansion. Far from a traditional, teacher-centered course, this course will empower student learning through the fundamental skills of history: close readings of primary documents, collaborative analysis, and meaningful application of those skills.

History 7 Course Standards

1. Students will analyze and synthesize primary documents.
2. Students will collaborate with each other to gain deeper understanding of the material.
3. Students will use maps, charts, and graphs to make arguments about many topics.
4. Students will create secondary documents which expand their knowledge of world civilizations and the United States' foundational documents.
5. Students will expand upon their knowledge of ancient civilizations by viewing them within a geographical context.
6. Students will understand the foundational concepts and documents of the United States.
7. Students will better comprehend the role of slavery in the growth of the North American continent.
8. Students will describe how the environment and people interact with and shape each other.
9. Students will produce projects which explore the full breadth of geographic factors which impact human development and create diverse cultures.
10. Students will develop strategies for researching current events and appreciating different global issues and perspectives.

HISTORY 8

Growing Into the Promise: Modern U.S. History
Course Number: 320
Grade Level: 8
Type: Full year, 1 credit

Picking up our nation's story at the Civil War, this course continues to offer varied opportunities for students to develop the important skills of examination, analysis, and proper use of evidence. As they acquire and hone these skills, students discover that they love "doing history," welcome the opportunity to become active learners, retain more knowledge, and solve historical problems themselves rather than simply being told about the past. Complementing their "coming of age" literary exploration in their English class, students trace our nation's growing pains and triumphs up to the present.

History 8 Course Standards

1. Students will analyze the role various groups (e.g. women, African American, Native American, immigrants) played throughout U.S. history.
2. Students will analyze characteristics of important leaders (political, social, military, cultural) and determine what kind of qualities these American leaders had.
3. Students will interpret how the technology and economic forces changed America's culture, society, economy, geography, and politics.
4. Students will demonstrate an understanding of the major causes and consequences of the Civil War, Spanish

American War, and US involvement in the World Wars, Cold War conflicts, and post Cold War conflicts.
5. Students will identify explicit information within a variety of sources and draw logical inferences.
6. Students will cite specific textual evidence when writing or speaking to support assertions.
7. Students will explain points of agreement and disagreement experts have about interpretations and application of the concepts covered.
8. Students will evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
9. Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view.
10. Students will develop an appreciation for the value of keeping up with current events (local, national, global) and understanding their historical context.

MATHEMATICS

FUNDAMENTALS OF PRE-ALGEBRA

Course Number: 100
Type: Full year, 1 credit
Prerequisites: Successful completion of Math 5

Students will work on consistency and accuracy of computing rational numbers. Students must be able to add, subtract, multiply and divide integers (positive and negative whole numbers), decimals and fractions. This course emphasizes the use of negative numbers. Once a level of mastery has been established students will be introduced to foundational pre-algebra skills. Students will be prepared to move into one of the following courses: Algebraic Foundations, Algebra 1A or Algebra 1 based on teacher and departmental recommendation.

Fundamentals of Pre-Algebra Course Standards

1. Students can translate verbal phrases into numerical and algebraic expressions and evaluate the expressions.
2. Students can identify and use properties of addition and multiplication.
3. Students can compare, order, add subtract, multiply and divide integers.
4. Students can evaluate absolute value.
5. Students can graph points on a coordinate plane.
6. Students can identify, add, subtract, multiply, and divide rational numbers.
7. Students can evaluate algebraic expressions using rational numbers.
8. Students can use the distributive property to rewrite expressions and equations.
9. Students can solve equations using the properties of equality.
10. Students can write equations to solve problems and look for missing information.

ALGEBRAIC FOUNDATIONS

Course Number: 107
Type: Full year, 1 credit
Prerequisites: Successful completion of Fundamentals of Pre-Algebra

Students continue the study of integers, order of operations and rational numbers. They will be introduced to algebraic expressions, simple algebraic equations, ratios, proportions and problem solving which are the building blocks for Algebra 1A and Algebra 1. Students will finish out the year studying probability, predictions and statistics. Using symbolic operations helps students make the jump from the concrete—Math 6—to the abstract—Pre-Algebra. This year gives students a solid foundation for future algebra-based courses. Successful completion of this course prepares students for Pre-Algebra.

Algebraic Foundations Course Standards

1. Students develop proficiency in the rules for integers, including: number lines, powers, exponents, absolute value and all operations.
2. Students understand how real numbers, rational and irrational, are used when solving numerical sentences and equations.
3. Students know the rules for order of operations including rational numbers and powers.
4. Students can use the properties to solve numerical and algebraic expressions; commutative, associative, identity, multiplicative property of zero.
5. Students can simplify expressions using a variety of ways including distributive property and combining like terms.
6. Students can define a variable and use it in expressions, equations and word problems.
7. Students develop proficiency in solving simple equations.
8. Students understand ratios, rates, percent and proportions and how they are used in real-world problems.
9. Students will be introduced to probability, predictions, and statistics.
10. Students understand the vocabulary words used in each unit.

ALGEBRA 1A

Course Number: 133
Type: Full year, 1 credit
Prerequisites: Successful completion of Fundamentals of Pre-Algebra and teacher recommendation

Students begin their study of Algebra 1 in Grade 7 modeling, simplifying, and evaluating relationships using variables, expressions and equations, while continuing their study of properties and operations of real numbers. Students learn the solving and graphing process for equations and inequalities, and apply these skills to using formulas and real-world application. They will expand and connect these skills as they solve compound inequalities and absolute value equations and inequalities. Our study continues as we introduce the characteristics of ratios and proportions and how these are applied to a number of different applications. Students read and use functional notation as they model function rules with tables and graphs. In addition, we introduce linear

equations and practice all related topics. In Grade 8, students will continue their study with the course, Algebra 1-B.

Algebra 1-A Course Standards

1. Students can use the properties to solve numerical and algebraic expressions; commutative, associative, identity, multiplicative property of zero.
2. Students can simplify expressions using a variety of ways including distributive property and combining like terms.
3. Students can define a variable and use it in expressions, equations, inequalities, and word problems.
4. Students can solve a formula for a given variable.
5. Students develop proficiency in solving equations; one-step, two-step, multi-step and variables on both sides, absolute value equations including no solution and all real numbers.
6. Students develop proficiency in solving inequalities and graphing solutions; one-step, two-step, multi-step and compound inequalities including absolute value inequalities.
7. Students understand ratios and rates and how they are used in real world problems.
8. Students can solve proportions including similar polygons, indirect measurement and percent proportions as well as apply to real world problems.
9. Students will be introduced to the concept of mathematical relations and functions, and be able to graph using a table of values.
10. Students understand the vocabulary used in each unit.

ALGEBRA 1

Course Number: 130
Type: Full year, 1 credit
Prerequisites: Successful completion of Fundamentals of Pre-Algebra, teacher recommendation, department chair approval

In this course, students complete Algebra 1 in one year. The course will include such topics as the properties and operations of the real number system, solving first degree equations with one variable, the fundamental operations involving polynomial and rational expressions, systems of linear equations with two variables, fractions, factoring, ratio, proportion, variations, exponents, roots, quadratic equations, and problem solving. Students will be required to apply these skills to formulas and real-world applications. In Grade 8, students would study Honors Geometry based upon teacher and departmental recommendation.

Algebra 1 Course Standards

1. Students can generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions.
2. Students can read, write, compare, classify, and represent real numbers, and use them to solve problems in various contexts.
3. Students can use properties of equality to solve one-step, two-step and multi-step equations in one variable. Students will use proportions to solve problems.
4. Students can use the coordinate plane to graph linear functions. They will compare the graph of linear functions to that of the parent function.

5. Students can represent a linear equation in three different ways and will determine the appropriate approach to graph the linear equation from given information.
6. Students can represent real world and mathematical situations using inequalities involving linear expressions. They will solve inequalities algebraically and graphically.
7. Students can use various methods to solve systems of linear equations. They will identify linear systems as having one solution, no solution or infinitely many solutions.
8. Students understand how to apply the properties of exponents to exponential expressions.
9. Students can perform operations on polynomials. The students can completely factor polynomials in order to solve equations.
10. Students can graph quadratic functions and compare them to the parent graph.

PRE-ALGEBRA

Course Number:128
Type: Full year, 1 credit
Prerequisites: Successful completion of Algebraic Foundations

Students continue the study of integers, order of operations, and rational numbers. They will be introduced to algebraic expressions, algebraic equations and inequalities, application of ratios, rates, percent, and proportions, as well as problem solving, which are all building blocks for Algebra 1. Students will have a more in-depth study of Middle School geometry. Using symbolic operations will aid students in making the jump from the concrete to the abstract. Successful completion of this course prepares students for Algebra 1 in Grade 9.

Pre-Algebra Course Standards

1. Students develop mastery for the rules of integers, including: number lines, absolute value and all operations.
2. Students know the rules for order of operations, including rational numbers and powers.
3. Students can simplify expressions using a variety of ways, including distributive property and combining like terms.
4. Students can define a variable and use it in expressions, equations and word problems.
5. Students develop proficiency in solving equations and inequalities; one, two and multi-step with variables on both sides, including undefined or all real numbers.
6. Students understand ratios, rates, percent, and proportions and how they are used in real-world problems.
7. Students will be introduced to linear equations and slope of a line.
8. Students understand the relationship between real numbers and right triangles; including square roots, Pythagorean theorem, distance, midpoint, and slope formula.
9. Students will continue their study of geometry; working on classifying, finding area, surface area, circumference, and volume.
10. Students will understand how to analyze data and find probabilities, including collecting, interpreting, displaying data, and probabilities of independent and dependent events.

ALGEBRA 1A

Course Number: 133
Type: Full year, 1 credit
Prerequisites: Successful completion of Pre-Algebra and teacher recommendation

Students begin their study of Algebra 1 in Grade 8 modeling, simplifying, and evaluating relationships using variables, expressions and equations, while continuing their study of properties and operations of real numbers. Students learn the solving and graphing process for equations and inequalities, and apply these skills to using formulas and real-world application. They will expand and connect these skills as they solve compound inequalities and absolute value equations and inequalities. Our study continues as we introduce the characteristics of ratios and proportions and how these are applied to a number of different applications. Students read and use functional notation as they model function rules with tables and graphs. In addition, we introduce linear equations and practice all related topics. In Grade 9, students will continue their study with the course, Algebra 1B.

Algebra 1A Course Standards

1. Students can use the properties to solve numerical and algebraic expressions; commutative, associative, identity, multiplicative property of zero.
2. Students can simplify expressions using a variety of ways including distributive property and combining like terms.
3. Students can define a variable and use it in expressions, equations, inequalities, and word problems.
4. Students can solve a formula for a given variable.
5. Students develop proficiency in solving equations; one-step, two-step, multi-step and variables on both sides, absolute value equations including no solution and all real numbers.
6. Students develop proficiency in solving inequalities and graphing solutions; one-step, two-step, multi-step and compound inequalities including absolute value inequalities.
7. Students understand ratios and rates and how they are used in real world problems.
8. Students can solve proportions including similar polygons, indirect measurement and percent proportions as well as apply to real world problems.
9. Students will be introduced to the concept of mathematical relations and functions, and be able to graph using a table of values.
10. Students understand the vocabulary used in each unit.

ALGEBRA 1B

Course Number: 134
Type: Full year, 1 credit
Prerequisites: Successful completion of Algebra 1A

Students continue and conclude their study of Algebra 1 with this course. They master properties and operations of real numbers, expand their study of equations and inequalities, and are introduced to systems of equations and inequalities, their solutions and graphs. In addition, their knowledge of linear equations and all related topics is expanded. Study continues with the introduction of

exponents and exponential functions, polynomial operations and factoring, quadratic equations and functions, radical expressions and equations, and rational expressions and functions. Knowledge and understanding of these skills is sharpened as they serve as the foundation for all future courses in mathematics. This class continues to explore the theory behind topics and focuses on experiencing multifaceted problems. In Grade 10, students continue on to study Geometry or Geometry Honors based upon teacher and departmental recommendation.

Algebra 1B Course Standards

1. Students can simplify expressions using a variety of ways including distributive property and combining like terms.
2. Students can pick out information from a given problem, use it to write an equation, and solve the equation using properties of equality.
3. Students can write and solve various equations and inequalities including one-step equations, two-step equations, equations having like terms, involving parentheses, and equations with variables on both sides.
4. Students can convert between fractions, decimals, and percents and understand problems involving percent of change, discounts, and markups.
5. Students can interpret graphs and mapping diagrams and how to represent relations and functions.
6. Students can find solutions of linear equations and inequalities in two variables and find intercepts of a graph.
7. Students can use exponent rules to simplify expressions involving powers, including negative exponents and an exponent of zero.
8. Students understand the relationship between real numbers and right triangles; including square roots, Pythagorean theorem, distance, midpoint, and slope formula.
9. Students can find unknown angle measures and classify triangles, polygons, and quadrilaterals. Students can also find surface area and volume of prisms, cylinders, pyramids, and cones.

ALGEBRA 1

Course Number: 130
Type: Full year, 1 credit
Prerequisites: Successful completion of Algebraic Foundations or equivalent course, teacher recommendation, department chair approval

In this course, students complete Algebra 1 in one year. The course will cover the properties and operations of the real number system, solving first degree equations with one variable, the fundamental operations involving polynomial and rational expressions, systems of linear equations with two variables, fractions, factoring, ratio, proportion, variations, exponents, roots, quadratic equations, and problem solving. Students will be required to apply these skills to formulas and real-world applications. In Grade 9, students continue on to study Geometry.

Algebra 1 Course Standards

1. Students can generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions.
2. Students can read, write, compare, classify, and represent real numbers, and use them to solve problems in various contexts.
3. Students can use properties of equality to solve one-step, two-step and multi-step equations in one variable.
4. Students will use proportions to solve problems.
5. Students can represent a linear equation in three different ways and will determine the appropriate approach to graph the linear equation from given information.
6. Students can represent real world and mathematical situations using inequalities involving linear expressions. They will solve inequalities algebraically and graphically.
7. Students can use various methods to solve systems of linear equations. They will identify linear systems as having one solution, no solution or infinitely many solutions.
8. Students understand how to apply the properties of exponents to exponential expressions.
9. Students can perform operations on polynomials. The students can completely factor polynomials in order to solve equations.
10. Students can graph quadratic functions and compare them to the parent graph.

HONORS ALGEBRA 1

Course Number: 131
Type: Full year, 1 credit
Prerequisites: Successful completion of Pre-Algebra, teacher recommendation, department chair approval

The topics for this course are much the same as Algebra 1, but are covered at an accelerated pace and in greater depth. Algebra 1 Honors students are expected to expand and apply their knowledge to solve multi-faceted problems.

Honors Algebra 1 Course Standards

1. Students can generate equivalent numerical and algebraic expressions and use algebraic properties to evaluate expressions.
2. Students can read, write, compare, classify, and represent real numbers, and use them to solve problems in various contexts.
3. Students can use properties of equality to solve one-step, two-step and multi-step equations in one variable.
4. Students will use proportions to solve problems.
5. Students can represent a linear equation in three different ways and will determine the appropriate approach to graph the linear equation from given information.
6. Students can represent real world and mathematical situations using inequalities involving linear expressions. They will solve inequalities algebraically and graphically.
7. Students can use various methods to solve systems of linear equations. They will identify linear systems as having one solution, no solution or infinitely many solutions.
8. Students understand how to apply the properties of exponents to exponential expressions.
9. Students can perform operations on polynomials. The students can completely factor polynomials in order to solve equations.
10. Students can graph quadratic functions and compare them to the parent graph.

HONORS GEOMETRY

Course Number: 141
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Algebra 1 or an A in Algebra 1

Honors Geometry is designed for the student that desires to be challenged mathematically. This course will place added emphasis on geometric proofs, identifying applications of geometric ideas, and identifying how geometry is used in practical applications.

Honors Geometry Course Standards

1. Students can name and sketch geometric figures, use postulates and theorems, and classify angles and polygons; they can find the circumference, area, and perimeter.
2. Students can use inductive and deductive reasoning, analyze and write conditional statements, and perform basic geometric and algebraic proofs.
3. Students can classify angle pairs formed by intersecting lines, use angle relationships to prove lines parallel, write equations of lines, prove theorems about perpendicular lines, and find the distance between parallel lines in the coordinate plane.
4. Students can classify triangles, find measures of angles within triangles, identify triangles, prove triangles congruent, use theorems related to isosceles and equilateral triangles, and perform transformations.
5. Students can relate the side and angle measures in solving triangle-related, multi-step problems and can write indirect proofs; they can determine whether or not two triangles are similar.
6. Students can find angle measures in polygons and can differentiate between special quadrilaterals.
7. Students can use the Pythagorean Theorem and can apply trigonometric ratios, the Law of Sines, and the Law of Cosines to find side lengths and angle measures of triangles.
8. Students can use ratios, proportions, and geometric means to solve geometry problems. They can perform translations with vectors and algebra, and can reflect figures in a given line, rotate figures about a point, identify line and rotational symmetry, and perform reductive or enlarging dilations.
9. Students can relate a tangent to the radius at the point of tangency, use intercepted arcs to measure angles, and measure angles formed by secants and tangents. They can use the standard equation of a circle to graph and describe circles in a coordinate plane.
10. Students can identify and name solids, use Euler's Formula, describe cross-sections of solids, find surface areas and lateral areas of prisms and cylinders, and use nets to find surface area; they can use scale factors to compare the ratios of surface area to the ratios of volumes of solids.

SCIENCE

GRADE 6: LIFE SCIENCE

Course Number: 200
Grade Level: 6
Type: Full year, 1 credit

This course prepares the student for the later study of biology. The course covers topics including anatomy, zoology, ecology, and microbiology. The curriculum is enhanced by incorporating the real-life experience of growing fruits and vegetables, communicating with current day scientists, and solving real world problems by partnering with White Oak Conservation Center. Scientific reading and writing skills are an integral part of this course to develop critical thinking and data analysis skills. A world of knowledge awaits, as we grasp a better understanding of our ever-changing natural world.

Grade 6 Life Science Course Standards

1. Students can describe and identify the organization, development, and diversity of living things by recognizing the hierarchical organization from atoms to molecules, cells to tissues, organs to organ systems and organisms and comparing and contrasting the structure and function of the major organelles of plant and animal cells.
2. Students can understand and explain that every organism requires a set of instructions that specifies its traits, and that this hereditary information (DNA) contains genes located in the chromosomes of each cell.
3. Students can recognize there is diversity within living organisms that may have an evolutionary origin by understanding that the scientific theory of evolution is the organizing principle of life science.
4. Students can compare and contrast types of infectious agents that may infect the human body, including viruses, bacteria, fungi, and parasites, and analyze how environmental factors affect personal health.
5. Students can identify and investigate the general functions of the major systems of the human body and describe ways these systems interact with each other to maintain homeostasis.
6. Students recognize that science is a global endeavor and that scientists must work together to make change that can affect individuals, society, and the environment.
7. Students can define a problem from the Life Science curriculum; use appropriate reference materials to support scientific understanding; plan and carry out various types of scientific investigation; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions, and defend conclusions.

GRADE 7: EARTH SCIENCE

Course Number: 210
Grade Level: 7
Type: Full year, 1 credit

This course connects students to the beauty of our universe, including our Earth, and gives students an opportunity to

relate what they are learning to their everyday world. The course covers topics ranging from Earth's place in space to how Earth works as a system and how humans interact with the Earth. The course is rich with both independent and collaborative lab-based hands-on activities. Highlights include building models representative of specific structural components such as volcanoes and employing the engineering design process to find solutions related to problems caused by human impact on our Earth.

Grade 7 Earth Science Course Standards

1. Students have an understanding of the universe, recognize that there are enormous distances between objects in space, and apply knowledge of light and space travel to understand this distance.
2. Students have an understanding of the solar system and can distinguish the hierarchical relationships between planets and other astronomical bodies relative to the solar system, galaxy, and universe, including distance, size, and composition and comparing various historical models of the solar system, including geocentric and heliocentric.
3. Students can explain the impact objects in space have on each other, including the sun on Earth—including seasons and gravitational attraction—and the Moon on Earth, including phases, tides, eclipses, and the relative position of each body.
4. Students can assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.
5. Students can identify the impact that humans have had on Earth, such as deforestation, urbanization, desertification, erosion, air and water quality, and changes in the flow of water.
6. Students can understand weather and climate by describing how global patterns including the jet stream and ocean currents influence local weather in measurable terms, such as temperature, air pressure, wind direction and speed, and humidity and precipitation.
7. Students demonstrate an understanding of Earth's structure by describing the layers of the solid Earth.
8. Students can define a problem from the Earth Science curriculum, use appropriate reference materials to support scientific understanding; plan and carry out various types of scientific investigation; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions.

GRADE 8: PHYSICAL SCIENCE

Course Number: 220
Grade Level: 8
Type: Full year, 1 credit

This introduction to physics and chemistry concepts is taught as a STEM-based course using an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections. Laboratory experiments serve as a foundation for scientific investigation, and this course emphasizes making connections between lab observations and measurements and the concepts reinforced during class discussions. Formal lab reports place added emphasis on students' expression of scientific concepts via graphs, data tables, diagrams, presentations, and written reports.

1. Students can conduct investigations, ask questions, and attempt design challenges that show the relationships between science, technology, math, and engineering.
2. Students can apply dimensional analysis and scientific notation in making metric calculations.
3. Students can analyze the complexity of ethical issues within the realm of scientific investigations in the past,

present and future by evaluating multiple sides of an argument.
4. Students can design experiments and collect quantitative data on investigations related to motion, forces, and energy that can be organized into data tables and graphs. Students can construct explanations based on graphical evidence.
5. Students can design and build compound machines and calculate the mechanical advantage and efficiency of them. Students can judge the effectiveness of machines based on calculations of efficiency in the real world examples.
6. Students can compare and contrast specific examples for how energy transfers from one form to another and how these transfers are significantly connected to Earth, chemical, physical and biological systems.
7. Students can construct DC circuits and solve for unknown variables using Ohm's Law and power equations.
8. Students can explain the interconnected phenomena associated with electromagnetic force and build functional electromagnets.
9. Students can use models to show how characteristics of matter are determined by the atoms and molecules that make up the material.
10. Students can develop and use a model that describes how chemical reactions result in the rearrangement of atoms and the storing and/or releasing of energy.
11. Students can define a problem from the Physical Science curriculum, use appropriate reference materials to support scientific understanding; plan and carry out various types of scientific investigations; identify variables; collect and organize data; interpret data in charts, tables, and graphics; analyze information; make predictions; and defend conclusions.

WELLNESS

St. Johns' new wellness curriculum for Grades 6-8 was developed to address the overall national concern of young people's susceptibility to anxiety, stress, unhealthy BMI, and debilitating choices. Wellness classes are required in Grades 6-8. Each course contains age-appropriate topics and activities that cover four primary areas: emotional health, social well-being, physical fitness, and health education. Courses are taught by physical/health education teachers, counselors, and outside professionals. St. Johns' goal is to provide students with the knowledge and confidence to choose a health-promoting lifestyle in a safe environment as they continue to develop, grow, and face life choices.

WELLNESS 6

Wellness 6 covers study skills, anxiety identification, interpersonal communication, values assessment, and self-advocacy. Team sports, individual fitness, dance, and beginning nutrition will be introduced to all students. Internet management will be covered with a focus on personal safety, sleep, and healthy boundaries.

WELLNESS 7

Wellness 7 covers behavior modification and healthy choices with regard to alcohol, drugs, and social media. Intermediate nutrition will include discussion about performance enhancing drugs, vitamins, fad diets, and healthy food choices. Lessons are taught on positive self-image and mind-body connection, and personal fitness is emphasized with activities that include, but are not limited to, dance, agility, and lifetime sports. Students will be introduced to mindfulness practice and the relationship between sleep and performance.

WELLNESS 8

In Grade 8, Wellness focuses on individual fitness and wellness. Students learn to monitor heart rate and how that affects aerobic vs anaerobic activity. Yoga is introduced along with additional club-type activities. Sex education, healthy relationships, and mental health and disorders will be discussed. Healthy food prep will be introduced (students may be asked to bring items to class). Resiliency and coping techniques as they pertain to relationships and school performance are covered and all students complete the course by becoming certified in CPR/AED by the American Red Cross.

WORLD LANGUAGES

St. Johns requires for graduation the successful completion of three levels of one world language or two levels of two world languages.

Students are encouraged to pursue language study beyond the required and to study more than one world language. A motivated student who is enrolled in level three or higher of one modern language and who wishes to study more than one modern language concurrently may advance (without credit) to level two or higher of the second after completing independent study. This requires departmental approval and success on the final exam administered prior to the start of the next School year.

A student must attain at least a C- final average in order to enter the next level of a language.

GRADE 6 WORLD LANGUAGE WHEEL

Course Number: 400
Grade Level: 6 & 7

This introductory world language program consists of 9 weeks of study in French, Latin, and Spanish and is for students in Grade 6 and students in Grade 7 who are new to St. Johns. Exposure to each language integrates basic structures and vocabulary while engaging students through the teaching of culture and interdisciplinary studies. Students are introduced to the study habits of successful lifelong language learners. The purpose of this exposure is to prepare the student to choose a language for study in Middle and Upper School.

At the conclusion of the Language Wheel, rising Grade 7 students will begin their language track by enrolling in French 1A, Latin 1A, or Spanish 1A. Students will continue their study in Grade 8 in the 1B level of the same language. Levels 1A and 1B combine to accomplish the curriculum of the Upper School level 1 language courses. Rising Grade 8 students enroll in French 1, Latin 1, or Spanish 1.

FRENCH

Throughout the first three levels of French study, students progress from basic to intermediate level. The program is sequential and cumulative in nature with each subsequent level building upon the previous year's vocabulary and grammar. Vocabulary studied encompasses a wide variety of topics from daily activities to politics. The grammar concepts studied are connected to those in English giving students a more thorough understanding of their own language and improving standardized test scores. Additionally, through the study of the language and the culture of the French speaking countries of the world students gain insights which will allow them to become productive citizens of today's global society.

All levels include activities focusing on the skills of listening, speaking, reading and writing. Communication in a variety of everyday situations all become part of the students' repertoire. Special opportunities to experience the culture and use the language outside of the classroom exist through the French Club, the State French Congrès Competition and an exchange program with Le Lycée Saint Ambroise in Chambéry, located in the French Alps.

The first three years of language study fulfill the School's graduation requirement; however, students are encouraged to study language beyond the first three years and several courses for advanced studies are offered.

* Throughout this section, proficiency standards are defined by the American Council for Teaching Foreign Language Proficiency Performance Descriptors; 2012.

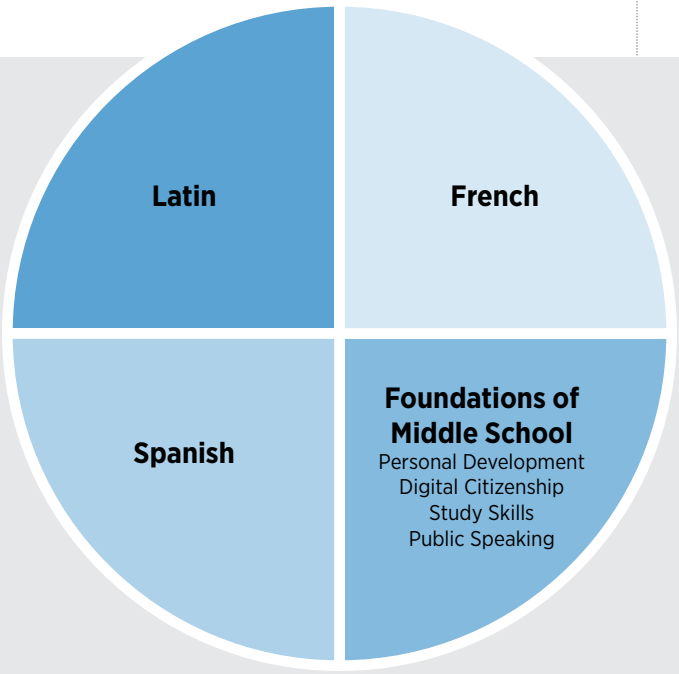
FRENCH 1A

Course Number: 401
Grade Level: 7
Type: Full year, 1 credit

This course introduces the basic skills of listening, speaking, reading, and writing in French and emphasizes cultural competency and communication. It combines with the 1B course taken in Grade 8 to equal completion of the first level (1 credit) of language study. Units of study include those taught in the first semester of French 1: Introductions, Conjugation Basics, Articles & Gendered Nouns, Leisure Activities, Family & Descriptions, School Days & Telling Time, Sports & Weather.

Grade 7 French 1A Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.



MIDDLE SCHOOL WHEEL

All Grade 6 students complete the Middle School Wheel. The Wheel consists of four quarters where students rotate through Foundations of Middle School (which includes Personal Development, Digital Citizenship, Study Skills, and Public Speaking) and the three World Languages—French, Latin, and Spanish.

4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc. on forms, surveys and/or other documents in the present tense.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

FRENCH 1B

Course Number: 402
Grade Level: 8, Upper School credit
Type: Full year, 1 credit
Prerequisites: Successful completion of French 1A

The skills of listening, speaking, reading, writing, and appreciating culture are introduced. Mastery of basic vocabulary and structures including the present and past tenses prepares students for the increasingly challenging concepts of Level 2 and beyond. French culture and fine arts are interwoven throughout the course. Units of study include those taught in the second semester of French 1: Free Time: Sports, Seasons, Places in Town & Weather, Dining: Breakfast, Café Foods & Place Settings, Clothing & Accessories, Household Chores & Furniture, Places in the City & Transportation, and Vacation & Travel.

French 1B Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.
4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc. on forms, surveys and/or other documents in the present tense.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

FRENCH 1

Course Number: 405
Grade Level: 8 - 12, Upper School credit
Type: Full year, 1 credit

Units of study include: Introductions, Conjugation Basics, Articles & Gendered Nouns, Leisure Activities, Family & Descriptions, School Days & Telling Time, Sports & Weather, Free Time: Sports, Seasons, Places in Town & Weather, Dining: Breakfast, Café Foods & Place Settings, Clothing & Accessories, Household Chores & Furniture, Places in the City & Transportation, and Vacation & Travel.

French 1 Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.
4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.

6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc. on forms, surveys and/or other documents in the present tense.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

LATIN

The first three years of Latin take students from a basic to an intermediate level. The course allows students to connect with the classical world on a personal and an intellectual level. Students develop and hone their knowledge of grammar and vocabulary as they delve into the world of the ancient Romans by studying culture, history, and mythology. The course emphasizes translation, progressing from engaging "slice of life" stories based on classical figures to authentic Latin texts. Throughout the course, students gain a deeper understanding of global citizenship by exploring connections between the modern world and the world of the ancient Romans. The study of English grammar and derivatives helps students prepare for the verbal components of standardized tests. By the end of Level 3, students will be familiar with a variety of authors in prose (e.g. Caesar, Cicero, Tacitus) and in poetry (e.g. Vergil, Ovid, Catullus) and will also be able to scan dactylic hexameter and elegiacs. Each year, students complete a research paper and a creative project based on an area of special interest in the classical world. Special opportunities to experience the culture and use the language outside of the classroom exist through the Latin Club, the Regional and State Latin Fora, and overseas trips to Italy, Spain, and/or France.

The first three years of language study fulfill the School's graduation requirement; however, students are encouraged to study language beyond the first three years and several courses for advanced studies are offered.

* Throughout this section, students will use the focus on the language standards as defined by the American Classical League and those set forth on NLE.org (National Latin Exam).

LATIN 1A

Course Number: 451
Grade Level: 7
Type: Full year, 1 credit

This course combines with the 1B course taken in Grade 8 to equal completion of the first level (1 credit) of language study. Latin 1A introduces students to Roman culture and history, as well as the Latin language. Students master basic grammar concepts, including three declensions of nouns and three tenses of verbs. Students learn about the Greco-Roman gods, the Roman house, Roman theater, and beyond. The course The student's final grade in 1B is recorded on the high school transcript. Units of study include those taught in the first semester of Latin 1.

Latin 1A Course Standards

1. Students can recognize and translate basic grammatical concepts, including three verb tenses, five cases of nouns, comparative and superlative adjectives, and personal pronouns.
2. Students can translate passages in Latin and answer questions about their meaning.
3. Students can compose simple sentences in Latin.
4. Students can use a map to locate important countries in the ancient world and give their names in Latin and in English.
5. Students can discuss the culture of ancient Rome, including Roman houses, theater, gladiators, education, and religion.
6. Students can name and discuss the Greco-Roman gods and recognize basic mythological allusions in modern literature.
7. Students can recognize words that originate from Latin, as well as recognize loaned words, phrases, mottoes, and abbreviations adopted by the English language.
8. Students can apply the knowledge gained in Latin to other disciplines to enrich their studies.
9. Students can identify credible sources to write a short research paper in MLA format and use their knowledge to produce a creative project based on their studies.
10. Students can articulate the relevance of classical studies in the modern world.

LATIN 1B

Course Number: 452
Grade Level: 8, Upper School credit
Type: Full year, 1 credit
Prerequisites: Successful completion of Latin 1A

This course combines with the 1A course taken in Grade 7 to equal completion of the first level (1 credit) of language study. The student's final grade in 1B is recorded on the high school transcript. Units of study include a review of Latin 1A and those taught in the second semester of Latin 1.

Latin 1B Course Standards

1. Students can recognize and translate more complex grammatical structures, including six tenses of verbs, relative clauses, demonstrative pronouns, and participial phrases.

2. Students can translate longer passages in Latin and answer questions about their meaning.
3. Students can compose sentences in Latin.
4. Students can use a map to locate important cities in the ancient world and give their names in Latin and in English.
5. Students can discuss the history and culture of the ancient world, including the Roman monarchy, Egyptian mythology, ancient marital traditions, and the Roman occupation of Britain.
6. Students can discuss the major points of various myths and explain the ancient understanding of a hero.
7. Students can recognize words that originate from Latin, as well as recognize loaned words, phrases, mottoes, and abbreviations adopted by the English language.
8. Students can apply the knowledge gained in Latin to other disciplines to enrich their studies.
9. Students can identify credible sources to write a mid-length research paper in MLA format and use their knowledge to produce a creative project based on their studies.
10. Students can articulate the relevance of classical studies in the modern world.

LATIN 1

Course Number: 454
Grade Level: 8 - 12, Upper School credit
Type: Full year, 1 credit

This course covers the grammatical concepts covered in Latin 1A and Latin 1B, providing students with a thorough understanding of six verb tenses, noun uses, relative clauses, and participles. Students discuss the culture of the ancient Romans, including the Greco-Roman creation myth, the Roman baths, chariot racing, and Roman medicine.

Latin 1 Course Standards

1. Students can recognize and translate beginning to intermediate grammatical structures, including six tenses of verbs, six cases of nouns, comparison of adjectives, relative clauses, and participial phrases.
2. Students can translate intermediate passages in Latin and answer questions about their meaning and structure.
3. Students can compose simple sentences in Latin.
4. Students can discuss the history and culture of the ancient world, including the Roman house, gladiators, chariot racing, medicine, and religious practices.
5. Students can use a map to locate major cities and countries in the ancient world and give their names in Latin and in English.
6. Students can name and discuss the basic myths of the Greco-Roman gods and articulate the important elements of an ancient hero's journey in the Hercules myth.
7. Students can use their knowledge of vocabulary to recognize words that originate from Latin, as well as recognize loaned words, phrases, mottoes, and abbreviations adopted by the English language.
8. Students can apply the knowledge gained in Latin to other disciplines to enrich their studies.
9. Students can identify credible sources to write a mid-length research paper in MLA format and use their knowledge to produce a creative project based on their studies.
10. Students can articulate the relevance of classical studies in the modern world.

SPANISH

Throughout the first three years of Spanish study, students will progress from basic to intermediate level. The program is sequential and cumulative in nature with each subsequent level building upon the previous year's vocabulary and grammar. Vocabulary studied encompasses a wide variety of topics from daily activities to politics. The grammar concepts studied are connected to those in English, giving students a more thorough understanding of their own language and improving standardized test scores. Additionally, through the study of the language and the culture of the Spanish speaking countries of the world, students will gain insights which will allow them to become productive citizens of today's global society. All levels include activities focusing on the skills of listening, speaking, reading and writing. Communication in a variety of situations such as, giving and understanding instructions, making simple requests and understanding important announcements will all become part of the students' repertoire. Special opportunities to experience the culture and use the language outside of the classroom exist through the Spanish Club, the State Spanish Competition and trips to Spain and other Spanish speaking countries.

* Throughout this section, proficiency standards are defined by the American Council for Teaching Foreign Language Proficiency Performance Descriptors; 2012.

SPANISH 1A

Course Number: 426
Grade Level: 7
Type: Full year, 1 credit

This course combines with the 1B course taken in Grade 8 to equal completion of the first level (1 credit) of language study. The student's final grade in 1B is recorded on the high school transcript. Units of study include those taught in the first semester of Spanish 1: School related activities, Descriptions, Daily Schedules and Classes, Home Life and Shopping.

Spanish 1A Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.

4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc., on forms, surveys and/or other documents.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH 1B

Course Number: 427
Grade Level: 8, Upper School credit
Type: Full year, 1 credit
Prerequisites: Successful completion of Spanish 1A

This course combines with the 1A course taken in Grade 7 to equal completion of the first level (1 credit) of language study. The student's final grade in 1B is recorded on the high school transcript. Units of study include those taught in the second semester of Spanish 1: Celebrations, Health, Using Technology and Pastimes & Travel.

Spanish 1B Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.
4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc., on forms, surveys and/or other documents.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH 1

Course Number: 429
Grade Level: 8 - 12, Upper School credit
Type: Full year, 1 credit

Units of study include: School Activities, Daily Schedules and Classes, Descriptions, Home Life, Shopping, Celebrations, Health, Using Technology, and Pastimes and Travel.

Spanish 1 Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.
4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc., on forms, surveys and/or other documents.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities,

school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

The Arts

The Middle School arts program allows students to explore multiple visual and performing arts courses. Course offerings include: art, band, chorus, dance, drama, theater, and handbells.

PERFORMING ARTS

MIDDLE SCHOOL DRAMA

Course Number: 576
Grade Level: 6-8
Type: Elective, full year, 1 credit

Building on the experience from the Drama Wheel in Lower School, students in Grades 6 through 8 will continue to explore how performers and audiences interact and what skills and knowledge are used in the process of creating productions. Students will continue to work on pantomime, improvisation, theater terminology, collaborative activities, and essentials for performance as they present multiple performances throughout the year. This course allows students to practice communication and perception checking skills, both verbal and nonverbal. The students will work together within the class to collaborate on ideas, encourage and respect new ideas, and support individual and class growth. These are the very skills that students will use and apply throughout life, long beyond the stage.

DANCE

Course Number: 511
Grade Levels: 6-12
Type: Elective, full year, 1 credit

Dance class is for students who wish to explore the medium of movement through ballet, tap, jazz, modern and choreography. No experience is required other than an open mind and a willingness to try and learn. Since there are multiple ages and levels of abilities in the class, there will be opportunities to lead and help other students as well as create choreography that embraces all levels and styles of dance. There will be multiple opportunities for students to present their skills through performance on our stage as well as watch and evaluate performances from around the world. Students will walk away with an understanding of their

bodies and be able to apply those learnings to their daily life outside of dance.

MIDDLE SCHOOL CHORUS

Course Number: 594
Grade Level: 6-8
Type: Elective, full year, 1 credit

Middle School Chorus is open to all students in Grade 6 through Grade 8. Students learn vocal technique, music theory, aural and sight-reading skills. The group performs a variety of choral styles at School events and in the community. Students will have the opportunity to audition for the Florida All-State Choruses and participate in the events of the Florida Vocal Association and American Association of Choral Directors.

MIDDLE SCHOOL HANDBELLS

Course Number: 595
Grade Level: 6-8
Type: Elective, full year, 1 credit

The Middle School Handbell Choir offers the opportunity to develop music literacy skills, ringing technique, and the ability to create music with other students. Students experience the reward of being part of a musical team and sharing their music with others. The group performs for School events and concerts and frequently performs for community and civic groups.

CONCERT BAND

Course Number: 546
Grade Level: 6-8
Type: Elective, full year, 1 credit
Prerequisites: One year of band experience; provide own instrument

Concert Band is a performance-based class. Students will be required to attend and participate in several rehearsals and performances outside of regular School hours. Placement is based on student audition and director recommendation.

PERCUSSION

Course Number: 560
Grade Level: 6-8
Type: Elective, full year, 1 credit
Prerequisites: One year of band experience and/or After-School Program Percussion Camp

Percussion is a performance-based class. Students will be required to attend and participate in several rehearsals and performances outside of regular School hours. Members include only those who have participated in a band class for at least one year and/or participated in the After-School Program Percussion Camp. Placement is based on student audition and director recommendation.

VISUAL ARTS

GRADE 6 FOUNDATIONAL ART EXPLORATIONS IN 2D AND 3D

Course Number: 507
Grade Level: 6
Type: Elective, full year, 1 credit

This course covers two-dimensional and three-dimensional concepts and emphasizes the basic language of the principles and elements of design. The goal of this class is to allow students to explore art media, techniques, and develop artistic confidence. For two-dimensional art projects, students will develop skill in the areas of painting, drawing, and printmaking. Students will gain experience with the following media: graphite, ink, watercolor, tempera, and collage. For three-dimensional art projects, students will develop skills in the areas of additive sculpture and ceramics. Self assessment critiques will be conducted at the conclusion of major projects and students will learn how to critique and assess art. Students will study art vocabulary and historical references and will be required to maintain a sketchbook.

Grade 6 Foundational Art Course Standards

1. Demonstrate understanding of and follow safety protocols for media, tools, processes, and techniques.
2. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
3. Demonstrate respect for copyright laws and intellectual property ownership when creating and producing works of art.
4. Combine concepts collaboratively to generate innovative ideas for creating art.
5. Create artwork requiring sequentially ordered procedure and specified media to achieve intended results.
6. Use constructive criticism as a purposeful tool for artistic growth.
7. Analyze personal artworks, using teacher-developed rubrics, to articulate the motivations and intentions in creating personal works of art.
8. Make connections between the elements and principles of design to understand how artwork is unified.
9. Use accurate vocabulary to explain the creative and art-making processes.
10. Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.

GRADE 7 FOUNDATIONAL ART EXPLORATIONS IN 2D AND 3D

Course Number: 506
Grade Level: 7
Type: Elective, full year, 1 credit

This course covers two-dimensional and three-dimensional concepts and emphasizes the basic language of the principles and elements of design. The goal of this class is to create artistically confident students and broaden their understanding of how classroom projects and techniques fit within an art historical context. Exploration, problem solving, and critical thinking will be fostered. For two-dimensional art projects, students will develop skill in the areas of painting, drawing, and printmaking. Students will gain experience with the following media: charcoal, graphite, ink, watercolor, tempera, and collage. For three-dimensional art projects, students will study additive sculptural methods in order to become familiar with utilitarian and sculptural considerations. Self-assessment critiques and teacher guided class critiques will be conducted at the conclusion of major projects. Students will study art vocabulary and historical references and will be required to maintain a sketchbook.

Grade 7 Foundational Art Course Standards

1. Demonstrate understanding of and follow safety protocols for media, tools, processes, and techniques.
2. Create artwork requiring sequentially ordered procedure and specified media to achieve intended results.
3. Assess personal artwork during production to determine areas of success and needed change for achieving self-directed or specified goals.
4. Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
5. Manipulate content, media, techniques, and processes to achieve communication with artistic intent.
6. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

7. Examine artworks to form ideas and criteria by which to judge/assess and inspire personal works and artistic growth.
8. Organize and use the structural elements of art and principles of design to achieve artistic goals when producing personal works of art.
9. Use accurate vocabulary to explain the creative and art-making processes.
10. Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

GRADE 8 FOUNDATIONAL ART EXPLORATIONS IN 2D AND 3D

Course Number: 509
Grade Level: 8
Type: Elective, full year, 1 credit

This course covers two-dimensional and three-dimensional concepts and emphasizes the basic language of the principles and elements of design. The goal of this class is to create artistically confident students. Exploration, problem solving, and critical thinking will be fostered. Students will broaden their understanding and gain perspective of how classroom projects and techniques fit within an art historical context. The study of art vocabulary and historical references is a required component of this course. Two-dimensional art projects will include painting, drawing, and printmaking. Students will gain experience with the following media: charcoal, graphite, ink, watercolor, tempera, and collage. Three-dimensional art projects will include both additive and subtractive methods. Sculptural methods that will be covered include wire construction and ceramic techniques such as slab and coil construction. Students should feel comfortable assessing art and using foundation vocabulary for teacher guided class critiques and self-assessment rubrics. A sketchbook is required for both in class and homework assignments.

Grade 8 Foundational Art Course Standards

1. Manipulate tools and materials to achieve diverse effects in personal works of art.
2. Develop spontaneity and visual unity in artwork through repeated practice and refined craftsmanship.
3. Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.
4. Evaluate artwork objectively during group assessment to determine areas for refinement.
5. Demonstrate understanding of the organizational principles of design in works of art to establish a technical foundation for visual coherence.
6. Discuss formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.
7. Create a convincing and logical argument to support an evaluation of art.
8. Explore various subject matter, themes, and historical or cultural events to develop an image that communicates artistic intent.
9. Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.
10. Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Middle School H Period Electives

Middle School students may choose to enroll in quarterly/semester electives that will spark creative, innovative thinking and broaden students' perspectives about the world around them. These optional, ungraded electives take place during H period and are available to all Middle School students. Each class will meet two to four days per week, and students will take one class per semester/quarter. Students will spend the remaining days of the week in a supervised study hall. If a student does not choose to take one or more electives, he/she will be assigned to a study hall. Procedures for selecting these courses will be outlined on the course selection form.

All H period electives are quarter electives with the exception of Model UN, Technology Survey, and Computer Science, which are semester electives. Exploring Music is Quarter 2. All Middle School electives are pass/fail. Electives available for the 2021-2022 School year include:

THE ART OF COMMUNICATION

Grades: 6-8
Type: Quarter elective

This elective develops the students' skills, knowledge, and understanding of the communication process. It will have both artistic and psychological value for the students by fostering confidence and a strong skill set, which will, in turn, benefit other academic skills. Emphasis is on the oral presentation of well-written speeches using technology when appropriate. The course also focuses on projection, diction, phrasing, timing, expression, and listening. The course will incorporate interpersonal skills as a vibrant and interactive process between audience and speaker. Students will be given the opportunity to self-evaluate and critique peers.

CREATIVE WRITING WORKSHOP

Grades: 6-8
Type: Quarter elective

This elective introduces students to the skills of creative writing, helps them find their voice, and guides them on a path of personal growth and exploration. Taught through a workshop environment, the course focuses primarily on writing prose and verse. Students share their work — learning how to give and receive effective, constructive feedback. Students read contemporary fiction and learn dramatic structure as well as focus on enhancing their ability to develop a character, establish conflict, create setting, and convey a clear point of view. Students are introduced to multiple genres and analyze what it means to be a writer: the trials, triumphs, and responsibilities. Students will develop the confidence to brainstorm and develop their creative ideas into stories and poems.

ENGINEERING & ROBOTICS

Grades: 6–8
Type: Quarter elective

From launching space explorations to delivering safe, clean water to communities, scientists and engineers find solutions to pressing problems and turn their ideas into reality. Science empowers students to step into the role of a scientist or engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. This course engages students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the course in-demand knowledge and skills they will use in high school and for the rest of their lives.

SURVEY OF TECHNOLOGY

Grades: 6
Type: Semester elective

Students will explore and develop a variety of technology and computer science topics, including 3D design and printing, coding, and digital images & animation. Students explore and understand the process of computer programming through all these avenues.

Survey of Technology Course Standards

1. Students will use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams.
2. Students will use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
3. Students will critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. Students will be able to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals..
5. Students will develop foundational skills in Google and Microsoft Office applications.

COMPUTER SCIENCE DISCOVERIES

Grades: 7-8
Type: Semester elective

Computer Science Discoveries is an introductory computer science course for students in Grades 7 and 8. Mapped to CTSA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

Computer Science Discoveries Course Standards

1. Students will be able to identify the defining characteristics of a computer and how it is used to solve information problems. They will be able to use a structured problem solving process to address problems and design solutions that use computing technology.
2. Students will be able to create a digital artifact that uses multiple computer languages to control the structure and style of their content. They will understand that different languages allow them to solve different problems, and that these solutions can be generalized across similar problems.
3. Students will be able to create an interactive animation or game that includes basic programming concepts such as control structures, variables, user input, and randomness.
4. Students will see the design process as a form of problem solving that prioritizes the needs of a user. They will be able to identify user needs and assess how well different designs address them
5. Students will develop a basic understanding of various roles in software development, such as product management, marketing, design, and testing, and to use what they have learned as a tool for social impact.
6. Students will be able to design and build a physical computing device that integrates hardware inputs and outputs with software.

EXPLORING MUSIC

Grade Level: 6-8
Type: Quarter elective

Exploring Music is offered one quarter during the year during H period. Activities will include singing, basic music reading and aural skills, and an introduction to playing piano and handbells. Middle School is a time for students to try different things, and this non-graded elective provides a great way for students to discover new interests and/or continue developing their talents. This elective is offered Quarter 2 only.

MODEL UNITED NATIONS

Grade Level: 6–8
Type: Semester elective

Have you ever wondered how countries work together to solve some of the world's most important issues? Now is your chance to learn firsthand! The purpose of the Model UN (MUN) is to increase your knowledge about international issues, policy making, and the activities of the United Nations. Students will also gain valuable skills in public speaking, research, and writing, negotiation and powers of persuasion, leadership, organization, and interpersonal communication. Students will obtain these skills through course assignments, club activities and, most importantly, by playing the role of United Nations delegates at MUN conferences! You will have the opportunity to represent St. Johns Country Day School as a MUN delegate at Model UN conferences locally, nationally, and internationally.

1. Students will represent St. Johns Country Day School as a MUN delegate at Model UN conferences locally, nationally, and internationally.
2. Students will develop public speaking skills.
3. Students will acquire knowledge about international issues and policy making at the United Nations.
4. Students will learn how to collaborate effectively in groups.
5. Students will draft proposals about international policies.
6. Students will learn effective discussion techniques.
7. Students will negotiate issues related to global crises.
8. Students will develop solutions to real world problems, such as climate change, wealth inequality, and civil strife.
9. Students will conduct in-depth research on global issues.
10. Students will deepen their understanding of the countries of the world.

UPPER SCHOOL

Introduction to Upper School

St. Johns' Upper School courses fulfill the requirements for admission to the most selective colleges. Students should exercise care in selecting courses so that they satisfy St. Johns graduation and college admission requirements.

In order to provide students with a liberal arts education and to prepare them for matriculation into higher education, St. Johns requires that students successfully complete the Upper School courses listed in the chart below. In addition to the required core courses shown, St. Johns further requires students to successfully complete at least five academic courses each semester. It is the responsibility of students to complete all graduation requirements.

The minimum load for a student is five academic classes each semester. If a student fails to pass a course for a semester, he or she must make up or retake that course if it is a requisite for graduation. If it is not a course necessary for graduation, the student must replace the unearned credit by taking an additional course (beyond the required five) in a subsequent semester.

Twenty-three Upper School credits are required for graduation from St. Johns. Algebra, Wellness, and World Language credits may be earned in Grade 8.

GRADUATION REQUIREMENTS & COURSE CHOICE

English	Four credits (English 9, 10, 11, 12)
Science	Three laboratory science credits (Biology and Chemistry required)
Mathematics	Four credits (Algebra 1, Algebra 2, and Geometry required)
History & Social Sciences	Four credits (World History, Modern World History, U.S. History, Government, Ethics)
World Language	Three credits of the same language or two credits each of two languages
Fine & Performing Arts	One credit
Wellness	One credit
Elective Courses	At least two credits

To be awarded a diploma from St. Johns, seniors must have an Upper School cumulative average of 2.0 and a senior year average of 2.0, with no failures, including semester courses. Seniors who do not meet these criteria will not be allowed to participate in graduation activities and may be asked not to attend graduation exercises. Retests in subject areas are not given to seniors to meet graduation requirements.

Course Registration

The course registration process typically begins in January. A detailed registration timeline and corresponding documents will be distributed by the Upper School Office.

Grading System

Detailed information about St. Johns' grading system is available in the Student Handbook. Also included is information on the grading scale, academic reports, athletic eligibility, homework, test/exam policy, tutoring, missed work, and academic progress.

Promotion

In order to be promoted to the next grade, the student must have a 2.0 final grade point average and must have at least a C- average in continuing levels of English, Mathematics, and World Languages. A student must attain at least four credits to be promoted to the next grade.

If a student does not meet these requirements, the Administration discusses various remedies with the student and parent—e.g., summer school, repeating the grade, or dismissal, depending on the situation.

The final grade for a summer school make-up class is averaged evenly with the final grade previously earned in the year-long class of the same subject.

Academic Achievement Center

St. Johns' Academic Achievement Center (AAC) staff are available to help all students identify and meet their academic goals. The center offers a supportive learning environment that will help prepare students to become effective, independent learners. In addition, it will help students strengthen their academic and organizational skills, which will allow them to reach their full potential.

UPPER SCHOOL COURSE MATRIX

This matrix represents a typical progression for a St. Johns Upper School student, but it is possible that some variation will arise for individual students. St. Johns students must enroll in five courses each semester. We recommend that students pursue four years of five courses from each of the following departments: English, math, science, social studies, world languages, and fine arts. Most courses are offered each school year, but some electives are offered only when there is significant student interest.

DEPARTMENT	GRADE 9	GRADE 10	GRADE 11	GRADE 12	ELECTIVES/NOTES
English (4 years required)	English 9 (H)	English 10 (H)	English 11 (H) AP English Language	English 12 (H) AP English Literature	Public Speaking and Communications Chalice Yearbook (H)
History & Social Sciences (4 years required)	World History (H)	Modern World History (H) AP Seminar AP Modern World History	U.S. History (H) AP U.S. History	United States Government Ethics AP U.S. Government & Politics AP Comparative Government	AP Psychology (Grades 11-12) AP Capstone Research (Grade 12) Honors Art History & Criticism (Grades 10-12) Sports in Global Life (Grades 10-12) (.5 credit) Economics (.5 credit) The Holocaust (.5 credit) United States in the 60's (Grades 10-12) (.5 credit) Comparative World Religions (Grades 10-12)
Math (4 years required)	Algebra 1B Geometry (H)	Geometry (H) Algebra 2(H)	Algebra 2 (H) College Algebra H Pre-Calculus	H Calculus	AP Statistics AP Calculus AB AP Calculus BC Statistics, Probability & Other Math Applications
Science (3 years laboratory science required)	*Through the class of 2024:* Physics (H) *Class of 2025 onwards:* Biology (H)	*Through 2024:* Chemistry (H) *2025 onwards:* Chemistry (H)	*Through 2024:* Biology (H) *2025 onwards:* Physics (H) or Science Elective	*Through 2024:* Science Elective *2025 onwards:* Science Elective	AP Chemistry AP Physics 1 AP Biology AP Environmental Science Marine Science Engineering Design (.5 credit) Engineering Robotics (.5 credit)
Misc.	Career Internship (.5 credit for year-long course)				
Computer Science	Computer Technology Intern 1, Computer Technology Intern 2 Intro to Computer Science 1 (.5 credit) Intro to Computer Science 2 (.5 credit) Web Design Intro to Virtual Reality AP Computer Principles (Grades 10-12) AP Computer Science A (Grades 11-12)				
Performing Arts	Symphonic Band, Honors Symphonic Band St. Johns Singers , Honors Singers Chamber Ensemble Hand Bells Music Theory AP Music Theory (Grades 11-12) Theatrical Performance, Honors Theatrical Performance Technical Theatre, Honors Technical Theatre Dance				
Wellness (1 credit required)	Fitness (.5 credit) Team Sports (.5 credit) Wellness of the Mind and Body				
Visual Arts	Foundations of Art Sculptural Practices (H) Graphic Arts & Design (H) AP Portfolio Development Studio				
World Language (3 levels of one language, or 2 levels of two languages required)	French 1, French 2 (H), French 3 (H), Honors French 4, AP French Language Latin 1, Latin 2 (H), Latin 3 (H), Honors Latin 4, AP Latin Spanish 1, Spanish 2 (H), Spanish 3 (H), Honors Spanish 4, AP Spanish Language				

(H) - Indicates classes also offered at the Honors level.

AP - Indicates Advanced Placement classes.

COMPUTER SCIENCE

INTRODUCTION TO COMPUTER SCIENCE 1 & 2

Course Number: 707
Grades: 9-12
Type: Elective, semester, ½ credit each
Prerequisites: None
Notes: Blended Course*

This two-semester course is designed to offer an introduction to computer science. Students will work independently to learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science, including AP Computer Science Principles and AP Computer Science A courses. The course allows students to work independently in the text-based Python language.

*This course is offered as a blended learning class consisting of primarily online instruction and interaction combined with some required traditional class time. A course mentor will meet regularly with the students and is available daily. The course also includes a career focus, where at the end of units, students meet (via video) individuals who work in coding in different industries, such as the medical field, music industry, etc.

Introduction to Computer Science 1 and 2
Course Standards

1. Students will be able to define hardware, software, and programs.
2. Demonstrate competencies of programming constructs, including: use of data types and variables, control structures (sequencing, looping, branching), and modularity (such as a function).
3. Students will be able to define, analyze, utilize, and list the rules and standards of a good algorithm.
4. Students will understand how abstractions hide implementation details when used in everyday objects and use abstraction to manage program complexity (such as a function to create recallable code).
5. Students will be able to apply their knowledge of number calculations and basic functions to real-world data.
6. Students will be able to define and code if statements, if-else statements, nested elif (else-if) statements, nested if statements, and define and utilize Booleans (and, not, or).
7. Students will be able to define computer models and simulations, key features used to create simulations, and explain why these are used.
8. Students will be able to locate and correct errors in their code.
9. Students will be able to use the design process to iteratively develop a computing artifact.
10. Students will be able to assess a program by testing to verify correct behavior.

AP COMPUTER SCIENCE PRINCIPLES

Course Number: 720
Grade Level: 10-12
Type: Elective, Advanced Placement, full year, 1 credit
Prerequisites: A in current regular math course or B in current Honors math class

AP Computer Science Principles introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how com-

puting affects our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. Students take the College Board AP exam in May.

AP Computer Science Principles Course Standards

1. Students will be able to evaluate the tradeoffs in how data elements are organized and where data is stored.
2. Students will be able to model the role of protocols in transmitting data across networks and the Internet.
3. Students will be able to evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing.
4. Students will be able to evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
5. Students will be able to design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions.
6. Students will be able to represent a step-by-step algorithmic process using sequential code statements.
7. Students will be able to design and iteratively develop programs that combine control structures including nested loops, compound conditionals, and lists.
8. Students will be able to construct solutions to problems using student-created components, such as procedures, modules and/or objects.
9. Students will be able to evaluate key qualities of a program through a process such as a code review.
10. Students will be able to create interactive data visualizations using software tools to help others better understand real-world phenomena.
11. Students will be able to use data analysis tools and techniques to identify patterns in data representing complex systems.
12. Students will be able to evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

COMPUTER TECHNOLOGY INTERN

Course Number: 713
Grade Level: 11-12
Type: Elective, full year, 1 credit
Prerequisites: Approval by Technology department chair. Computer technology interns must possess a rudimentary working knowledge of and familiarity with both the Mac and PC platforms. Students must also have the ability to work independently over extended periods of time. Computer Technology Intern may be taken for more than one year.

The technology internship is designed to give students a solid foundation in problem resolution and a methodical approach to solving many of the problems facing today's IT specialist. Working closely with the instructor, students are afforded the opportunity to troubleshoot and solve a wide range of technology issues.

Computer Technology Intern Course Standards

1. Students will solve a wide range of computer and technology problems varying in complexity.
2. Students will be able to install software, upgrades, and security patches in both a Mac and PC environment.
3. Students will be able to troubleshoot end-user issues.
4. Students will be able to install hardware in both a Mac and PC environment.
5. Students will be able to manage a working 3D Lab.
6. Students will be able to manage a working virtual reality (VR) lab.
7. Students will be able to mentor fellow students.

AP COMPUTER SCIENCE A - JAVA

Course Number: 702
Grade Level: Grades 11-12
Type: Full year, 1 credit
Prerequisites: Algebra 1 is required; Algebra 2 is recommended

AP Computer Science A is a full-year blended-learning AP course for juniors and seniors who are serious about programming. Java requires a good mathematical background and strong problem-solving skills. The course will prepare students for the Advanced Placement Computer Science exam, level A. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester college-level course in computer science. It emphasizes problem solving and algorithm development, and uses hands-on experiences and examples so that students can apply programming tools and solve complex problems. AP Computer Science A teaches fundamental programming topics including problem solving, design strategies and methodologies, the organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing. A course mentor will meet regularly with the students and is available daily.

Computer Science A - Java Course Standards

1. Students understand the basic ideas related to solving problems with computers, including primitive data types, control structures, methods, algorithm development, and complexity analysis.
2. Students can design, implement and analyze solutions to problems using object-oriented program design.
3. Students can understand and use fundamental data structures.
4. Students can understand implementation techniques, construct working classes, and use Java library classes and interfaces to create working programs.
5. Students demonstrate understanding of primitive data types such as int, Boolean, and double and use these in their data structures.
6. Students demonstrate abstract thinking to create programs which include strings, arrays, files, and lists.
7. Students can use abstract data types and analysis to evaluate the running times of different implementations of algorithms.

8. Students demonstrate an understanding of basic software development and create basic software.
9. Students can create graphical user interfaces by applying the same logic terminal based programs.
10. Students understand the ethical and social implications of computing systems, including privacy and legal issues, ethical use of computers, as well as how to respect others' intellectual property.

WEB DESIGN

Course Number:
Grade Level: Grades 9-12
Type: Semester course, 1/2 credit
Prerequisites: None

This is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. Students will finish this course with tangible, professional, mobile responsive websites

Web Design Course Standards

1. Students will create a website using hypertext mark-up language (html), cascading style sheets (css), and javascript through hard coding, web editors, and web authoring programs
2. Students can create, evaluate, and use web-based animation
3. Students can create, evaluate, and use video, including editing, compression, exporting, appropriateness, and delivery
4. Students will identify basic design principles when creating a website and plan site design and page layout
5. Students will evaluate the accessibility and usability of an original website as it relates to a target audience
6. Students will demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components
7. Students can define important Internet communications protocols and their roles in delivering basic Internet Services
8. Students will understand, evaluate, and determine the appropriate use of dynamic and static websites

INTRODUCTION TO VIRTUAL REALITY

Course Number:
Grade Level: Grades 10-12
Type: Semester course, 1/2 credit
Prerequisites: Introduction to Computer Science 1 and 2

Virtual Reality is a rapidly growing technology with applications in several different fields. In this short course, students will learn how to build their very own virtual reality worlds using HTML and the A-Frame JavaScript library. Students can view their VR creations on the computer, through phones, or through an Oculus Rift. Get ready to be blown away by what you create!

Introduction to Virtual Reality Course Standards

1. Students will understand the VR hardware.
2. Students will understand the history of VR.
3. Students will be able to build virtual reality worlds using HTML
4. Students will be able to build virtual reality worlds using the A-Frame JavaScript library.
5. Students will learn how to add interactions so that viewers can interact with objects in virtual reality.

English

In keeping with St. Johns' educational objectives, the English Department seeks to broaden human sensibilities, refine sensitivity to language, build inferential thinking skills, and help students gain a better understanding of the human condition.

While Honors and Advanced Placement courses classes demand more than the regular classes in terms of depth, expanse, and complexity of coverage, all levels and courses emphasize writing opportunities in a variety of forms.

A student must attain at least a C- final average in order to enter the next level of English.

ENGLISH 9: LITERATURE TO LIFE: AN EMPATHETIC STUDY OF POETRY, LANGUAGE, AND LITERATURE ACROSS CULTURES

Course Number: 030
Grade Level: 9
Type: Full year, 1 credit

In this course, we will examine poetry, language, and literature through the lens of empathy. From learning about how we write with the reader in mind to listening to poetry and applying it to real life, we develop empathy for one another. Topics examined will also include mechanics and style in writing, independent reading, class novels, and communication. In conjunction with the history class, the culminating project will be a research paper and presentation on the importance of empathy. Texts typically include *Beowulf, Julius Caesar, Lord of the Flies,* and various short stories, poems, and independent reading.

English 9 Course Standards

1. Students can create a specific thesis statement to support an argument.
2. Students can find and correctly cite secondary source materials in support of a research project.
3. Students can apply literary terms to analyze a variety of texts, including short stories, poetry, plays, novels, and nonfiction.
4. Students can produce clear and coherent writing in which the development, organization, and style are appropriate to occasion, purpose, and audience.
5. Students can develop and strengthen their writing, as needed, by planning, revising, and editing based on the context and audience.
6. Students can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening.

SAMPLE ENGLISH COURSE PROGRESSION

GRADE	COLLEGE PREPARATORY	HONORS & AP
Grade 9	English 9	Honors English 9
Grade 10	English 10	Honors English 10
Grade 11	English 11	Honors English 11 AP English Language
Grade 12	English 12	Honors English 12 AP English Literature

7. Students can prepare for and participate in a class presentation, and maintain maturity while leading the class.
8. Students can collaborate effectively in their respective roles to complete a group project.
9. Students can answer and pose relevant questions in a class discussion.
10. Students can understand how historical context and biographical details of authors affect the content, themes, and conflicts in texts.

HONORS ENGLISH 9

LITERATURE TO LIFE: AN ADVANCED STUDY OF POETRY, LANGUAGE, AND LITERATURE ACROSS CULTURES

Course Number: 031
Grade Level: 9
Type: Honors, full year, 1 credit
Prerequisites: B in Honors English 8 or an A in English 8 and department chair approval

Literature tells the stories of our lives—our hopes, our dreams, our successes, and our failures. The ability to understand and share the feelings of another leaves us with a better understanding of our own humanity and our place in the world. With an increased awareness and sensitivity toward each other, we enhance our relationships with one another, friend and foe alike. From learning about how we write with the reader in mind to listening to poetry and applying it to real life, we develop empathy for one another. Topics examined will also include mechanics and style in writing, independent reading, class novels, and communication. In conjunction with the history class, the culminating project will be a research paper and presentation on the importance of empathy. Texts typically include *Beowulf, The Odyssey, Julius Caesar, Lord of the Flies,* various short stories and poems, and independent reading.

Honors English 9 Course Standards

1. Students can create a specific thesis statement to support an argument.
2. Students can find and correctly cite secondary source materials in support of a research project.
3. Students can apply literary terms to analyze a variety of texts, including short stories, poetry, plays, novels, nonfiction.
4. Students can produce clear and coherent writing in which the development, organization, and style are appropriate to occasion, purpose, and audience.
5. Students can develop and strengthen their writing, as needed, by planning, revising, and editing based on the context and audience.
6. Students can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening.
7. Students can prepare for and participate in a class presentation, and maintain maturity while leading the class.
8. Students can collaborate effectively in their respective roles to complete a group project.
9. Students can answer and pose relevant questions in a class discussion.
10. Students can understand how historical context and biographical details of authors affect the content, themes, and conflicts in texts.

ENGLISH 10

Changing Perspectives: A Study of Literature Across Cultures
Course Number: 040
Grade Level: 10
Type: Full year, 1 credit

This course explores poetry, non-fiction, short stories, and novels from a variety of countries, time periods, and cultures. Students will learn how to analyze texts for style, mood, theme, and the author's craft and will examine how one's culture can affect their perspective on these elements. Students will continue to develop their writing as they compose both formal and informal papers, including a comprehensive research paper that follows MLA guidelines. Texts typically include, but are not limited to *Animal Farm, All Quiet on the Western Front,* and *The Joy Luck Club,* as well as a variety of short stories and poetry.

English 10 Course Standards

1. Students can construct and support an organized argument.
2. Students can effectively search for, synthesize, and cite source material in support of a research project.
3. Students can begin analyzing literary and non-literary texts across genres and disciplines.
4. Students can recognize and begin analyzing a variety of literary, stylistic, and rhetorical strategies over a variety of texts.

5. Students can effectively write in a variety of prose: expository, argumentative, analytical, and creative.
6. Students can identify and compose different types of literary nonfiction.
7. Students can effectively edit and revise one's own work, and begin editing and revising the work of others.
8. Students can collaborate within a variety of groups to create project-based work.
9. Students can effectively engage in a productive and meaningful group discussion and give presentations with some guidance from the instructor.
10. Students can understand the development of content (major authors, works, and movements) of World literature.

HONORS ENGLISH 10

GAINING INSIGHT: A STUDY OF GLOBAL LITERATURE

Course Number: 041
Grade Level: 10
Type: Honors, full year, 1 credit
Prerequisites: B in Honors English 9 or an A in English 9 and department chair approval

This course provides a more in-depth observation of literature from different cultures and in different formats, including poetry, non-fiction, short stories, and novels. Students will learn how to analyze these texts for style, characterization, point-of-view and theme, while gaining a new perspective and appreciation of the different cultures they represent. They will examine the effect country, time period, and beliefs have on a piece of literature. Students are expected to complete written assessments, both formal and informal, including a comprehensive research paper that follows MLA guidelines. They will also strengthen their vocabulary and grammar skills. Texts typically include but are not limited to *Macbeth, All Quiet on the Western Front,* and *The Joy Luck Club,* along with a variety of short stories and poetry.

Honors English 10 Course Standards

1. Students can construct and support an organized argument.
2. Students can effectively search for, synthesize, and cite source material in support of a research project.
3. Students can begin analyzing literary and non-literary texts across genres and disciplines.
4. Students can recognize and begin analyzing a variety of literary, stylistic, and rhetorical strategies over a variety of texts.
5. Students can effectively write in a variety of prose: expository, argumentative, analytical, and creative.
6. Students can identify and compose different types of literary nonfiction.
7. Students can effectively edit and revise one's own work, and begin editing and revising the work of others.
8. Students can collaborate within a variety of groups to create project-based work.
9. Students can effectively engage in a productive and meaningful group discussion and give presentations with some guidance from the instructor.
10. Students can understand the development of content (major authors, works, and movements) of World literature.

ENGLISH 11

AMERICAN LITERATURE: A JOURNEY OF A NATION THROUGH LITERATURE

Course Number: 050
Grade Level: 11
Type: Full year, 1 credit

This course explores United States literature from the periods of Colonialism through Postmodernism. Students will analyze how literature shifted its focus and purpose as the ideals and movements that were prevalent during varying time periods changed. Students will also study how literature was used to form opinions and make changes through different times of conflict and peace. Students will be expected to write formal and informal papers, including a comprehensive research paper that follows MLA guidelines. They will continue to develop their grammar and vocabulary skills. Texts typically include but are not limited to the *Narrative of the Life of Frederick Douglass,* The Declaration of Independence, "The Fall of the House of Usher," *The Great Gatsby,* and short stories, poetry, and speeches. Students will write a comprehensive research paper that follows MLA guidelines.

English 11 Course Standards

1. Students can demonstrate proficiency in making and supporting a complex argument in writing and speaking.
2. Students can find and correctly cite primary and secondary source materials.
3. Students can critically analyze literary and non-literary texts across genre and discipline.
4. Students can recognize literary, stylistic, and rhetorical strategies in a wide variety of texts.
5. Students can write prose for clarity and purpose in a variety of modes: expository, analytical, argumentative, and creative.
6. Students can speak clearly and maturely in a classroom environment.
7. Students can successfully edit and revise both one's own work and the work of others.
8. Students can collaborate within a variety of groups to create project-based work.
9. Students can engage in productive, meaningful discourse in a group setting, with guidance from the instructor.
10. Students can understand the development of content (major authors and movements) and form in American literature.

HONORS ENGLISH 11: AMERICAN LITERATURE: A STUDY OF HOW LITERATURE CONTINUES TO SHAPE OUR COUNTRY

Course Number: 051
Grade Level: 11
Type: Honors, full year, 1 credit
Prerequisites: B in Honors English 10 or an A in English 10 and department chair approval

This course is an in-depth study of the changes in American literature as the United States progressed from Colonialism through Postmodernism. The students will analyze how literature was used to form opinions, make changes, and express individual ideas as the country itself changed through time. Texts typically include but are not limited to *The Great Gatsby, The Bell Jar,* and *Death of a Salesman,* along with a variety of speeches, short stories, and poetry. Students will also continue their study of grammar and vocabulary and will write formal and informal papers, including a comprehensive research paper that follows MLA guidelines.

Honors English 11 Course Standards

1. Students can use critical thinking skills in making and supporting complex arguments.
2. Students can find, synthesize, and correctly cite primary and secondary source materials.
3. Students can critically analyze literary and nonfiction texts across genre and discipline.
4. Students can recognize literary, stylistic, and rhetorical devices and strategies in a wide range of texts and use these devices in their own writing.
5. Students can write prose for clarity and purpose in a variety of rhetorical modes: expository, analytical, argumentative, persuasive, comparison and contrast, cause and effect, and research.
6. Students can communicate clearly and professionally and engage in responsible and effective digital discourse.
7. Students can successfully edit and revise their own work and the work of others.
8. Students can collaborate with other students to create project-based work.
9. Students can seek research-based solutions to real world problems.
10. Students can understand the evolution of content (major authors and movements) and form in American literature through a variety of critical and multicultural lenses.

AP ENGLISH LANGUAGE AND COMPOSITION

Course Number: 052
Grade Level: 11
Type: Advanced Placement, full year, 1 credit
Prerequisites: B in Honors English 10 and department chair approval

As a college-level course, the AP English Language and Composition course "enables students to comprehend and critically analyze a wide variety of complex texts and to write prose of sufficient richness and complexity to communicate effectively with scholarly readers. With an emphasis on authentic communication, the AP English Language and Composition course should encourage students to become flexible writers, able to assess and respond effectively to a wide range of rhetorical demands. Students should therefore learn to design their own effective organizational plans by taking into consideration rhetorical variables such as purpose, audience, and situation. Exposure to a wide variety of organizational models in the reading materials used in the course will help students broaden their own repertoires of organizational strategies" (The College Board). Texts focus on the development of argument, including readings from a variety of genres and authors. Primary texts include *The Language of Composition,* 3rd ed., and *50 Essays: A Portable Anthology,* 4th ed. Authors include but are not limited to Plato, Machiavelli, Swift, Orwell, Cofer, Buckley, Jr., Alexie, Baldwin, Ehrenreich, Sontag, Tan, Thoreau, Martin Luther King, Jr., Gladwell, and Stephen King.

AP English Language and Composition Course Standards

1. Students can explain how writers' choices reflect the components and complexity of the rhetorical situation.
2. Students can make strategic choices in a text to address a specific rhetorical situation.
3. Students can identify and describe the claims and evidence of an argument.
4. Students can analyze and select evidence to develop and refine a claim.
5. Students can describe the reasoning, organization, and development of an argument.
6. Students can use organization and commentary to illuminate the line of reasoning in an argument.
7. Students can explain how writers' stylistic choices contribute to the purpose of an argument.
8. Students can select words and use elements of composition to advance an argument.
9. Students can identify and analyze elements of visual rhetoric with the purpose of demonstrating a clear understanding of how the visual communicates its messages and meanings.
10. Students can apply strategic reading and critical thinking skills when reading a passage with the purpose of understanding the writer's subject, audience, exigence, occasion, and tone.

ENGLISH 12

WRITING AND READING: A RECIPROCAL RELATIONSHIP

Course Number: 060
Grade Level: 12
Type: Full year, I credit

This course aligns with Annie Proulx's belief that "You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write." Therefore, engaging students in the writing process through the literature we read is an integral component of this class. Students are encouraged to challenge their texts, their classmates, and their teacher with the understanding that our collaborative discourse enhances our relationship with one another and, eventually, with ourselves. To address our understanding of the relationship

between writing and reading, we read works from a variety of genres and authors, including but not limited to Sophocles, Shakespeare, Martin Luther King, Jr., Hurston, Woolf, Angelou, Tennessee Williams, Jefferson, Orwell, etc. Specific titles include *Antigone, Hamlet,* "I Have a Dream," "How It Feels to Be Colored Me," "Graduation," The Declaration of Independence, "The Death of a Moth," *A Streetcar Named Desire,* and "On Shooting an Elephant," along with current selections from *The Washington Post, The Atlantic Monthly, The New York Times,* etc. Students finish their year with the Senior Symposium, which includes a comprehensive research paper following MLA guidelines.

English 12 Course Standards

1. Students can develop, organize, and write a rigorous academic research paper that addresses and proposes a solution to a real world problem for faculty and outside professionals' review and assessment.
2. Students can demonstrate proficiency in making and supporting a complex, college-level persuasive argument that analyzes and employs the rhetorical situation: the exigence, audience, purpose, occasion, context, and tone.
3. Students can find, synthesize, and correctly cite primary and secondary source materials in support of a college-level research project.
4. Students can identify and critically analyze and evaluate literary and non-literary texts across genre and disciplines.
5. Students can identify, analyze, and use literary, stylistic, and rhetorical strategies in a wide variety of texts and in their own writing.
6. Students can identify and describe the claims and evidence of an argument.
7. Students can write sophisticated, college-level prose in a variety of rhetorical modes: expository, analytical, argumentative, comparison and contrast, cause and effect, and research.
8. Students can speak clearly and competently in a public setting, including formal and informal debates, oral presentations, and in collaborative groups.
9. Students can edit and revise both one's own work and the work of others.
10. Students can identify and analyze elements of visual rhetoric with the purpose of demonstrating a clear understanding of how the visual communicates its messages and meanings.

HONORS ENGLISH 12

THE POWER OF LANGUAGE: A STUDY OF LITERATURE, ANALYSIS & RHETORIC

Course Number: 061
Grade Level: 12
Type: Honors, full year, 1 credit
Prerequisites: B in Honors English 11 or AP English Language and Composition or an A in English 11 and department chair approval

The ultimate objective is for students to contemplate and tackle the complex questions of life that shape our humanity. Our texts serve as the foundation of our academic studies and help us move beyond the obvious to become critical thinkers and, thereby, more productive citizens of our world. Students converse with texts, with each other, and with their teacher, and together we explore our past, we examine our present, and we improve our future. Close reading and critical analyses allow us to compose writing that is purposeful, complex, and meaningful. Our year ends where it begins: as a comprehensive study of man's relationship with his fellow man through the power of language, culminating with the Se-

nior Symposium, including a comprehensive research paper that follows MLA guidelines. Texts typically include *Antigone, Frankenstein, The Crucible, Hamlet, A Streetcar Named Desire,* King's "Letter from Birmingham Jail," and current selections from *The Atlantic, The New York Times, The Washington Post, Psychology Today, The New Yorker,* etc.

Honors English 12 Course Standards

1. Students can develop, organize, and write a rigorous academic research that addresses and proposes a solution to a real world problem for faculty and outside professionals' review and assessment.
2. Students can demonstrate proficiency in making and supporting a complex, college-level persuasive argument that analyzes and employs the rhetorical situation: the exigence, audience, purpose, occasion, context, and tone.
3. Students can find, synthesize, and correctly cite primary and secondary reputable source materials in support of a college-level research project.
4. Students can identify and critically analyze and evaluate literary and non-literary texts across genre and disciplines.
5. Students can identify, analyze, and use literary, stylistic, and rhetorical strategies in a wide variety of texts and in their own writing.
6. Students can identify and describe the claims and evidence of an argument.
7. Students can write sophisticated, college-level prose in a variety of rhetorical modes: expository, analytical, argumentative, comparison and contrast, and cause and effect.
8. Students can speak clearly and competently in a public setting, including formal and informal debates, oral presentations, and in collaborative groups.
9. Students can edit and revise both one's own work and the work of others.
10. Students can identify and analyze elements of visual rhetoric with the purpose of demonstrating a clear understanding of how the visual communicates its messages and meanings.

AP LITERATURE AND COMPOSITION

Course Number: 062
Grade Level: 12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval and an A in Honors English 11 or a B in AP English Language and Composition

The AP English Literature and Composition course aligns to an introductory college level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative

essays that require students to analyze and interpret literary works. Texts typically include but are not limited to George Orwell's *1984,* Greek tragedy, Virginia Woolf's *Mrs. Dalloway,* Mary Shelley's *Frankenstein,* Shakespeare's *Hamlet,* as well as selected poetry, short stories, and independent reading.

AP English Literature and Composition Course Standards

1. Students can make and support a complex, college-level argument.
2. Students can find, synthesize, and correctly cite primary and secondary source materials in support of a college-level research project.
3. Students can identify and critically analyze literary and non-literary texts across genre and discipline.
4. Students can identify and effectively analyze literary, stylistic, and rhetorical strategies in a diversity of texts.
5. Students can write sophisticated, college-level prose in a variety of modes: expository, analytical, argumentative, and research.
6. Students can communicate clearly and professionally and can engage in responsible and effective digital discourse.
7. Students can substantively edit and revise both one's own work and the work of others.
8. Students can lead effectively in collaborative groups.
9. Students can engage in sophisticated, culturally literate discourse in a group setting, with minimal guidance from the instructor.
10. Students can understand the evolution of content (major authors and movements) and literary forms in a multicultural diversity of texts.

CHALICE YEARBOOK

Course Number: 601
Grade Level: 9-12
Type: Elective, full year, 1 credit

This course produces the School's yearbook. It requires writing and proofreading articles, captions, and headlines. This course gives practical experience in photography, photo editing, and layout design. Students learn a brief history of journalism and journalistic ethics. This course may be taken for more than one year. With teacher permission, an editor may receive Honors credit (607).

Chalice Yearbook Course Standards

1. Students can recognize and create well-composed, high quality photos that tell a story.
2. Students can demonstrate assertiveness, responsibility, and communication skills when working with peers and members of the community.
3. Students can discern equality and representation of the student body in a published product.
4. Students can demonstrate teamwork and meet deadlines.
5. Students can recognize and adhere to the basics of journalistic ethics and law.
6. Students can demonstrate writing skills that meet professional and publishing standards.
7. Students can evaluate the uniqueness of the current school year and develop yearbook content to fit the given school year.
8. Students can demonstrate the techniques that effectively use the design elements and principles of art.
9. Students can become responsible journalists by utilizing critical thinking and analytical skills.
10. Students can demonstrate interviewing, listening, and note-taking abilities.

PUBLIC SPEAKING AND COMMUNICATIONS: PREPARING LEADERS IN COLLABORATION, CRITICAL THINKING, & COMMUNICATION

Course Number: 610
Grade Level: 10-12
Type: Elective, semester, ½ credit

This course is designed to develop a student's ability to communicate effectively and confidently as a public speaker. The student will formulate, refine, and deliver a wide variety of speeches: informative, persuasive, impromptu, debate, interpersonal communication, panel discussions, and formal presentations that include a visual component. The student will practice a variety of public speaking techniques: projection, phrasing, timing, facial expressions, gestures, pacing, etc. The student will improve and enhance his/her critical thinking and writing skills. The student is also expected to write and present his/her own material.

Public Speaking and Communications Course Standards

1. Students can initiate and participate effectively in a range of collaborative discussions (one-on-one, small groups, and teacher-led) on varying topics, texts, and issues.
2. Students can build on others' ideas and express their own ideas clearly and persuasively.
3. Students can present information, findings, and supporting evidence, conveying a clear and distinct perspective.
4. Students can respond thoughtfully to diverse perspectives, synthesize evidence, support claims, incorporate comments made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the task.
5. Students can understand how language functions in different contexts, including the use of stylistic choices that fit the subject, the occasion, the purpose, and the audience.
6. Students can demonstrate understanding of word nuances by interpreting figures of speech and analyzing their roles in the text.
7. Students can apply digital tools to gather, evaluate, and use information to enhance their understanding on pertinent topics.
8. Students can apply their critical thinking, problem-solving, and listening skills to synthesize information from research and other media that will help them make informed decisions.
9. Students can clearly, fluently, and consistently communicate ideas and information on a variety of topics in varied situations.
10. Students can differentiate communication styles and techniques through the practice of extemporaneous speaking, disciplined oratory, dramatic interpretation, formal presentations, debate, and persuasion.

SAMPLE HISTORY & SOCIAL SCIENCES COURSE PROGRESSION

GRADE	COLLEGE PREPARATORY	HONORS & AP
Grade 9	World History	Honors World History
Grade 10	Modern World History	Honors Modern World History
Grade 11	U.S. History	Honors U.S. History AP U.S. History
Grade 12	United States Government Ethics	AP U.S. Government & Politics Ethics

History & Social Sciences

The Department of History and Social Sciences offers exposure to and exploration of a broad spectrum of the human experience. Courses are designed at each grade level to be developmentally appropriate and sequentially relevant to students' studies at St. Johns. Interdisciplinary research-based projects and papers are integrated as part of the course work at all grade levels.

Recognizing that a significant number of St. Johns students take advantage of the opportunities to take Advanced Placement exams and that the skills required to succeed in those courses are the same needed to do well in college, the department has embraced the Vertical Team approach to curricular coordination and pedagogical innovation recommended by the College Board.

GRADE 9 WORLD HISTORY: ANCIENT TIMES, MODERN EFFECTS

Course Number: 330
Grade Level: 9
Type: Full year, 1 credit

"It's ancient history" is how many people describe circumstances that are no longer relevant to their lives. This course will prove just how wrong that expression is! From terrorism to environmental protectionism to nationalism, many concepts we think of as modern have clear roots in the ancient world. This course traces the story of mankind from the earliest cultures to the Middle Ages. The course is centered on the key historical themes of cultural diffusion, development of political ideas and institutions, comparative study of the art and music of representative cultures of the world's major civilizations, and the origins, central ideas, and influence of major religious and philosophical traditions. Additionally, current events and how these current events can relate back to the study of world history is integrated throughout the year. Interdisciplinary research-based projects and papers are integrated into the course.

Grade 9 World History Course Standards

1. Students will analyze the meanings of "civilization" in different times and places and demonstrate how such meanings reflect the societies of which they are a part.
2. Students will trace developments in artistic and religious traditions over time as legacies of past societies or as cultural innovations.
3. Students will analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.
4. Students will analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.
5. Students will ask and find answers to questions about the impact of science and technology in the past and present, in different places and societies.
6. Students will compare major Eastern and Western beliefs and practices, including Buddhism, Christinaity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.

7. Students will analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.
8. Students will understand the ways in which people and societies are connected globally today and were connected in the past.
9. Students will compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.
10. Students will develop effective strategies for keeping up with current events.

HONORS GRADE 9 WORLD HISTORY: ANCIENT TIMES, MODERN EFFECTS

Course Number: 329
Grade Level: 9
Type: Honors, full year, 1 credit
Prerequisites: A- in Modern United States History 8 and department chair approval

The Honors section offers the more dedicated and motivated students the opportunity to better understand our world, by placing greater emphasis on primary sources and effective writing. Additional readings and critical analysis assignments are also incorporated. Interdisciplinary research-based projects and papers are integrated into the course.

Honors Grade 9 World History Course Standards

1. Students will analyze the meanings of "civilization" in different times and places and demonstrate how such meanings reflect the societies of which they are a part.
2. Students will trace developments in artistic and religious traditions over time as legacies of past societies or as cultural innovations.
3. Students will analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.
4. Students will analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.
5. Students will ask and find answers to questions about the impact of science and technology in the past and present, in different places and societies.
6. Students will compare major Eastern and Western beliefs and practices, including Buddhism, Christinaity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.
7. Students will analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.
8. Students will understand the ways in which people and societies are connected globally today and were connected in the past.
9. Students will compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.
10. Students will develop effective strategies for keeping up with current events.

AP WORLD HISTORY: MODERN

Course Number: 372
Grade Level: 10
Type: Elective, full year, 1 credit
Prerequisites: B in Honors Grade 9 World History, or an A- in Grade 9 World History, and department chair approval

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP Modern World History Course Standards

1. Students will describe similarities and/or differences between different historical developments or processes.
2. Students will explain the difference between primary and secondary causes and between short- and long-term effects.
3. Students will explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.
4. Students will identify and describe a claim and/or argument in a text- based or non-text-based sources.
5. Students will identify patterns among or connections between historical developments and processes.
6. Students will explain how a specific historical development or process is situated within a broader historical context.
7. Students will corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
8. Students will make and defend historically defensible clams.i
9. Students will Identify and analyze patterns among or connections between historical developments and processes.
10. Students will Identify a source's point of view, purpose, historical situation, and/or audience, and use these concepts to modify their argument.

AP HUMAN GEOGRAPHY

Course Number: 370
Grade Level: 9
Type: Elective, full year, 1 credit
Prerequisites: Department chair approval

The Advanced Placement Human Geography (APHG) course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their

science and practice. It is an excellent course for preparing students to become geo-literate youth and adults.

AP Human Geography Course Standards

1. Students will describe geographic concepts, principles, models, and theories.
2. Students will explain spatial relationships in a specified region of the world.
3. Students will explain the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
4. Students will analyze maps or data to illustrate geographic principles, processes, and outcomes.
5. Students will explain how maps, images, and landscapes illustrate or relate to geographic principles, processes, and outcome.
6. Students will identify the scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
7. Students will understand the degree to which a geographic concept, process, model, or theory effectively explains geographic effects across various geographic scales.
8. Students will evaluate the degree to which a geographic concept, process, model, or theory effectively explains geographic effects in different contexts and regions of the world.
9. Students will compare patterns and trends in visual sources to draw conclusions.
10. Students will explain the possible limitations of visual sources.

GRADE 10 HISTORY

SHAPING THE MODERN WORLD: GLOBALIZATION VS. NATIONAL IDENTITY

Course Number: 331
Grade Level: 10
Type: Full year, 1 credit

Countries today are more connected than ever, but conflict still abounds. Building on the course of study begun in Grade 9, this course will give students the tools to ask and answer questions to understand the complex world that we live in. Starting with the 16th century, students will study the changes in government, economics, thought, and society that helped to define the modern world and brought regionally divided civilizations into contact (and conflict) with each other. They will explore the forces of both globalization and nationalism in creating national identities, shaping foreign policy, and establishing political boundaries. In addition, students will study the art, music, and literature of the periods to provide an interdisciplinary view. Research based projects and essays are integrated into the course.

Grade 10 History Course Standards

1. Students will analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.
2. Students will trace the political and social development of monarchies and empires, including the Ming and Manchu dynasties, and the British empire.
3. Students will cite specific textual evidence when writing or speaking to support assertions.
4. Students will ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past.
5. Students will analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.
6. Students will conduct research based on focused questions, demonstrating understanding of the subject under investigation.
7. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
8. Students will present arguments and explanations using print, oral, and digital technologies (e.g. essays, posters, letters, debates, speeches, maps, social media, film).
9. Students will recognize the era of musical works based on knowledge of musical qualities that characterize each era.
10. Students will describe the significance of major artists, architects, or masterworks to understand their historical influences.

HONORS GRADE 10 HISTORY

SHAPING THE MODERN WORLD: GLOBALIZATION VS. NATIONAL IDENTITY

Course Number: 332
Grade Level: 10
Type: Honors, full year, 1 credit
Prerequisites: B in Honors World History or A in World History and department chair approval

The Honors section offers the more dedicated and motivated students the opportunity to better understand our world, by putting greater emphasis on analyzing primary sources and effective, insightful writing. Additional reading is also incorporated. Interdisciplinary research-based projects and essays are integrated into the course.

Honors Grade 10 History Course Standards

1. Students will analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.
2. Students will trace the political and social development of monarchies and empires, including the Ming and Manchu dynasties, and the British empire.
3. Students will cite specific textual evidence when writing or speaking to support assertions.
4. Students will ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past.
5. Students will analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations.

6. Students will conduct research based on focused questions, demonstrating understanding of the subject under investigation.
7. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
8. Students will present arguments and explanations using print, oral, and digital technologies (e.g. essays, posters, letters, debates, speeches, maps, social media, film).
9. Students will recognize the era of musical works based on knowledge of musical qualities that characterize each era.
10. Students will describe the significance of major artists, architects, or masterworks to understand their historical influences.

AP SEMINAR: THEMES AND ISSUES IN MODERN WORLD HISTORY

Course Number: 333
Grade Level: 10- 12
Type: Advanced Placement, full year, 1 credit
Prerequisites: B in both current Honors history and Honors English classes, or an A in both current regular history and English classes

Note: This course is required for the AP Capstone Diploma and the Edwin P. Heinrich Scholar distinction.

In this course students explore various themes and issues in Modern World History through a variety of lenses and consider multiple points of view to develop a deep understanding of complex global issues. Students read articles, research studies, foundational and philosophical texts, listen to and view speeches, broadcasts, and personal accounts, and experience artistic and literary works to gain rich appreciation and understanding of issues. Critical reading and document analysis is emphasized. Class discussion and collaboration is essential. Several interdisciplinary research based projects and papers are integrated into the course.

AP Seminar is a reading and writing intensive course with a strong emphasis on the research process. In addition to a final written AP Exam, students will have to research, write, present, and orally defend two research projects - a group project with a 1200-word individual research report and an individual project with a 2000- word research paper. These will be submitted directly to the College Board in order to be considered for AP credit.

Note: AP Seminar counts as a St. Johns elective credit, not as a History/Social Studies credit.

AP Seminar Course Standards

1. Students will identify the main idea in arguments, analyzing the reasoning, and evaluating the validity of the conclusions.
2. Students will evaluate the credibility and relevance of sources and the evidence they present.
3. Students will develop a well-reasoned argument clearly connecting the thesis, claims and evidence.
4. Students will strategically choose evidence to effectively support claims.
5. Students will understand the complexity of a problem or issue and connecting arguments to the broader context in which they are situated.
6. Students will compare and interpret multiple diverse perspectives on an issue to understand its complexity.
7. Students will choose and employ effective written and oral communication techniques, considering audience, context, and purpose.
8. Students will choose and consistently apply an appropriate citation style and effective conventions of writing.
9. Students will work constructively with others to accomplish a team goal or task.
10. Students will articulate challenges, successes, and moments of insight that occur throughout the inquiry process.

GRADE 11 HISTORY, THE PURSUIT OF LIBERTY: THE CHALLENGES OF UPHOLDING "SELF-EVIDENT TRUTHS" AND GLOBAL RESPONSIBILITIES

Course Number: 350
Grade Level: 11
Type: Full year, 1 credit

Not your typical chronological "walk through time" course, students will use a topical and thematic approach linking the present with the past, employing document analysis, interdisciplinary research-based projects and papers, Socratic discussion, and critical thinking to study how America's growth and role as a global power has evolved and challenged what it means to be an American. Units of study include Conflict, Reform, Civil Rights, and Native Cultures/ Western Encounters.

Grade 11 History Course Standards

1. Students will identify and evaluate the political, social, economic, cultural and territorial changes resulting from expansion.
2. Students will trace and evaluate U.S, foreign policy from the colonial era through the present in terms of its effectiveness and its reflection of stated ideals.
3. Students will interpret the ideas and principles expressed in the U.S. Constitution, the Bill of Rights and their evolution throughout U.S. history.
4. Students will develop questions that frame and advance inquiry independently and explain how a question reflects enduring issues as a required part of the approach to each topic encountered both in and out of class.
5. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
6. Students will critique the use of claims, evidence, reasoning, and sequencing for credibility.
7. Students will ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past.
8. Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view and potential uses of sources.

9. Students will develop effective strategies for keeping up with current events (local, national, global).
10. Students will conduct research based on focused questions, demonstrating understanding of the subject under investigation.

HONORS GRADE 11 HISTORY, THE PURSUIT OF LIBERTY: THE CHALLENGES OF UPHOLDING "SELF-EVIDENT TRUTHS" AND GLOBAL RESPONSIBILITIES

Course Number: 351
Grade Level: 11
Type: Honors
Prerequisites: B in Honors Modern World History or A in Modern World History, or B in AP Seminar. Department chair approval required.

For the more motivated and dedicated scholar, the Honors course offers students the opportunity to more fully understand our nation through greater emphasis on historical craft, primary sources, historiography, and effective writing. Interdisciplinary research-based projects and papers are integrated throughout the course.

Honors Grade 11 History Course Standards

1. Students will identify and evaluate the political, social, economic, cultural and territorial changes resulting from expansion.
2. Students will trace and evaluate U.S, foreign policy from the colonial era through the present in terms of its effectiveness and its reflection of stated ideals.
3. Students will interpret the ideas and principles expressed in the U.S. Constitution, the Bill of Rights and their evolution throughout U.S. history.
4. Students will develop questions that frame and advance inquiry independently and explain how a question reflects enduring issues as a required part of the approach to each topic encountered both in and out of class.
5. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
6. Students will critique the use of claims, evidence, reasoning, and sequencing for credibility.
7. Students will ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past.
8. Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view and potential uses of sources.
9. Students will develop effective strategies for keeping up with current events (local, national, global).
10. Students will conduct research based on focused questions, demonstrating understanding of the subject under investigation.

AP UNITED STATES HISTORY

Course Number: 352
Grade Level: 11
Type: Advanced Placement, full year, 1 credit
Prerequisites: B in Honors Modern World History OR AP Seminar and department chair approval

Skip the 600-person, college history course by earning an AP credit! A one-year survey course, AP United States History offers a replacement for the Grade 11 United States History course for qualified students. It is expected that the students selected for this course have excellent grades in prior history courses, have studied World History and Modern World History, preferably in the Honors Section, and have strong English language skills. The aim is to provide able and motivated students a comprehensive, college-level course in United States History and preparation for the Advanced Placement exam in the spring. Intellectually curious, skeptical, and reflective students capable of dealing with ambiguity and willing to take intellectual risks are well suited for the rigor and challenges afforded by this course.

AP U.S. History Course Standards

1. Students will explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
2. Students will understand how popular movements, reform efforts, and activist groups have sought to change American society and institutions.
3. Students will analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.
4. Students will make a historically defensible claim in the form of an evaluative thesis.
5. Students will describe similarities and/or differences between different historical developments or processes.
6. Students will explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
7. Students will explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
8. Students will understand how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
9. Students will describe how a source provides information about the broader historical setting within which it was created.
10. Students will defend how a historian's claim or argument is supported with evidence.

U.S. GOVERNMENT: CIVIC ENGAGEMENT AND THE AMERICAN REPUBLIC

Course Number: 360
Grade Level: 12
Type: Semester, ½ credit

Fake news, government shutdowns, and political bickering: how do these now inescapable parts of American society fit into our Constitution's purpose to create a more perfect union? This one-semester, required course for seniors is designed to broaden their understanding of the nature and structure of our government. The course places emphasis on the practical necessity of training seniors to be responsible citizens/voters by including a political participation requirement in the course. Interdisciplinary research-based projects and papers are integrated into the course.

U.S. Government Course Standards

1. Students will explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
2. Students will evaluate, analyze and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among the rights and obligations, and how they are secured.
3. Students will evaluate issues regarding the process by which campaigns for national, state, and local elective offices are conducted and how citizens can be involved in the process.
4. Students will analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution and how the balance of power between the three has shifted since the very beginning of the Constitution.
5. Students will look at landmark U.S. Supreme Court cases and analyze how cases have shaped the direction of the US Government.
6. Students will formulate questions about and defend their analyses of tensions within the federal government and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.
7. Students will explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.
8. Students will read both historical and current primary source documents and identify, analyze, and explain explicit information to draw logical inferences and make a compelling argument.
9. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
10. Students will conduct research based on an essential question, develop a thesis, analyze supporting evidence and demonstrate understanding of the subject under investigation.

ETHICS: THE HUMAN CONDITION IN A COMPLEX WORLD

Course Number: 304
Grade Level: 12
Type: Semester, ½ credit

Ethics is a required course at St. Johns, but is it a requirement in global society to be ethical? This course examines the foundations of ethics and morals, to discover how they impact individual, community, and worldwide decisions. The focus of the course is to help students develop a mature, well-informed adult conscience in order to live more fully into his/her humanity. Interdisciplinary research-based projects and papers are integrated into the course.

Ethics Course Standards

1. Students will read, analyze, and evaluate writings of classical and contemporary philosophers and ethicists such as Aristotle, Epictetus, Kant, Augustine, Plutarch, Camus, Sartre, Singer, and Foot.
2. Students will understand the role of brain development, function, and experience in the development of moral conscience and reasoning.
3. Through the Senior Symposium project, students will develop questions that frame and advance inquiry independently and explain how a question reflects enduring issues as a required part of the approach to each topic encountered both in and out of class.
4. Students will understand and be able to recognize examples of concepts and ideals such as human dignity, sovereignty, territorial rights, leadership, use of natural resources, social justice, liberty, equality, inalienable rights, responsibilities, civil dissent, revolution, citizenship, culture, values, diversity, accommodation, adaptation, assimilation, the common good, institutions, and the rule of law.
5. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
6. Students will identify, explain, and illustrate the three basic characteristics all humans share (embodied, rational, and social) and the three moral imperatives derived from them (do not harm, respect persons, and do justice).
7. Students will define and apply the concepts of ethical egoism and virtue ethics.
8. Students will explore the questions of: why study ethics, why be moral and effectively apply the answers to real-life situations and decisions.
9. Students will compare and contrast Divine Command Theory, Utilitarianism, and Kant's deontological theory and analyze how those different theories impact society.
10. Students will understand the role of brain development, function, and experience in the development of moral conscience and reasoning.

AP U.S. GOVERNMENT & POLITICS

Course Number: 361
Grade Level: 12
Type: Advanced Placement, semester, ½ credit
Prerequisites: B- in AP U.S. History or B in Honors US History, or an A- range in U.S. History, and department chair approval

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

AP U.S. Government Course Standards

1. Students will compare and explain how political principles, institutions, processes, policies, and behaviors apply to both historical and current events.
2. Students will explore how the U.S. Constitution establishes a system of checks and balances among branches of government and allocates power between federal and state governments.
3. Students will explain the reasoning, decision, and majority opinion of 15 required Supreme Court cases and apply that knowledge to other Supreme Court cases.
4. Students will understand and apply how governmental laws and policies balance order and liberty basing those decisions on the U.S. Constitution understanding that they have been interpreted differently over time.
5. Students will use graphs, analyze the data presented, identify patterns and trends, draw conclusions based on the observations, and then explain what the data implies or illustrates about political principles, institutions, processes, policies, and behaviors.
6. Students will use various types of analyses that political scientists use to measure how U.S. political behavior, attitudes, ideologies, and institutions are shaped by a number of factors over time.
7. Students will use quotes and passages from both historical and current situations and analyze the author's argument or perspective and explain how it relates to political principles, institutions, processes, policies, and behaviors.
8. Students will explain how the visual elements of a cartoon, map, or infographic illustrate or relate to political principles, institutions, processes, policies, and behaviors.
9. Students will write argumentative essays that articulate a defensible claim/thesis, support the argument using relevant evidence, use reasoning to organize and analyze evidence, explaining its significance to justify the claim or thesis, and use refutation, concession, and rebuttal in responding to opposing or alternate perspectives.
10. Students will understand how popular sovereignty, individualism, and republicanism are important considerations when analyzing U.S. laws and policy.

AP PSYCHOLOGY

Course Number: 392
Grade Level: 11-12
Type: Advanced Placement, elective, full year, 1 credit
Prerequisites: A in current History or English; B in current Honors or AP English or History

This one-year survey course offers an introductory college-level course survey of the major topics in psychology and preparation for the Advanced Placement examination in the spring. Throughout the units of study students apply concepts, theories, perspectives, and explain behavior in authentic contexts, analyze research data, interpret quantitative data and practice AP style questions.

AP Psychology Course Standards

1. Students will differentiate approaches and types of research with regards to purpose, strengths and weaknesses.
2. Students will identify the basic processes and systems in the biological bases of behavior.
3. Students will describe the sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and perceptual organizing principles for each of the senses.
4. Students will distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
5. Students will describe and differentiate psychological and physiological systems in cognition.
6. Students will discuss the interaction of nature and nurture in the physical, cognitive, and social-emotional development.
7. Students will compare and contrast the major theories of motivation, emotion, and personality.
8. Students will evaluate the strengths and limitations of various approaches to the explanation and treatment of disorders.
9. Students will discuss what the field of social psychology teaches us about how we relate to each other.
10. Students will demonstrate skill at responding to AP exam-style questions.

HONORS ART HISTORY & CRITICISM: HOW ART SHAPES THE WORLD

Course Number: 343
Grades Level: 10-12
Type: Full year, 1 credit
Prerequisites: A in World History, Modern World History or Art Foundations or B in Honors World History or Honors Modern World History

In this course, students will critique and compare significant works of art and architecture from Prehistory through the 21st century. It will encourage students to question the nature of art and its relevance to daily life. They will explore media and techniques used by artists from various cultures and time periods and learn appropriate terminology for analyzing artwork from around the world. Assignments will include multimedia presentations, seminar-style discussions, research, and writing. This course will complement the art history curriculum introduced in World History and Modern

World History but will go deeper, allowing students greater opportunities to critique artwork, visit art galleries, and explore the contemporary art world.

Honors Art History Course Standards

1. Students will differentiate the components of form, function, content, and/or context of a work of art.
2. Students will describe how context, such as personal beliefs and historical experiences, influences artistic decisions about creating a work of art.
3. Students will analyze the influence of one artistic work on later artistic works.
4. Students will analyze and compare works in context, considering economic, social, cultural, and political issues, to define the significance and purpose of art.
5. Students will describe the significance of major artists, architects, or masterworks to understand their historical influences.
6. Students will analyze artwork from a variety of cultures and times to compare the function, significance, and connection to other cultures or times.
7. Students will interpret how different perspectives, including social, cultural, and political beliefs and understandings, lead to different interpretations of a work of art.
8. Students will classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.
9. Students will examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
10. Students will make connections between timelines in other content areas and timelines in the visual arts.

SPORTS IN GLOBAL LIFE: YOU ARE WHAT YOU PLAY

Course Number: 364
Grade Level: 10-12
Type: Semester, ½ credit

As University of Montreal professor Dr. Olivier Bauer argued, "Tell me what your sport is and I'll tell you who you are." This one-semester course will examine the role of sports in influencing and, in some cases, acting as a direct catalyst for social change. A wide variety of historic moments will be studied, spanning not only the four major North American sports (baseball, basketball, football, and hockey), but also boxing, golf, tennis, soccer and the Olympics. Close attention will be paid to the effect of sports in advancing the cause of racial and gender equality in the United States. Students will study a multitude of individual athletes and their part in altering the nation's social landscape. This course will also span the entire globe, from Toronto to Tokyo, in order to broaden the class dialogue beyond the United States. Students will also be asked to reflect upon the dramatic shifts that have occurred within professional sports as a result of economic prosperity and the rise of new media, and to determine if sports can continue to inspire their spectators as they have at many critical junctions in history.

Sports in Global Life Course Standards

1. Students will identify the ways in which sports impact society in the United States and abroad.
2. Students will lead a seminar based on academically advanced articles pertaining to sport.
3. Students will articulate how race, class, gender and economics play a role in the construction of sport.

4. Students will identify the components of sport and how they have changed over time.
5. Students will effectively lead conversations and debate in a civil and productive manner.
6. Students will write a college-level book review on a historical sports topic.
7. Students will identify individuals who have impacted both sports and society.
8. Students will compare and contrast social movements globally which have been affected by sports.
9. Students will construct arguments based upon research.
10. Students will articulate the connections between sporting controversies of the past to today.

THE HOLOCAUST: NEVER AGAIN

Course Number: 395
Grade Level: 10-12, with preference given to seniors
Type: Semester, ½ credit

How could the Holocaust happen? How could millions of lives be systematically erased? Why did no one stop it? In the case of the Holocaust, there are far more questions than answers. This course will explore history's most notorious genocide to help students gain deeper understanding of the background, execution, and legacy of the Holocaust. In light of the rise of anti-Semitism across the country, the lessons of the Holocaust must be learned now more than ever. The course will also look at genocides which have occurred since the Holocaust—Cambodia, Rwanda, and Somalia most notably—to expose the similarities among them. In this way, this course will bring to light the worst of humanity's past in order to better our collective future.

The Holocaust Course Standards

1. Students will identify the causes of genocides throughout world history.
2. Students will deeply engage with the long-lasting effects of genocide.
3. Students will compare and contrast genocides throughout world history to gain deeper insight into the human condition.
4. Students will formulate ways to ensure that the motto of the Holocaust — "Never Again" — is always a reality.
5. Students will identify the continuing nature of genocide throughout the 20th century.
6. Students will compare and contrast literary works on genocide.
7. Students will utilize archival material to access oral testimony to genocide.
8. Students will develop an understanding of the social conditions which have precipitated genocide.
9. Students will draw parallels between current events and the past.
10. Students will more thoroughly understand both the depths of human sorrow and the heights of human strength and resolve.

ECONOMICS

Course Number: 390
Grade Level: 10-12, with preference to current/former AP Seminar students
Type: Semester, ½ credit

In this course, students will be introduced to basic economic principles and learn to think like economists. They will explore different economic systems, analyze and interpret data, and consider economic applications in today's world. From economics in the world of business, money, banking, and finance, students will see how economics is applied both domestically and globally, and they will deepen their understanding of the economic problems faced by the nation and the world. They will use critical thinking skills while learning how to make reasoned economic decisions. Students will be required to use and apply tools (including graphs, tables, statistics, and equations) to their understanding of economic laws and principles.

Economics Course Standards

1. Students will analyze economic data, interpret the data and construct economic models and graphs.
2. Students will understand the factors of production, and the relationship between households and firms.
3. Students will apply concepts of supply and demand, opportunity costs, elasticity and types of goods and services to their own lives.
4. Students understand marginal thinking, and apply it to consumption, production, profit maximization, resource use determination, and externalities.
5. Students will differentiate between the different types of product markets.
6. Students will understand the nature and function of the factor market in the economy.
7. Students will develop an understanding of the causes of market failures, and the role of government in the micro-economy.
8. Students will develop a rationale for international trade between countries.
9. Students will investigate how development is possible and takes place within an economic system.
10. Students will compare and contrast different economic philosophies.

THE UNITED STATES IN THE 1960S

Course Number: 362
Grade Level: 10-12
Type: Semester, ½ credit

The 1960s were a time of revolutionary change. From mini-skirts to Vietnam, the Civil Rights Movement to the birth control pill, anti-war protests, to the women's movement, environmentalism to the moon landing and more, this course will look at these changes, centering on the conflicts between the forces of order, consensus, and containment, and the social forces of protest, resistance, and liberation. The content for the class will draw on a number of sources including memoirs, primary source documents, oral histories, live speakers, music, films and videos.

United States in the '60s Course Standards

1. Students will analyze a diverse array of media to gain greater knowledge and understanding of the history, meaning, legacy of the 1960s.
2. Through engagement with historical interpretations of the United States in the 1960s, students will apply prior and new information to create understandings that can be applied to present conflicts.
3. Students will read and listen to speeches made by a variety of individuals to analyze the spirit of the decade and compare it to the present.
4. Students will write short interpretative reviews of various pop culture materials from the 1960s such as music, movies, television shows, and visual art.
5. Through research, reading, and writing, students will find, critically evaluate, and discuss information on a variety of topics from the 1960s.
6. Students will prepare for and participate effectively, with civility and respect, in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
7. Through a study of the social movements of the 1960s, students will analyze a current social movement in relation to the success and failures of the past movements.
8. Students will investigate the technological developments that led to the advances in science, space discovery, and communications and investigate how those advancements have impacted modern society.
9. Students will compare the conformity of the 1950s with the counterculture movement of the 1960s and the long term impacts of the counterculture movement.
10. Students will analyze the overall impact of the 1960s on modern culture, politics, and society.

COMPARATIVE WORLD RELIGIONS

Course Number: 306
Grade Level: 10-12
Type: Semester, ½ credit

Globally, more than 80% of all people self-identify as "religious" (Pew Research); what are the varied practices and ideologies of these more than six billion believers? This course will cover the religious traditions of Hinduism, Buddhism, Confucianism, Taoism, Zoroastrianism, Judaism, Christianity, and Islam. In the process of comparing the religions of the world, it will be the responsibility of each student to think critically about the historical evolution, systems of belief, ritual practices, institutional developments, cultural expressions, and artistic and musical traditions of each religion. Assignments will be engaging and have been chosen to provide a framework within which to engage a variety of religious issues and to understand the significance and relevance of religion in world history.

Comparative World Religions Course Standards

1. Students will think critically about the historical evolution, systems of belief, ritual practices, institutional developments, cultural expressions, and artistic and musical traditions of each religion.
2. Students will analyze primary sources of each religion to apply analytical skills to discern the beliefs and practices of the religion.
3. After analyzing primary source documents, students will then compare their analysis of the religion with the care beliefs of the religion.
4. Students will investigate one key aspect of each religion on their own and present material to the class.
5. Students will compare and contrast religions that are similar as well as those that are very different.
6. Students will develop an understanding of the daily practices of different religions and compare the practices to their own understanding and experiences.
7. Students will look at various festivals, ceremonies, and celebrations of different religions in order to gain a better understanding of the religion.
8. Students will research the difference between religions and cults and develop a class standard to analyze the difference between the two.
9. Students will visit various temples, mosques, churches, cathedrals, and other religious sites both in person and virtually and determine how physical space impacts beliefs and worship.
10. Through music, videos and other multimedia sources, students will gain a deeper understanding of the practices of religions and cults.

AP RESEARCH

Course Number: 363
Grade Level: 12
Type: Elective, full year, 1 credit
Prerequisites: Successful completion of AP Seminar with a score of 3 or higher on AP exam

This course provides the framework and support for students who have completed the AP Seminar course and choose to complete their Senior Symposium work in accordance with the AP Capstone requirements and guidelines. The second half of this course will be an independent study. Students must meet with the teacher for progress reviews and guidance no less than once per quarter.

AP Research Course Standards

1. Students will demonstrate the significance of their research by explaining the rationale behind the research process and logically connecting their findings to their conclusions.

2. Students will analyze evidence for what is known about their topic of inquiry to further narrow their research goals.
3. Students will evaluate the credibility, relevance and significance of sources and evidence to the choices made in the research process.
4. Students will pose questions and seek out answers that reflect multiple, divergent or contradictory perspectives.
5. Students will design, plan and implement a scholarly inquiry.
6. Students will demonstrate perseverance through setting goals, managing time, and working independently on a long-term project.
7. Students will explain and analyze the logic and line of reasoning of an argument.
8. Students will connect an argument to broader issues by examining the implications of an author's claim.
9. Students will formulate a well-reasoned argument, taking into consideration the complexities of the issue or problem at hand.
10. Students will innovate and produce new understandings.

AP COMPARATIVE GOVERNMENT

Course Number: 371
Grade Level: 12
Type: Elective, full year, 1/2 credit
Prerequisites: B- in AP U.S. History, B in Honors U.S. History, or an A- in U.S. History, and department chair approval

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings . The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking. For example, we only know that a country has a high population growth rate or serious corruption when we compare it to other countries. Six countries form the core of the AP Comparative Government and Politics course: China, Great Britain, Iran, Mexico, Nigeria, and Russia. Careful comparison of political systems produces useful knowledge about the institutions and policies countries have employed to address problems, or, indeed, what they have done to make things worse . Furthermore, by comparing the political institutions and practices of wealthy and poor countries, we can begin to understand the political consequences of economic well-being. Finally, comparison assists explanation. Why are some countries stable democracies and not others? Why do many democracies have prime ministers instead of presidents?

AP Comparative Government Course Standards

1. Students will define and describe major comparative political concepts.
2. Students will support generalizations with relevant factual information pertaining to the governments and politics of China, Great Britain, Iran, Mexico, Nigeria, and Russia.
3. Students will analyze typical patterns of political processes and behavior and their consequences.
4. Students will compare and contrast political institutions and processes across countries.
5. Students will analyze and interpret basic data relevant to comparative government and politics.
6. Students will understand how ethnicity and social factors underpin governmental policy.
7. Students will analyze how governmental policy and economics are intertwined.
8. Students will use other national governments as a mirror through which to constructively critique our own political system, and vice-versa.
9. Students will identify the role NGOs play in supporting international policies of economic liberalization.
10. Students will analyze graphs and charts to more deeply understand the effects of different governments.

Mathematics

From the mathematics of bridge-building and Pythagorean spirals to the rigors of AP Calculus and statistical inference, the mathematics course offerings and instructional approaches range from the traditional to the contemporary. An integrated sequence of courses, including Honors sections for especially talented math students, teaches and systematically reviews concepts from fractions and decimals to Advanced Placement Calculus and computer-oriented statistics.

The integration of technology in all classes enables students to effectively and efficiently analyze practical applications.

A student must attain at least a C- final average in order to enter the next level of mathematics.

Note: Unless otherwise indicated, summer math courses are considered standard level courses for prerequisite requirements.

ALGEBRA 1B

Course Number: 134
Type: Full year
Prerequisites: Successful Completion of Algebra 1A

Students continue and conclude their study of Algebra 1 with this course. They master properties and operations of real numbers, expand their study of equations and inequalities, and are introduced to systems of equations and inequalities, their solutions and graphs. In addition, their knowledge of linear equations and all related topics is emphasized/expanded. Our study continues with the introduction of exponents and exponential functions, polynomial operations and factoring, quadratic equations and functions, radical expressions and equations and finally rational expressions and functions. We sharpen these concepts/skills that serve as a foundation for all future courses in mathematics. This class continues to explore the theory behind topics and focuses on experiencing multifaceted problems. In tenth grade, students would study Geometry or Geometry Honors based upon teacher and departmental recommendation.

SAMPLE MATHEMATICS COURSE PROGRESSION

GRADE	COLLEGE PREPARATORY	HONORS & AP
Grade 9	Algebra 1B Algebra 1	Honors Algebra 1 Honors Geometry
Grade 10	Geometry	Honors Geometry Honors Algebra 2
Grade 11	Algebra 2 College Algebra	Honors Algebra 2 Honors Pre-Calculus
Grade 12	College Algebra Statistics, Probability & Other Math Applications	Honors Calculus AP Calculus AB AP Calculus BC

Algebra 1B Course Standards

1. Students can simplify expressions using a variety of ways including distributive property and combining like terms.
2. Students can pick out information from a given problem, use it to write an equation, and solve the equation using properties of equality.
3. Students can write and solve various equations and inequalities including one-step equations, two-step equations, equations having like terms, involving parentheses, and equations with variables on both sides.
4. Students can convert between fractions, decimals, and percents and understand problems involving percent of change, discounts, and markups.
5. Students can interpret graphs and mapping diagrams and how to represent relations and functions.
6. Students can find solutions of linear equations and inequalities in two variables and find intercepts of a graph.
7. Students can use exponent rules to simplify expressions involving powers, including negative exponents and an exponent of zero.
8. Students understand the relationship between real numbers and right triangles; including square roots, Pythagorean theorem, distance, midpoint, and slope formula.
9. Students can find unknown angle measures and classify triangles, polygons, and quadrilaterals. Students can also find surface area and volume of prisms, cylinders, pyramids, and cones.

ALGEBRA 1

Course Number: 130
Type: Full year, 1 credit, Upper School credit
Prerequisites: Successful completion of Pre-Algebra

Algebra 1 will introduce more ways that mathematics can be used as a powerful tool to model everyday phenomena. Topics include: linear equations, inequalities, systems of equations, quadratic equations, factoring, and functions.

Algebra 1 Course Standards

1. Students will use algebraic language to form expressions, and use properties of real numbers to evaluate expressions.
2. Students will use properties equality to solve various linear equations and inequalities for a single variable.
3. Students will understand the relationship between a linear equation and its representation on the coordinate plane. Students will also be able to determine the appropriate approach to graph a linear equation from given information.
4. Students will be able to identify and represent proportional relationships, and use proportional relationships to solve real-world problems.
5. Students will perform operations and represent real-world situations with exponents.
6. Students will factor and perform operations using properties of exponents to simplify and solve equations involving polynomials.
7. Students will be able to solve a system of linear equations graphically and algebraically. They will also use systems of equations to solve real-world problems.
8. Students will use different methods to analyze and solve quadratic functions.
9. Students use various data representations to make and evaluate predictions.
10. Students will analyze visual data displays and summary statistics to draw conclusions about different types of data.

HONORS ALGEBRA 1

Course Number: 131
Type: Honors, full year, 1 credit, Upper School credit
Prerequisites: B in Honors Pre-Algebra or A in Pre-Algebra

Honors Algebra 1 is designed for the student who desires to be challenged mathematically. This course will place added emphasis on application problems and mathematical modeling. Additional topics to be covered include: systems of nonlinear equations, and matrices. Topics for this course are much the same as Algebra, but covered at an accelerated pace and in more depth.

Honors Algebra 1 Course Standards

1. Students will produce numerical and algebraic expressions and use properties to evaluate them.
2. Students will further develop the use of properties of equality to solve various equations in one variable. Work extends into transforming literal equations. In addition, aids will be introduced to organize information in solving real-world problems.

3. Students will demonstrate an understanding of the laws of exponents to simplify expressions, perform operations on polynomials and on numbers in scientific notation.
4. Students will rewrite polynomial expressions in equivalent factored forms which plays an important role in solving quadratic equations.
5. Students will represent solution sets of linear equations and inequalities in two variables graphically on a coordinate plane. Slope and different forms of linear equations will be stressed.
6. Students will be able to solve systems of equations and inequalities graphically and algebraically.
7. Students will be able to solve quadratic equations using a method most advantageous to the situation. Students will use quadratic relationships to model and solve real world problems.
8. Students will compare key features of linear and quadratic functions to model the relationships between quantities in various real-world scenarios.
9. Students will apply methods to analyze and solve equations and inequalities involving one or two variables, with emphasis on their graphs.
10. Students will analyze visual data displays and summary statistics to draw conclusions about different types of data.

GEOMETRY

Course Number: 140
Type: Full year, 1 credit
Prerequisites: Successful Completion of Algebra 1

Geometry introduces and builds upon the idea of describing and defining objects in one, two, and three dimensions. Topics include: plane and coordinate geometry, solids, constructions and loci, deductive and inductive reasoning, and geometric proofs. Students continue to review techniques and strengthen their ability to solve numerical problems.

Geometry Course Standards

1. Students can name and sketch geometric figures, use postulates and theorems, and classify angles and polygons; they can find the circumference, area, and perimeter.
2. Students can use inductive and deductive reasoning, analyze and write conditional statements, and perform basic geometric and algebraic proofs.
3. Students can classify angle pairs formed by intersecting lines, use angle relationships to prove lines parallel, write equations of lines, prove theorems about perpendicular lines, and find the distance between parallel lines in the coordinate plane.
4. Students can classify triangles, find measures of angles within triangles, identify triangles, prove triangles congruent, use theorems related to isosceles and equilateral triangles, and perform transformations.
5. Students can relate the side and angle measures in solving triangle-related, multi-step problems and can write indirect proofs; they can determine whether or not two triangles are similar.
6. Students can find angle measures in polygons and can differentiate between special quadrilaterals.
7. Students can use the Pythagorean Theorem and can apply trigonometric ratios, the Law of Sines, and the Law of Cosines to find side lengths and angle measures of triangles.
8. Students can use ratios, proportions, and geometric means to solve geometry problems. They can perform translations with vectors and algebra, and can reflect figures in a given line, rotate figures about a point, identify line and rotational symmetry, and perform reductive or enlarging dilations.
9. Students can relate a tangent to the radius at the point of tangency, use intercepted arcs to measure angles, and measure angles formed by secants and tangents. They can use the standard equation of a circle to graph and describe circles in a coordinate plane.

10. Students can identify and name solids, use Euler's Formula, describe cross-sections of solids, find surface areas and lateral areas of prisms and cylinders, and use nets to find surface area; they can use scale factors to compare the ratios of surface area to the ratios of volumes of solids.

HONORS GEOMETRY

Course Number: 141
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Algebra 1 or an A in Algebra 1

Honors Geometry is designed for the student that desires to be challenged mathematically. This course will place added emphasis on geometric proofs, identifying applications of geometric ideas, and identifying how geometry is used in practical applications.

Honors Geometry Course Standards

1. Students can name and sketch geometric figures, use postulates and theorems, and classify angles and polygons; they can find the circumference, area, and perimeter.
2. Students can use inductive and deductive reasoning, analyze and write conditional statements, and perform basic geometric and algebraic proofs.
3. Students can classify angle pairs formed by intersecting lines, use angle relationships to prove lines parallel, write equations of lines, prove theorems about perpendicular lines, and find the distance between parallel lines in the coordinate plane.
4. Students can classify triangles, find measures of angles within triangles, identify triangles, prove triangles congruent, use theorems related to isosceles and equilateral triangles, and perform transformations.
5. Students can relate the side and angle measures in solving triangle-related, multi-step problems and can write indirect proofs; they can determine whether or not two triangles are similar.
6. Students can find angle measures in polygons and can differentiate between special quadrilaterals.
7. Students can use the Pythagorean Theorem and can apply trigonometric ratios, the Law of Sines, and the Law of Cosines to find side lengths and angle measures of triangles.
8. Students can use ratios, proportions, and geometric means to solve geometry problems. They can perform translations with vectors and algebra, and can reflect figures in a given line, rotate figures about a point, identify line and rotational symmetry, and perform reductive or enlarging dilations.
9. Students can relate a tangent to the radius at the point of tangency, use intercepted arcs to measure angles, and measure angles formed by secants and tangents. They can use the standard equation of a circle to graph and describe circles in a coordinate plane.
10. Students can identify and name solids, use Euler's Formula, describe cross-sections of solids, find surface areas and lateral areas of prisms and cylinders, and use nets to find surface area; they can use scale factors to compare the ratios of surface area to the ratios of volumes of solids.

ALGEBRA 2

Course Number: 150
Type: Full year, 1 credit
Prerequisites: Successful Completion of Algebra 1 and Geometry

Algebra 2 continues to apply algebraic concepts to more complex families of functions. Topics include: matrices, systems of nonlinear equations, circular equations and functions.

Algebra 2 Course Standards

1. Students can simplify expressions using properties of exponents and roots, including rational exponents.
2. Students can add, subtract, multiply, and divide, and factor and polynomials.
3. Students can graph and transform radical, exponential, logarithmic, and rational functions.
4. Students can create new functions from given functions by adding, subtracting, multiplying, dividing and composing functions.
5. Students can recognize functions that are inverses of each other and find the inverse of a given function.
6. Students can write, solve, and graph linear and absolute value equations and inequalities.
7. Students can solve 2 and 3 variable systems of equations and inequalities by graphing, substitution, elimination, Cramer's rule, and inverse matrices and can choose the appropriate solution technique for each system.
8. Students can use factoring, completing the square, square roots, and the quadratic formula to write, graph, and solve quadratic equations.
9. Students can perform operations with polynomials, graph polynomial functions, and determine important features of the graph which include, zeros, y-intercepts, and end behavior.
10. Students can graph and transform various functions, including absolute value, quadratic, exponential, logarithmic, radical, and rational.
11. Students can take given functions and create new ones by addition, subtraction, multiplication, division, and composition and can find the inverse of a function and determine if functions are inverses.
12. Students can solve exponential and logarithmic equations and graph their corresponding functions.

HONORS ALGEBRA 2

Course Number: 151
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Algebra 1 and Honors Geometry or an A in Algebra 1 and Geometry

Honors Algebra 2 is designed for the student that desires to be challenged mathematically. Topics include: transformations of functions, and matrices, standardized test review, families of functions, systems of equations, and logarithms.

Algebra 2 Honors Course Standards

1. Students can simplify expressions using properties of exponents and roots, including rational exponents.
2. Students can add, subtract, multiply, and divide, and factor and polynomials.

3. Students can graph and transform radical, exponential, logarithmic, and rational functions.
4. Students can create new functions from given functions by adding, subtracting, multiplying, dividing and composing functions.
5. Students can recognize functions that are inverses of each other and find the inverse of a given function.
6. Students can write, solve, and graph linear and absolute value equations and inequalities.
7. Students can solve 2 and 3 variable systems of equations and inequalities by graphing, substitution, elimination, Cramer's rule, and inverse matrices and can choose the appropriate solution technique for each system.
8. Students can use factoring, completing the square, square roots, and the quadratic formula to write, graph, and solve quadratic equations.
9. Students can perform operations with polynomials, graph polynomial functions, and determine important features of the graph which include, zeros, y-intercepts, and end behavior.
10. Students can graph and transform various functions, including absolute value, quadratic, exponential, logarithmic, radical, and rational.
11. Students can take given functions and create new ones by addition, subtraction, multiplication, division, and composition and can find the inverse of a function and determine if functions are inverses.
12. Students can solve exponential and logarithmic equations and graph their corresponding functions.

COLLEGE ALGEBRA

Course Number: 160
Type: Elective, full year, 1 credit
Prerequisites: Successful Completion of Algebra 2

College Algebra is a college-level course. Students will have the opportunity to take the CLEP test to receive possible college credit for this course. Topics include: standardized test review, families of functions, systems of equations, statistics, and logarithms.

College Algebra Course Standards

1. Students can write, solve, and graph linear and absolute value equations and inequalities.
2. Students can solve 2 and 3 variable systems of equations and inequalities by graphing, substitution, elimination, Cramer's rule, and inverse matrices and can choose the appropriate solution technique for each system.
3. Students can use graphing, factoring, completing the square, taking square roots, and the quadratic formula to write, graph, and solve quadratic equations and inequalities in standard, vertex, and intercept form.
4. Students can simplify expressions using properties of exponents and roots, including rational exponents.
5. Students can perform operations with polynomials, graph polynomial functions, and determine important features of the graph which include, zeros, maxima/minima, and end behavior.
6. Students can graph and transform various functions, including absolute value, quadratic, exponential, logarithmic, radical, and rational.
7. Students can take given functions and create new ones by addition, subtraction, multiplication, division, and composition and can find the inverse of a function and determine if functions are inverses.
8. Students can perform operations with logarithmic and exponential functions.
9. Students can evaluate a sequence and a series that is arithmetic or geometric.
10. Students understand and can apply the basics of probability theory.
11. Students understand and can apply the Binomial Theorem.

STATISTICS, PROBABILITY & OTHER MATHEMATICAL APPLICATIONS

Course Number: 194
Type: Elective, full year, 1 credit
Prerequisites: Successful Completion of Algebra 2 and Trigonometry

Statistics, Probability and Other Mathematical Applications will provide a survey of the primary concepts in statistics and probability, as well as real-world application of those concepts. Topics include: single and two-variable statistics, statistical inference, hypothesis testing, probability, and methods of problem solving.

Statistics Course Standards

1. Students can understand different types of data and collect sample data.
2. Students can construct different types of frequency distributions, histograms, and also identify misleading graphs.
3. Students can use data to measure the center, variation, and relative standing and box plots.
4. Students can use and understand the basic concepts of probability, the addition rule, the multiplication rule, and counting principles.
5. Students can construct probability distributions with understanding of a Binomial Distribution and a Geometric Distribution.
6. Students can apply normal distributions, the central limit theorem, and assess normality.
7. Students can estimate a population proportion, mean, and standard deviation or variance.
8. Students can test hypotheses, claims about proportions, means, and standard deviations or variances.
9. Students can make inferences from two proportions, two means, and two dependent samples.
10. Students can make correlations and regressions to predict intervals.
11. Students can test hypotheses about multiple categorical variables using Chi-Square tests.

HONORS PRE-CALCULUS

Course Number: 171
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Geometry and Honors Algebra 2 or an A in Geometry and Algebra 2

Honors Pre-Calculus continues to apply algebraic concepts to increasingly complex families of functions, as well as introducing calculus topics such as the limit and instantaneous rates of change. Topics include: vectors, polar and parametric functions, limits, series and sequences.

Honors Pre-Calculus Course Standards

1. Students can factor, solve, and do basic operations with polynomials, rational expressions, and radicals.
2. Students can use applications involving sequences and series.
3. Students can develop the unit circle and know the six basic trigonometric functions as they relate to the unit circle, and how to use the unit circle.
4. Students can identify and describe different types of functions and use compositions of functions and transformations of functions.
5. Students can use identities of trigonometry, graph trigonometric functions, solve trigonometric equations, and apply the Law of Sines and the Law of Cosines.
6. Students can solve 2 and 3 variable systems of equations and inequalities by graphing, substitution, elimination, Cramer's rule, and inverse matrices, and can choose the appropriate solution technique for each system.
7. Students can use graphing, factoring, completing the square, taking square roots, and the quadratic formula to write, graph, and solve quadratic equations and inequalities in standard, vertex, and intercept form.
8. Students can perform operations with polynomials, graph polynomial functions, and determine important features of the graph, which include zeros, maxima/minima, and end behavior.
9. Students can graph and transform various functions, including absolute value, quadratic, exponential, logarithmic, radical, and rational.
10. Students can write equations and graph circles, ellipses, hyperbolas, and conic sections.
11. Students understand the basic tenets of limits in mathematics.

HONORS CALCULUS

Course Number: 181
Type: Honors, full year, 1 credit
Prerequisites: Successful Completion of Honors Pre-Calculus

Students in this course will gain a working knowledge of the concepts of calculus in order to more easily adjust to the demands of a college course. The course is similar to the Advanced Placement Calculus AB course, but does not cover all of the topics required for success on the AP Calculus AB exam.

Honors Calculus Course Standards

1. Students develop a solid, intuitive understanding of limits and can compute one-sided limits, limits at infinity, and infinite limits.
2. Students can apply limits to understand the behavior of a function near a point and understand how limits are used to determine continuity.
3. Students can use different definitions of the derivative, estimate derivatives from tables and graphs, and apply various derivative rules and properties.
4. Students understand the difference between average and instantaneous rates of change and their applications.
5. Students are able to apply various rules of derivatives such as the product, quotient, and chain rules.
6. Students are familiar with a variety of real-world applications, including related rates, optimization, and growth and decay models.
7. Students can use basic techniques of integration, including basic antiderivatives and substitution, and properties of integrals.
8. Students understand area, volume, and motion applications of integrals.
9. Students can use the definite integral as an accumulation function.
10. Students understand the relationship between integration and differentiation as expressed in the Fundamental Theorem of Calculus.

AP CALCULUS AB

Course Number: 172
Type: Advanced Placement, full year, 1 credit
Prerequisites: B in Honors Pre-Calculus and department chair approval

AP Calculus AB is equivalent to a first semester college calculus course and is devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus AB Course Standards

1. Students develop a solid, intuitive understanding of limits and can compute one-sided limits, limits at infinity, and infinite limits.
2. Students can apply limits to understand the behavior of a function near a point and understand how limits are used to determine continuity.
3. Students can use different definitions of the derivative, estimate derivatives from tables and graphs, and apply various derivative rules and properties.
4. Students can solve separable differential equations and understand slope fields.
5. Students understand and are able to apply the Mean Value Theorem.
6. Students are familiar with a variety of real-world applications, including related rates, optimization, and growth and decay models.
7. Students can use basic techniques of integration, including basic antiderivatives and substitution, and properties of integrals.
8. Students understand area, volume, and motion applications of integrals.
9. Students can use the definite integral as an accumulation function.
10. Students understand the relationship between integration and differentiation as expressed in the Fundamental Theorem of Calculus.

AP CALCULUS BC

Course Number: 182
Type: Advanced Placement, full year, full year, 1 credit
Prerequisites: B in AP Calculus AB or Department approval

AP Calculus BC is equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC Course Standards

1. Students develop a solid, intuitive understanding of limits and can compute one-sided limits, limits at infinity, the limit of a sequence, and infinite limits.
2. Students can apply limits to understand the behavior of a function near a point and understand how limits are used to determine continuity.
3. Students can use different definitions of the derivative, estimate derivatives from tables and graphs, and apply various derivative rules and properties.
4. Students can solve separable differential equations, understand and are able to apply the Mean Value Theorem, and are familiar with a variety of real-world applications, including related rates, optimization, and growth and decay models.
5. Students can use basic techniques of integration, including basic antiderivatives and substitution, and properties of integrals.
6. Students understand area, volume, and motion applications of integrals, as well as the use of the definite integral as an accumulation function.
7. Students understand the relationship between integration and differentiation as expressed in the Fundamental Theorem of Calculus.
8. Students understand various methods for determining convergence and divergence of a series, Maclaurin series for common functions, general Taylor series representations, radius and interval of convergence, and operations on power series.
9. Students can use power series to approximate an arbitrary function near a specific value and make the Important connection back to the tangent-line problem.
10. Students can apply their knowledge of calculus to parametric equations, polar equations, and vectors.

AP STATISTICS

Course Number: 192
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval and an A in previous Regular math class or a B in previous Honors math class

AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP Statistics Course Standards

1. Students can understand different types of data and collect sample data.
2. Students can construct different types of frequency distributions, histograms, and also identify misleading graphs.
3. Students can use data to measure the center, variation, and relative standing and box plots.

4. Students can use and understand the basic concepts of probability, the addition rule, the multiplication rule, and counting principles.
5. Students can construct probability distributions, with understanding of a Binomial Distribution and a Geometric Distribution.
6. Students can apply normal distributions, the central limit theorem, and assess normality.
7. Students can estimate a population proportion, mean, and standard deviation or variance.
8. Students can test hypotheses, claims about proportions, means, and standard deviations or variances.
9. Students can make inferences from two proportions, two means, and two dependent samples.
10. Students can make correlations and regressions to predict intervals.
11. Students can test hypotheses about multiple categorical variables using Chi-Square tests.

Science

BIOLOGY

Course Number: 230
Grade Level: 9-12
Type: Full year, 1 credit

Biology students find the answers to questions about what the body is made of, how it obtains energy from food, and how that energy is used to do work, and many other questions by learning the basics of cell structure and function, important cellular processes, genetics, the role of DNA, the biology of plants, and human body systems. Students collaborate in a laboratory setting to develop an understanding of scientific methods and procedures as well as formulate meaningful questions regarding basic biological concepts. Students use interactive simulations and take the role of a scientist by making observations, collecting and analyzing data, forming and testing hypotheses, and solving real-world case studies. In collaboration with White Oak Conservation, students learn about conservation programs and projects around the world. This collaboration culminates with a trip to White Oak where the students present their research projects to White Oak experts.

Biology Course Standards

1. Students can pose a testable question based on an observation, state a hypothesis, identify experimental procedures, and collect data from laboratory setups.
2. Students can make a scientific claim based on a model or experimentation, support the claim with evidence from data, and provide reasoning to justify a claim by connecting evidence to biological theories.
3. Students can explain the cycling of matter, the flow of energy, and the organization of living systems.
4. Students can explain how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
5. Students can describe the structures involved in passing hereditary information from one generation to the next and the sources of genetic variations.
6. Students can communicate scientific information that common ancestry and biological evolution by natural selection are supported by multiple lines of empirical evidence.
7. Students can describe the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
8. Students can design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HONORS BIOLOGY

Course Number: 231
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: Through Class of 2024, A in Chemistry or B in Honors Chemistry and department chair approval
Class of 2025 onwards, A in Grade 8 Science and department chair approval

In Honors Biology, students are motivated to be independent learners and are challenged to think like scientists. In addition to the coursework for Biology, students in Honors Biology will have the opportunity to investigate topics such as molecular biology, biotechnology, and other methods by which biologists explore the living world. Students will be able to hone their development of scientific writing, laboratory skills, and research protocols.

Honors Biology Course Standards

1. Students can pose a testable question based on an observation, state a hypothesis, identify experimental procedures, and collect data from laboratory setups.
2. Students can make a scientific claim based on a model or experimentation, support the claim with evidence from data, and provide reasoning to justify a claim by connecting evidence to biological theories.
3. Students can explain the cycling of matter, the flow of energy, and the organization of living systems.
4. Students can explain how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
5. Students can describe the structures involved in passing hereditary information from one generation to the next and the sources of genetic variation.
6. Students can communicate scientific information that common ancestry and biological evolution by natural selection are supported by multiple lines of empirical evidence.
7. Students can describe the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
8. Students can design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
9. Students can describe the types of interactions that regulate gene expression.
10. Students can explain the use of genetic engineering techniques in analyzing or manipulating DNA.

CHEMISTRY

Course Number: 240
Grade Level: 10-12
Type: Full year, 1 credit
Prerequisites: Algebra 1

Chemistry is a collaborative and lab-based environment where students will explore the chemistry of matter. Topics may include the structure and properties of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, and lab research and safety. Students will use their chemical knowledge to solve problems, to complete projects, and to conduct research around the role of chemistry in today's world.

Chemistry Course Standards

1. Students can effectively use scientific equipment and perform laboratory techniques to produce data, and perform analysis of laboratory data
2. Students are able to solve mathematical problems involving chemistry concepts, understand the relationships within a chemical equation, and can perform stoichiometric calculations based on a balanced chemical equation
3. Students understand what matter is, can differentiate between the types, separate mixtures, and know the various models of an atom. Students know how elements are organized on the periodic table as well as periodic trends.
4. Students can name/write formulas for ionic and covalent compounds, acids, hydrocarbons, and functional groups, identify the indicators that a chemical reaction has occurred, write/balance chemical equations, predict when reactions will occur, and know the basic types of reactions
5. Students can understand the properties of energy and heat, know the various laws regarding energy and the relationship between energy and various reactions and groups of reactions.
6. Students demonstrate understanding between the various types of chemical bonding, read and draw Lewis structures, and know/apply the VSEPR Theory model.
7. Students understand intermolecular attractions/interactions, properties of water, phase changes, and various structures of solids, liquids and gases; understand the various models and laws of acids, bases, and gases and are able to complete appropriate calculations.
8. Students can understand the concept of equilibrium and how it is established, predict changes in the position of equilibrium, and perform various equilibrium calculations.
9. Students can learn the basic structures and functions of the four major macromolecules—proteins, carbohydrates, nucleic acids, and lipids.

HONORS CHEMISTRY

Course Number: 241
Grade Level: 10-12
Type: Honors, full year, 1 credit
Prerequisites: Through class of 2024- Geometry and an A in Physics or a B in Honors Physics and department chair approval. Starting with class of 2025- Geometry and an A in Biology or a B in Honors Biology and department chair approval.

In Honors Chemistry, students are motivated to be independent learners and are challenged to think like scientists. In addition to the coursework for the regular chemistry course, students cover additional topics and perform additional laboratory work. They complete more in-depth projects, including learning to create and propose a research investigation, complete an experiment, and present data to a general audience.

Honors Chemistry Course Standards

1. Students can effectively use scientific equipment and laboratory techniques to produce data, and perform analysis of laboratory data.
2. Students can solve mathematical problems involving chemistry concepts, understand the relationships within a chemical equation, and can perform stoichiometric calculations based on a balanced chemical equation.
3. Students understand what matter is, can differentiate between the types, are able to separate mixtures, and

SAMPLE SCIENCE COURSE PROGRESSION

GRADE	COLLEGE PREPARATORY (THROUGH CLASS OF 2024)	HONORS & AP (THROUGH CLASS OF 2024)	COLLEGE PREPARATORY (STARTING WITH THE CLASS OF 2025)	HONORS & AP (STARTING WITH THE CLASS OF 2025)
Grade 9	Physics	Honors Physics	Biology	Honors Biology
Grade 10	Chemistry	Honors Chemistry	Chemistry	Honors Chemistry
Grade 11	Biology	Honors Biology	Physics or Laboratory Science Elective	Honors Physics AP Biology AP Chemistry AP Environmental Science
Grade 12	Marine Science Engineering Design Engineering Robotics	AP Chemistry AP Physics 1 AP Biology AP Environmental Science	Physics Marine Science Engineering Design* Engineering Robotics*	Honors Physics AP Biology AP Chemistry AP Physics 1 AP Environmental Science

* Note that neither Engineering Design nor Engineering Robotics are laboratory science courses and thus do not meet laboratory science critiera for graduation.

know the various models of an atom. Students know how elements are organized on the periodic table as well as periodic trends.
4. Students can name/write formulas for ionic and covalent compounds, acids, hydrocarbons, and functional groups, identify the indicators that a chemical reaction has occurred, write/balance chemical equations, predict when reactions will occur, and know the basic types of reactions.
5. Students can understand the properties of energy and heat, know the various laws regarding energy, and understand the relationship between energy and various reactions and groups of reactions.
6. Students demonstrate understanding between the various types of chemical bonding, can read and draw Lewis structures, and demonstrate understanding of the VSEPR Theory model.
7. Students can understand intermolecular attractions and interactions, properties of water, phase changes, and various structures of solids, liquids and gases; understand the various models and laws of acids, bases, and gases, and are able to complete appropriate calculations.
8. Students understand the concept of equilibrium and how it is established, can predict changes in the position of equilibrium, and perform various equilibrium calculations.
9. Students demonstrate understanding of the types of radioactive decay, can write nuclear equations, and understand the concept of nuclear energy.
10. Students understand the basic structures and functions of the four major macromolecules—proteins, carbohydrates, nucleic acids, and lipids.

PHYSICS

Course Number: 260
Grade Level: 11 – 12
Type: Full year, 1 credit
Prerequisites: Completion of Biology, Chemistry, and Geometry

Physics is a lab- and activity-based class that is designed to enable students to describe the workings of the universe around them both qualitatively and quantitatively. Topics covered include forces, velocity and acceleration, energy, momentum, gravity, wave properties, sound, electricity, and magnetism. A scientific calculator is required.

Physics Course Standards

1. Students can make accurate measurements and use these measurements appropriately to explore and evaluate a variety of scientific topics.
2. Students can graph data and use their graphs to analyze their results and draw conclusions.
3. Students understand the basic laws of physics such as Newton's Laws, Law of Universal Gravitation, and conservation laws.
4. Students can describe how and why an object moves in both one- and two-dimensional space.
5. Students understand how different variables are connected and related to each other, such as work, power, energy, force, and acceleration.
6. Students understand the energy conversions that are happening in the world around them.
7. Students understand the relationship between electricity and magnetism and use this relationship to explain many of the tech devices they use in their lives.

HONORS PHYSICS

Course Number: 261
Grade Level: 11 -12
Type: Full year, 1 credit
Prerequisites: A in Chemistry and an A in Algebra 2 or a B in Honors Chemistry and a B in Honors Algebra 2 and department chair approval

Honors Physics provides students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. This course challenges students to incorporate critical thinking and problem solving skills. The topics include but are not limited to kinematics, dynamics, energy, work, power, wave properties, sound, electricity, and magnetism. Hands-on laboratory experiments allow students to think scientifically and carry

out their own investigations in a focused, collaborative, and meaningful manner. Strong algebra skills are highly recommended. A scientific calculator is required.

Honors Physics Course Standards

1. Students can make accurate measurements and use these measurements appropriately to explore and evaluate a variety of scientific topics.
2. Students can graph data and use their graphs to analyze their results and draw conclusions.
3. Students understand and can apply to the world around them the basic laws of physics such as Newton's Laws, Law of Universal Gravitation, and conservation laws.
4. Students can describe how and why an object moves in both one- and two-dimensional space.
5. Students understand and explore how different variables are connected and related to each other, such as work, power, energy, force, and acceleration.
6. Students understand the energy conversions that are happening in the world around them.
7. Students can explain the relationship between electricity and magnetism and use this relationship to explain many of the tech devices they use in their lives.

AP CHEMISTRY

Course Number: 247
Grade Level: 11-12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval, a strong interest in science, completion of Algebra 2, and completion of Honors Chemistry with a B or regular Chemistry with an A.

AP Chemistry provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires extensive laboratory investigations. This class requires work to be completed the summer prior to beginning the course and over School breaks.

AP Chemistry Course Standards

1. Students can effectively use advanced laboratory techniques to solve problems and perform inquiry investigations.
2. Students can demonstrate knowledge and understanding of atomic structures, properties, and periodic trends.
3. Students will know the various bonding theories as well as models and structures of various bonding patterns including ionic, covalent, and metallic bonds.
4. Students demonstrate knowledge of intermolecular forces and their properties and how they are involved with the three phases of matter.
5. Students will know how to predict products of reactants, know the various chemical reactions types, and solve problems involving chemical reactions.
6. Students understand kinetics concepts including reaction rates, the collision model, and reaction mechanisms.
7. Students understand thermodynamics basics including endo/exothermic reactions, heat transfer, phase changes, enthalpy/entropy, and Hess's Law.
8. Students understand the concepts of equilibrium, reversible reactions, equilibrium constant equations, and can solve equilibrium based problems.
9. Students will be able to solve problems involving acids and bases, pH, pOH, pKa, and understand properties of buffers.
10. Students can apply thermodynamics concepts to coupled reactions, galvanic and electrolytic cells, and Gibbs free energy and thermodynamic favorability.

AP BIOLOGY

Course Number: 232
Grade Level: 11-12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval, a strong interest in science, completion of Chemistry and Biology with an A or Honors Chemistry and Honors Biology with a B.

AP Biology is designed for students who are passionate about the subject and prepared and willing to take on the challenge. This a college-level biology course that involves more in-depth learning of biological topics. Extensive laboratory work and research are an integral part of the course. Students must be active investigators and use higher-order thinking skills. The course provides a wide-ranging background into biochemistry, cells, genetics, evolution, animals, plants, and ecology with emphasis on advanced inquiry. Completion of this course prepares the student for the Advanced Placement Biology exam by the College Board. This course requires work to be completed the summer prior to beginning the course and over School breaks.

AP Biology Course Standards

1. Students can explain biological concepts, processes, and models presented in written format.
2. Students can analyze visual representations of biological concepts and processes.
3. Students can determine scientific questions, methods, and represent and describe data.
4. Students can perform statistical tests and mathematical calculations to analyze and interpret data.
5. Students can develop and justify scientific arguments using evidence.
6. Students can explain how the process of evolution drives the diversity and unity of life.
7. Students can explain how biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis.
8. Students can explain how living systems store, retrieve, transmit and respond to genetic information essential to life processes.
9. Students can describe how biological systems interact, and these systems and their interactions exhibit complex properties.
10. Students can predict the causes or effects of a change in, or disruption to, one or more components in a biological system based on a visual representation of a biological concept, process, or model.

AP PHYSICS

Course Number: 262
Grade Level: 11-12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Science and math department chair approval, a strong interest in science, completion of Algebra 2, completion of Honors Physics with a B or Physics with an A.

AP Physics is an algebra-based, conceptually and mathematically rigorous first-year physics course that will cover material found in a typical first semester college physics course. The course is laboratory-centered and exposes students to methods of scientific inquiry and elementary error analysis. There is a strong emphasis on developing science practices and competence in scientific writing. Students develop a background in the conceptual basis of physics as well as strong critical thinking and problem-solving skills. The course introduces central concepts of physics, including the dual wave-particle nature of light, kinematics, dynamics, the conservation laws (mass, energy, and momentum), electric circuits, and waves. This course requires work to be completed the summer prior to beginning the course and over School breaks.

AP Physics Course Standards

1. Students can describe properties such as mass and charge and identify components and internal structure of multi-part systems.
2. Students can describe and use the fields model to explain interactions.
3. Students can describe and use force concepts to explain interactions.
4. Students can identify ways in which systems change as a result of interactions using words, equations, and graphs.
5. Students can describe how changes in systems occur as a result of interactions constrained by conservation laws.
6. Students can identify phenomena that can be described using the waves mathematical model of motion.
7. Students can read, understand, and interpret physical information—verbal, mathematical, and graphical.
8. Students can describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem.
9. Students can apply basic mathematical reasoning—arithmetic, algebraic, geometric, or trigonometric—in a physical situation or problem.
10. Students can carry out experiments and interpret the results of observations, including making assessments of experimental uncertainties.

AP ENVIRONMENTAL SCIENCE

Course Number: 245
Grade Level: 11-12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval, a strong interest in science, completion of Chemistry and Biology with an A or Honors Chemistry and Honors Biology with a B.

AP Environmental Science is the equivalent of an introductory college course through which the students explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Students will take part in laboratory investigations and field work and a lab notebook may be required. This class requires work to be completed the summer prior to beginning the course and over School breaks.

1. Students can view planet Earth as one system made up of regional ecosystems which are composed of interdependent environmental features, processes, and relationships between species.
2. Students can explain the importance of biodiversity within ecosystems and the impact of outside factors on the evolution of organisms.
3. Students can evaluate how populations within ecosystems change over time, and the factors that affect population growth.
4. Students can analyze the natural components that make up an environment.
5. Students can articulate ways in which the human use and consumption of natural resources disrupts ecosystems, both positively and negatively.
6. Students can evaluate the use and environmental impact of renewable and nonrenewable energy sources.
7. Students can apply their understanding about air pollution, including how human actions cause it, to the evaluation of legislation intended to regulate emissions and improve air quality.
8. Students can examine the impact of pollution on ecosystems and determine the source.
9. Students can analyze the global impact of local and regional human activities and evaluate and propose solutions.

MARINE SCIENCE

Course Number: 250
Type: Full year, 1 credit
Grade Level: 11-12
Prerequisites: Completion of Chemistry and Biology

The ocean is a unique place, and Marine Science represents a unique opportunity to learn about the least-explored place on Earth. Less than 5% of our oceans have been explored, and it is estimated that one out of every six jobs in the United States is marine-related. Students will participate in a variety of learning experiences including laboratory experiments, discussions, field trips, projects, and independent research, and will learn about appropriate use of community resources. Ethical and social issues related to the marine environment and anthropogenic-induced climate change will be addressed.

Marine Science Course Standards

1. Students can pose a testable question based on an observation, state a hypothesis, identify experimental procedures, and collect data from laboratory setups.
2. Students can make a scientific claim based on a model or experimentation, support the claim with evidence from data, and provide reasoning to justify a claim by connecting evidence to biological theories.
3. Students can apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation, early history, and the theory of plate tectonics.

4. Students can discuss the special properties of water that contribute to Earth's suitability as an environment for life.
5. Students can recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive non-native species.
6. Students can discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
7. Students can explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle, and the pathway of energy transfer through trophic levels.
8. Students can explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
9. Students can discuss large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.
10. Students can cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.

ENGINEERING DESIGN

Course Number: 264
Grade Level: 9 - 12
Type: Semester, ½ credit

Engineering Design is an introductory course focusing on civil and mechanical engineering. Students will develop skills and understanding through activities and projects, learning the engineering design process to incrementally solve a given problem with research, development, testing, and solution stages. The ultimate goal is to cultivate the analytical mind of future engineers.

Note: This course is not considered a laboratory science course.

Engineering Design Course Standards

1. Students can analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
2. Students can design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
3. Students can evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
4. Students can use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

ENGINEERING ROBOTICS

Course Number: 268
Grade Level: 9 - 12
Type: Semester, ½ credit

Engineering Robotics is an introductory course focusing on electrical engineering and robotics. Students will use activities and projects to develop skills and understanding of key concepts. Students will learn the engineering design process to incrementally solve a given problem with research, development, testing, and solution stages. The ultimate goal is to cultivate the analytical mind of future engineers.

Note: This course is not considered a laboratory science course.

Engineering Robotics Course Standards

1. Students can design and program a robotic system to accomplish a complex task.
2. Students can evaluate the design and programming of a robot to accomplish a real-world task within the fields of healthcare, search and rescue, agriculture, and others.
3. Students can use a computer simulation to model the programming of a virtual robot.
4. Students demonstrate understanding of the sense, perceive, plan, and act principles that allow robots to operate efficiently.
5. Students can design, build, program, and operate various robotic systems.
6. Students can apply physics and mathematical and concepts in the design and programming of robotic systems.
7. Students can analyze the effectiveness of a robot to complete a task and revise the design and programming to operate more effectively.
8. Students can employ a design process to build a robot with sensors capable of completing a specific task.

WELLNESS

St. Johns has a balanced wellness program which provides each student with an opportunity to develop into a physically-educated person; one who learns skills necessary to perform a variety of physical activities, is physically fit, participates regularly in physical activity, knows the benefits of involvement in physical activity and prepares students to participate in activities they can perform when they are adults.

PERSONAL FITNESS

Course Number: 1st Semester (841), 2nd Semester (842)
Grade Level: 9-12, semester, ½ credit
Type: Elective

This course is designed for students in Grades 9-12 who want to improve their fitness levels. The class will set different levels depending on each student's goals. Whether you want to train at a beginning level or want to train to be a Division 1 athlete, this class will reach your goals and set you up for success. This class may be taken more than one semester.

WELLNESS OF THE MIND AND BODY

Course Number: 839
Grade Level: 10-12
Type: Semester, 12 credit

What is happiness, who experiences it when, and which practices best foster it? Students will engage with some of the most provocative and practical lessons from contemporary scientific literature and research spanning the fields of neuroscience, evolutionary biology, psychology and beyond. What's more, the course offers students the opportunity to explore ways to apply these findings to their own lives, employing practical strategies for nurturing their own happiness and well-being. Topics of study include lifestyle habits, gratitude, mindfulness, stress and resilience, and meaning and purpose.

Wellness of the Mind and Body Course Standards

1. Students will sample and review empirically supported habits of health and wellness.
2. Students will recognize the cognitive errors that frequently thwart and sabotage human flourishing.
3. Students will assess their own subjective well-being, signature strengths, and personal habits.
4. Students will select and develop new habits to promote their own wellness.
5. Students will explain how scientific knowledge and reasoning provide an empirically-based perspective to inform decision-making.
6. Students will identify sources of information in media reports on wellness and assess their validity and reliability according to the strict standards of scientific investigation.
7. Students will review,analyze, and report on scientific studies relevant to the critical aspects of well-being.

WORLD LANGUAGES

St. Johns requires for graduation the successful completion of three levels of one world language or two levels of two world languages.

Students are encouraged to pursue language study beyond the required and to study more than one world language. A motivated student who is enrolled in level three or higher of one modern language and who wishes to study more than one modern language concurrently may advance (without credit) to level two or higher of the second after completing independent study. This requires departmental approval and success on the final exam administered prior to the start of the next School year.

A student must attain at least a C- final average in order to enter the next level of a language.

FRENCH

Throughout the first three levels of French study, students progress from basic to intermediate level. The program is sequential and cumulative in nature with each subsequent level building upon the previous year's vocabulary and grammar. Vocabulary studied encompasses a wide variety of topics from daily activities to politics. The grammar concepts studied are connected to those in English giving students a more thorough understanding of their own language and improving standardized test scores. Additionally, through the study of the language and the culture of the French speaking countries of the world students gain insights which will allow them to become productive citizens of today's global society.

All levels include activities focusing on the skills of listening, speaking, reading and writing. Communication in a variety of everyday situations all become part of the students' repertoire. Special opportunities to experience the culture and use the language outside of the classroom exist through the French Club, the State French Congrès Competition and an exchange program with Le Lycée Saint Ambroise in Chambéry, located in the French Alps.

The first three years of language study fulfill the School's graduation requirement; however, students are encouraged to study language beyond the first three years and several courses for advanced studies are offered.

Throughout this section, proficiency standards are defined by the American Council for Teaching Foreign Language Proficiency Performance Descriptors; 2012.

FRENCH 1

Course Number: 405
Grade Level: 8 - 12,
Type: Full year, 1 credit, Upper School credit

Units of study include: Introductions, Conjugation Basics, Articles & Gendered Nouns, Leisure Activities, Family & Descriptions, School Days & Telling Time, Sports & Weather, Free Time: sports, seasons, places in town & weather, Dining: Breakfast, café foods & place settings, Clothing & Accessories, Household Chores & Furniture, Places in the city & Transportation and Vacation & Travel.

French 1 Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.
4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.

7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc. on forms, surveys and/or other documents in the present tense.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

FRENCH 2

Course Number: 408
Grade Level: 9 - 12
Type: Full year, 1 credit
Prerequisites: Successful completion of French 1

Units of study include: My Family & My Friends, Celebrations & Party Preparations, Cooking & Food Shopping, School Places & Events, Morning & Daily Routine, and Childhood Activities.

French 2 Course Standards

1. Students can recognize key words and phrases and comprehend the main ideas as well as some supporting details in paragraph length texts related to familiar and/or contextualized sources such as schedules, labels, recipes, bills, flyers, advertisements, forms, and catalogs, especially when supported with visual cues, prior knowledge and cognates.
2. Students recognize key words and phrases and determine the main ideas in paragraph-length speech related to familiar and contextualized sources such as ads, announcements, and individual utterances.
3. Students can convey meaning through a variety of high-frequency words, rote phrases, and original simple sentences when responding to uncomplicated communicative tasks and straightforward social situations related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
4. Students can ask and respond to simple questions and requests for information in familiar and straightforward social situations related to familiar topics such as family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
5. Students can produce simple messages, letters, requests for information, descriptions, and notes through strings of simple sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs in the present, near future, and simple past.
6. Students can begin to provide short practiced descriptions about past events related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
7. Students can recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
8. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

HONORS FRENCH 2

Course Number: 409
Grade Level: 9 - 12
Type: Honors, full year, 1 credit
Prerequisites: A in French 1

Units of study include: My Family & My Friends, Celebrations & Party Preparations, Cooking & Food Shopping, School Places & Events, Morning & Daily Routine, and Childhood Activities. In addition to the course content of French 2, Honors students learn more advanced vocabulary and structures, complete additional readings and speaking exercises, and perform on assessments that are more rigorous than those of the regular French 2 class.

Honors French 2 Course Standards

1. Students can recognize key words and phrases and comprehend the main ideas as well as some supporting details in paragraph length texts related to familiar and/or contextualized sources such as schedules, labels, recipes, bills, flyers, advertisements, forms, and catalogs, especially when supported with visual cues, prior knowledge and cognates.
2. Students recognize key words and phrases and determine the main ideas in paragraph-length speech related to familiar and contextualized sources such as ads, announcements, and individual utterances.
3. Students can convey meaning through a variety of high-frequency words, rote phrases, and original simple sentences when responding to uncomplicated communicative tasks and straightforward social situations related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
4. Students can ask and respond to simple questions and requests for information in familiar and straightforward social situations related to familiar topics such as family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
5. Students can produce simple messages, letters, requests for information, descriptions, and notes through strings of simple sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs in the present, near future, and simple past.
6. Students can begin to provide short practiced descriptions about past events related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
7. Students can recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.

8. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

FRENCH 3

Course Number: 410
Grade Level: 9 - 12
Type: Full year, 1 credit
Prerequisites: Successful completion of French 2

Units of study include: Summer Vacation and Back to School Activities, Professions and Services in France, Legends, Fairytales and Fables, Reciprocal Actions & Emotions, Nature, Animals & Outdoor Activities, Media and Current Events, Our Planet: Resources & Challenges, Society, Politics and Public Life, and The Arts: Visual, Performing and Musical.

French 3 Course Standards

1. Students can recognize key words and understand the main ideas and relevant supporting details, as well as infer some meaning in short authentic paragraph-length discourse.
2. Students understand and interpret authentic written and oral texts such as short descriptions, ads, articles, announcements, correspondence, stories, and websites, especially when supported with visual cues, prior knowledge and cognates.
3. Students can begin to analyze texts to derive meaning.
4. Students can respond to direct questions or requests for information related to family, daily routines, weekend activities, personal preferences, shopping, and food.
5. Students are able to ask simple questions and make simple requests in familiar and practiced social situations related to weekend plans, childhood, travel, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
6. Students can convey meaning through recombining a variety of vocabulary words and rote phases to create original sentences related to personal information, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, and lodging.
7. Students can present information through strings of simple but cohesive sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
8. Students can begin to use authentic sources critically and make some basic comparisons/contrasts between cultures.
9. Students can report a simple event or actions in the past using a variety of past aspects.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

HONORS FRENCH 3

Course Number: 411
Grade Level: 9 - 12
Type: Honors, full year, 1 credit
Prerequisites: B in Honors French 2, or an A in French 2

Units of study include: Summer Vacation and Back to School Activities, Professions and Services in France, Legends, Fairytales and Fables, Reciprocal Actions & Emotions, Nature, Animals & Outdoor Activities, Media and Current Events, Our Planet: Resources & Challenges, Society, Politics and Public Life, and The Arts: Visual, Performing and Musical. In addition to the course content of French 3, Honors students learn more advanced vocabulary and structures, complete additional readings and speaking exercises and perform on assessments that are more rigorous than those of the regular French 3 class.

Honors French 3 Course Standards

1. Students can recognize key words and understand the main ideas and relevant supporting details, as well as infer some meaning in short authentic paragraph-length discourse.
2. Students understand and interpret authentic written and oral texts such as short descriptions, ads, articles, announcements, correspondence, stories, and websites, especially when supported with visual cues, prior knowledge and cognates.
3. Students can begin to analyze texts to derive meaning.
4. Students can respond to direct questions or requests for information related to family, daily routines, weekend activities, personal preferences, shopping, and food.
5. Students are able to ask simple questions and make simple requests in familiar and practiced social situations related to weekend plans, childhood, travel, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
6. Students can convey meaning through recombining a variety of vocabulary words and rote phases to create original sentences related to personal information, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, and lodging.
7. Students can present information through strings of simple but cohesive sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
8. Students can begin to use authentic sources critically and make some basic comparisons/contrasts between cultures.
9. Students can report a simple event or actions in the past using a variety of past aspects.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

HONORS FRENCH 4: ADVANCED COMPOSITION & COMMUNICATION

Course Number: 412
Grade Level: 9 - 12
Type: Honors, full year, 1 credit
Prerequisites: B in Honors French 3, or an A in French 3

The intricacies of composition are stressed, as well as the oral use of the target language. The small group make-up of the class allows each student ample opportunity to use all language skills on a daily basis. Active participation promotes the student's progress toward fluency. Students are encouraged to sit for the CLEP exam at the end of the year. Units of study include: Feeling and Living, Urban Life, Influence of Media, Value of Ideas, Diversity in Society, Inter-generational Dialog, Science and Technology, Leisure and Fun, Professional Perspectives and Natural Resources.

Honors French 4 Course Standards

1. Students can follow the main ideas and identify some supporting details in various time frames in straightforward, and sometimes narrative, paragraph-length discourse, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can understand and interpret authentic written and oral texts such as articles, announcements, websites, and literary passages.
3. Students can begin to analyze written and oral texts in order to derive meaning.
4. Students can respond to direct questions or requests for information related to personal relationships, living spaces, family dynamics, the environment, and future plans.
5. Students are able to ask a variety of questions, elicit information, and make requests in various familiar social situations related personal relationships, living spaces, family dynamics, entertainment, travel, and cultural values.
6. Students can present a variety of information about school, community events, and personal experiences, and relationships with several short paragraphs, sometimes across multiple time frames.
7. Students can state viewpoints on familiar or researched topics and provide some supporting details.
8. Students can begin to adapt to various audiences of listeners, readers, or viewers to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.
9. Students can use authentic sources critically to make comparisons/contrasts between cultures in order to understand different cultural perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

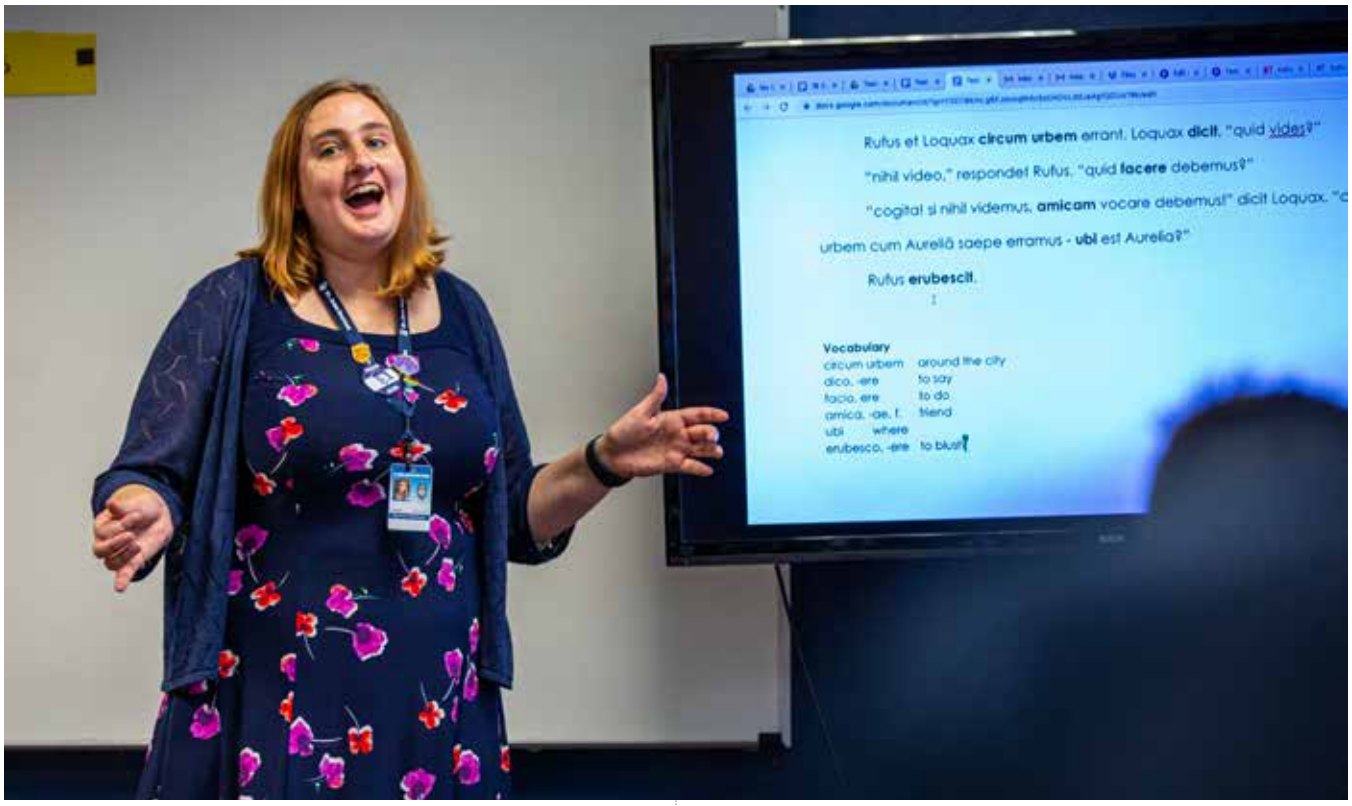
AP FRENCH LANGUAGE AND CULTURE

Course Number: 419
Grade Level: 9 - 12
Type: Advanced Placement, full year, 1 credit
Prerequisites: B in Honors French 4 and department chair approval

Modern French culture, literature, worldwide events and other topics of student interest provide the substance of study which culminates in preparation for the Advanced Placement French Language examination. Refined skills of conversation and composition, including the ability to express oneself accurately and fluently without dependence on a dictionary are essential elements of this advanced course. Units of Study include: Family and Community, Contemporary Life, Beauty and Aesthetics, Science and Technology, Personal and Public Identities, Global Challenges and AP Exam Prep.

AP French Language and Culture Course Standards

1. Students can read, summarize, and discuss a variety of authentic materials ranging from literary texts to newspaper, magazine articles, and online publications.
2. Students begin to recognize different rhetorical devices in authentic texts (persuasion, argument, opinion, satire, etc.), and identify the intended audience.
3. Students can comprehend a variety of vocabulary and idiomatic expressions across time frames.



4. Students can appropriately respond to formal emails requesting information, opinions, suggestions etc., on a variety of topics in a variety of time frames.
5. Students can engage in the oral and written exchange of information, opinions, and ideas in a variety of time frames and social situations.
6. Students can state and support opinions.
7. Students can use and understand a variety of vocabulary, idioms, and culturally appropriate expressions related to various topics to initiate, maintain and close a written or spoken exchange with a native speaker.
8. Students can write a persuasive essay on a variety of topics that consists of a thesis, body argument supported by details from authentic written and oral sources, and a conclusion.
9. Students can critically interpret, synthesize, integrate, and cite information from a variety of authentic sources (oral and written) in order to support their arguments, opinions, and/or conclusions.
10. Students develop their awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie practices and products).
11. Students build a broader understanding of the cultures in general, incorporate interdisciplinary topics, make comparisons between the native language and the target language, as well as between different cultures, and use the target language in real-life settings.

LATIN

The first three years of Latin take students from a basic to an intermediate level. The course allows students to connect with the classical world on a personal and an intellectual level. Students develop and hone their knowledge of grammar and vocabulary as they delve into the world of the ancient Romans by studying culture, history, and mythology. The course emphasizes translation, progressing from engaging "slice of life" stories based on classical figures to authentic Latin texts. Throughout the course, students gain a deeper understanding of global citizenship by exploring connections between the modern world and the world of the ancient Romans. The study of English grammar and derivatives helps students prepare for the verbal components of standardized texts. By the end of Level 3, students will be familiar with a variety of authors in prose (e.g. Caesar, Cicero, Tacitus) and in poetry (e.g. Vergil, Ovid, Catullus) and will also be able to scan dactylic hexameter and elegiacs. Each year, students complete a research paper and a creative project based on an area of special interest in the classical world. Special opportunities to experience the culture and use the language outside of the classroom exist through the Latin Club, the Regional and State Latin Fora, and overseas trips to Italy, Spain, and/or France.

The first three years of language study fulfill the School's graduation requirement; however, students are encouraged to study language beyond the first three years and several courses for advanced studies are offered.

Throughout this section, students will use the focus on the language standards as defined by the American Classical League and those set forth on NLE.org (National Latin Exam).

LATIN 1

Course Number: 454
Grade Level: 8 - 12, Upper School credit
Type: Full year, 1 credit

This course covers the grammatical concepts covered in Latin 1A and Latin 1B, providing students with a thorough understanding of six verb tenses, noun uses, relative clauses, and participles. Students discuss the culture of the ancient Romans, including the Greco-Roman creation myth, the Roman baths, chariot racing, and Roman medicine.

Latin 1 Course Standards

1. Students can recognize and translate beginning to intermediate grammatical structures, including six tenses of verbs, six cases of nouns, comparison of adjectives, relative clauses, and participial phrases.
2. Students can translate intermediate passages in Latin and answer questions about their meaning and structure.
3. Students can compose simple sentences in Latin.
4. Students can discuss the history and culture of the ancient world, including the Roman house, gladiators, chariot racing, medicine, and religious practices.
5. Students can use a map to locate major cities and countries in the ancient world and give their names in Latin and in English.
6. Students can name and discuss the basic myths of the Greco-Roman gods and articulate the important elements of an ancient hero's journey in the Hercules myth.
7. Students can use their knowledge of vocabulary to recognize words that originate from Latin, as well as recognize loaned words, phrases, mottoes, and abbreviations adopted by the English language.
8. Students can apply the knowledge gained in Latin to other disciplines to enrich their studies.
9. Students can identify credible sources to write a mid-length research paper in MLA format and use their knowledge to produce a creative project based on their studies.
10. Students can articulate the relevance of classical studies in the modern world.

LATIN 2

Course Number: 456
Grade Level: 9-12
Type: Full year, 1 credit
Prerequisites: Successful completion of Latin 1

This course builds upon the concepts mastered in Latin 1 and prepares students for reading more complex authentic Latin texts in Latin 3. Units of study include formation and uses of the subjunctive, purpose clauses, result clauses, gerundives, and ablative uses. Cultural topics include Roman magic and curses, travel and communication in the ancient world, and the Roman army.

Latin 2 Course Standards

1. Students can identify and translate complex grammatical structures, including purpose clauses, indirect questions, gerundives, and seven uses of the ablative case.
2. Students can translate lengthy passages in Latin, including abridged authentic texts, and answer questions about their meaning and structure.
3. Students can use their knowledge of Latin grammar and syntax to translate sentences without relying on word order.
4. Students can use a map to locate sites of historical significance in the ancient world and recount information about famous battles and prominent historical events.
5. Students can recognize words that originate from Latin and infer the meaning of unfamiliar English words based on their knowledge of Latin vocabulary.
6. Students can discuss the history and culture of the ancient world, including ancient magic and curses, the Roman military, and Rome's conquest of the Mediterranean.
7. Students can trace the journey of Jason and the Argonauts and relate the hero's journey to stories in modern literature.
8. Students can write a research proposal, identify credible sources to write a compelling research paper in MLA format, and use their knowledge to produce a creative project based on their studies.
9. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.
10. Students can articulate the relevance of classical studies in the modern world.

LATIN 2 HONORS

Course Number: 457
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: A in Latin 1

This course builds upon the concepts mastered in Latin 1 and prepares students for reading more complex authentic Latin texts in Latin 3. Units of study include formation and uses of the subjunctive, purpose clauses, result clauses, gerundives, and ablative uses. Cultural topics include Roman magic and curses, travel and communication in the ancient world, and the Roman army. Honors students delve deeper into the grammatical and cultural concepts covered and focus on Latin composition as well as translation.

Latin 2 Honors Course Standards

1. Students can identify and translate complex grammatical structures, including purpose clauses, indirect questions, gerundives, and seven uses of the ablative case.
2. Students can translate lengthy passages in Latin, including intermediate authentic texts, and answer questions about their meaning and structure.
3. Students can compose complex sentences in Latin.
4. Students can use a map to locate sites of historical significance in the ancient world and recount information about famous battles and prominent historical events.
5. Students can recognize words that originate from Latin and infer the meaning of unfamiliar English words based on their knowledge of Latin vocabulary.
6. Students can discuss the history and culture of the ancient world, including ancient magic and curses, the Roman military, and Rome's conquest of the Mediterranean.
7. Students can trace the journey of Jason and the Argonauts and relate the hero's journey to stories in modern literature.

8. Students can write a research proposal, identify credible sources to write a sophisticated research paper in MLA format, and use their knowledge to produce a creative project based on their studies.
9. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.
10. Students can articulate the relevance of classical studies in the modern world.

LATIN 3

Course Number: 463
Grade Level: 9-12
Type: Full year, 1 credit
Prerequisites: Successful completion of Latin 2

This course completes the overview of Latin grammar with focus on uses of the dependent and independent subjunctive and deponent verbs. Students will read selections from various Latin authors and learn to scan dactylic hexameter. In addition, figures of speech and rhetoric will be introduced. Students graduate from reading textbook Latin to the study of ancient authors. The authors vary from year to year, but generally include excerpts from Ovid, Caesar, Cicero, Vergil, and Martial. Cultural topics emphasize Roman literature, mythological and historical allusions in context, and the Romans' influence on modern America.

Latin 3 Course Standards

1. Students can comprehend, analyze, and discuss stories, dialogues, and plays in Latin both in grammatical and literary terms.
2. Students can determine the main idea of adapted and unadapted passages in Latin.
3. Students can understand grammatical relationships (e.g. verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
4. Students can articulate the main idea and many details when reading some unadapted passages.
5. Students can apply their knowledge from Latin class to their speech and writing in English.
6. Students can research and present oral or written information about a topic related to the classical culture/history.
7. Students can correctly transform short sentences or passages in English into Latin.
8. Students can compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values of other cultures.
9. Students can understand the presence of the classical world in the modern day and explain its impact.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

LATIN 3 HONORS

Course Number: 458
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Latin 2, or an A in Latin 2

This course completes the overview of Latin grammar with focus on uses of the dependent and independent subjunctive and deponent verbs. Students will read selections from various Latin authors and learn to scan dactylic hexameter. In addition, figures of speech and rhetoric will be introduced. Students graduate from reading textbook Latin to the study of ancient authors. The authors vary from year to year, but generally include excerpts from Ovid, Caesar, Cicero, Vergil, and Martial. Cultural topics emphasize Roman literature, mythological and historical allusions in context, and the Romans' influence on modern America.

Latin 3 Honors Course Standards

1. Students can comprehend, analyze, and discuss stories, dialogues, and plays in Latin both in grammatical and literary terms.
2. Students can determine the main idea of adapted and unadapted passages in Latin.
3. Students can understand grammatical relationships (e.g. verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax.
4. Students can articulate the main idea and many details when reading some unadapted passages.
5. Students can apply their knowledge from Latin class to their speech and writing in English.
6. Students can research and present oral or written information about a topic related to the classical culture/history.
7. Students can correctly transform short sentences or passages in English into Latin.
8. Students can compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values of other cultures.
9. Students can understand the presence of the classical world in the modern day and explain its impact.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

HONORS LATIN 4: SPECIAL TOPICS IN LATIN LITERATURE

Course Number: 459
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: B in Latin 3 or Honors Latin 3

Students will read a variety of Latin poetry and prose in the unadapted original with commentaries. Authors will suit student interest on a quarterly basis. This course can be taken as Pre-AP prep course or as a substitute for the AP during the terminal year of study.

Honors Latin 4 Course Standards

1. Students can comprehend, analyze, and discuss stories, dialogues, and plays in Latin both in grammatical and literary terms.
2. Students can determine the main idea of unadapted passages in Latin.
3. Students can understand grammatical relationships (e.g. verbals, subjunctives, indirect statements) in sentences with straightforward syntax and in periodic sentences.
4. Students can correctly transform longer passages in English into Latin.
5. Students can research and present information on more sophisticated academic topics within the content areas.
6. Students can explain events and activities from the classical culture/history both through written and oral texts.
7. Students can present information both orally and through written tests to explain significant historical topics.
8. Students can describe how cultural products from the classical world have changed, been adapted, or disappeared over time.
9. Students can consult classical resources above one's ability in order to increase language proficiency.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

AP LATIN: CAESAR AND VERGIL

Course Number: 462
Grade Level: 9-12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval required and a grade of B in Honors Latin 4

AP Latin is designed to provide advanced high school students with a rigorous Latin course approximately equivalent to a 2000 level university course. Throughout the semester, students will study (in Latin and English) excerpts from Julius Caesar's Gallic War and Vergil's Aeneid. Students will learn not only to translate and sight-read in this course, but also to analyze Latin prose and poetry in their social, political, historic, and literary contexts. Furthermore, through the lenses of Caesar and Vergil, we will explore the Roman Republic in its dying breaths and the eventual rise of the Empire under Augustus.

AP Latin Course Standards

1. Students can comprehend and distinguish descriptions and stories of events in various time frames.
2. Students can determine the main idea and many details of a narrative in Latin from a variety of genres.
3. Students demonstrate a balanced, nuanced understanding of an unadapted passage.
4. Students can read unadapted Latin without the aid of a dictionary.
5. Students can express multiple viewpoints using supporting arguments in various time frames and moods.
6. Students can describe topics of social concern in various time periods throughout Roman history.
7. Students can present well-organized information on general topics of the classical culture using technical terminology in a variety of tenses and moods.
8. Students can present and elaborate opinions on a particular point of view.
9. Students can describe how cultural products from the Classical world have changed, been adapted, or disappeared over time.
10. Students can compare and contrast themes from classical literature to modern day literature.
11. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH

Throughout the first three years of Spanish study, students will progress from basic to intermediate level. The program is sequential and cumulative in nature with each subsequent level building upon the previous year's vocabulary and grammar. Vocabulary studied encompasses a wide variety of topics from daily activities to politics. The grammar concepts studied are connected to those in English, giving students a more thorough understanding of their own language and improving standardized test scores. Additionally, through the study of the language and the culture of the Spanish speaking countries of the world, students will gain insights which will allow them to become productive citizens of today's global society. All levels include activities focusing on the skills of listening, speaking, reading and writing. Communication in a variety of situations such as, giving and understanding instructions, making simple requests and understanding important announcements will all become part of the students' repertoire. Special opportunities to experience the culture and use the language outside of the classroom exist through the Spanish Club, the State Spanish Competition and trips to Spain and other Spanish speaking countries.

SPANISH 1

Course Number: 429
Grade Level: 8 - 12
Type: Full year, 1 credit, Upper School credit

Units of study include: School-related activities, Daily Schedules and Classes, Descriptions, Home Life, Shopping, Celebrations, Health, Using Technology, and Pastimes and Travel.

Spanish 1 Course Standards

1. Students can recognize key words and detect the main ideas in authentic texts from familiar and/or highly contextualized sources such as schedules, menus, bills, signs, and announcements, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can recognize key words and determine the main ideas in sentence-length speech from familiar and highly contextualized sources such as ads, announcements, and individual utterances.
3. Students can use a variety of high-frequency words, rote phrases, and practiced sentences to negotiate simple

communicative tasks and straightforward social situations related to family, origin, school, sports, weekend activities, and clothing in culturally appropriate ways.
4. Students can ask rote and formulaic questions related to familiar and practiced topics such as weekend activities, school, family, food, sports, and clothing.
5. Students can respond to simple, direct questions and/or requests related to familiar topics such as weekend activities, school, family, food, sports, and clothing.
6. Students can greet and introduce themselves and say good-bye in the target language using culturally appropriate greetings, gestures and behaviors in various social situations.
7. Students can produce lists, short notes, and postcards, as well as provide basic information such as name, age, birthday, origin, telephone number, etc., on forms, surveys and/or other documents.
8. Students can present information about themselves and familiar topics through lists of words, rote phrases, and simple practiced sentences related to weekend activities, school, family, food, sports, and clothing in the present tense.
9. Students can begin to recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH 2

Course Number: 431
Grade Level: 9-12
Type: Full year, 1 credit
Prerequisites: Successful completion of Spanish 1

Units of study include: Travel Preparations, Vacation Activities, Sports & Health, Daily Routines, Clothing & Shopping, Navigating a Marketplace, Mexican Legends, Getting Around a City, Food Preparation, Dining Out, Making a Movie, Extending, Accepting or Rejecting Invitations and School-Related Issues.

Spanish 2 Course Standards

1. Students can recognize key words and phrases and comprehend the main ideas as well as some supporting details in paragraph length texts related to familiar and/or contextualized sources such as schedules, labels, recipes, bills, flyers, advertisements, forms, and catalogs, especially when supported with visual cues, prior knowledge and cognates.
2. Students can recognize key words and phrases and determine the main ideas in paragraph-length speech related to familiar and contextualized sources such as ads, announcements, and individual utterances.
3. Students can convey meaning through a variety of high-frequency words, rote phrases, and original simple sentences when responding to uncomplicated communicative tasks and straightforward social situations related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
4. Students can ask and respond to simple questions and requests for information in familiar and straight forward social situations related to familiar topics such as family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
5. Students can produce simple messages, letters, requests for information, descriptions, and notes through strings of simple sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs in the present, near future, and simple past.
6. Students can begin to be able to provide short practiced descriptions about past events related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
7. Students can recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
8. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH 2 HONORS

Course Number: 432
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: A in Spanish 1

Units of study include: Travel Preparations, Vacation Activities, Sports & Health, Daily Routines, Clothing & Shopping, Navigating a Marketplace, Mexican Legends, Getting Around a City, Food Preparation, Dining Out, Making a Movie, Extending, Accepting or Rejecting Invitations and School-Related Issues. In addition to the course content of Spanish 2, Honors students complete readings, speaking exercises, and investigative assignments that are more rigorous than those of the Spanish 2 class.

Spanish 2 Honors Course Standards

1. Students can recognize key words and phrases and comprehend the main ideas as well as some supporting details in paragraph length texts related to familiar and/or contextualized sources such as schedules, labels, recipes, bills, flyers, advertisements, forms, and catalogs, especially when supported with visual cues, prior knowledge and cognates.
2. Students can recognize key words and phrases and determine the main ideas in paragraph-length speech related to familiar and contextualized sources such as ads, announcements, and individual utterances.
3. Students can convey meaning through a variety of high-frequency words, rote phrases, and original simple sentences when responding to uncomplicated communicative tasks and straightforward social situations related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
4. Students can ask and respond to simple questions and requests for information in familiar and straight forward social situations related to familiar topics such as family, home,

daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
5. Students can produce simple messages, letters, requests for information, descriptions, and notes through strings of simple sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs in the present, near future, and simple past.
6. Students can begin to be able to provide short practiced descriptions about past events related to family, home, daily routines, weekend activities, personal preferences, shopping, diet, celebrations, and basic medical needs.
7. Students can recognize and appreciate the differences that exist in cultural behaviors and perspectives from around the world.
8. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH 3

Course Number: 433
Grade Level: 9-12
Type: Full year, 1 credit
Prerequisites: Successful completion of Spanish 2

Units of study include: Current News, The Three Kings, Outdoor Activities, Philanthropy, Environment & Conservation, Professions & Heroes, Travel & Leisure Activities, Cultural Excursions, The past and the Future, and Literature.

Spanish 3 Course Standards

1. Students can recognize key words and understand the main ideas and relevant supporting details, as well as infer some meaning in short authentic paragraph- length discourse.
2. Students understand and interpret authentic written and oral texts such as short descriptions, ads, articles, announcements, correspondence, stories, and websites, especially when supported with visual cues, prior knowledge and cognates.
3. Students can begin to analyze texts to derive meaning.
4. Students can respond to direct questions or requests for information related to family, daily routines, weekend activities, personal preferences, shopping, and food.
5. Students are able to ask simple questions and make simple requests in familiar and practiced social situations related to weekend plans, childhood, travel, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
6. Students can convey meaning through recombining a variety of vocabulary words and rote phases to create original sentences related to personal information, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, and lodging.
7. Students can present information through strings of simple but cohesive sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
8. Students can begin to use authentic sources critically and make some basic comparisons/contrasts between cultures.
9. Students can report a simple event or actions in the past using a variety of past aspects.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

SPANISH 3 HONORS

Course Number: 434
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Spanish 2, or an A in Spanish 2

Units of study include: Current News, The Three Kings, Outdoor Activities, Philanthropy, Environment & Conservation, Professions & Heroes, Travel & Leisure Activities, Cultural Excursions, The past and the Future, and Literature. In addition to the course content of Spanish 3, Honors students complete readings, speaking exercises and assessments that are more rigorous than those of the regular Spanish 3 class.

Spanish 3 Honors Course Standards

1. Students can recognize key words and understand the main ideas and relevant supporting details, as well as infer some meaning in short authentic paragraph- length discourse.
2. Students understand and interpret authentic written and oral texts such as short descriptions, ads, articles, announcements, correspondence, stories, and websites, especially when supported with visual cues, prior knowledge and cognates.
3. Students can begin to analyze texts to derive meaning.
4. Students can respond to direct questions or requests for information related to family, daily routines, weekend activities, personal preferences, shopping, and food.
5. Students are able to ask simple questions and make simple requests in familiar and practiced social situations related to weekend plans, childhood, travel, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
6. Students can convey meaning through recombining a variety of vocabulary words and rote phases to create original sentences related to personal information, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, and lodging.
7. Students can present information through strings of simple but cohesive sentences when writing or speaking about family, home, daily routines, weekend activities, personal preferences, shopping, food, celebrations, and basic medical needs.
8. Students can begin to use authentic sources critically and make some basic comparisons/contrasts between cultures.
9. Students can report a simple event or actions in the past using a variety of past aspects.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

HONORS SPANISH 4: ADVANCED COMPOSITION & LITERATURE

Course Number: 435
Grade Level: 9-12
Type: Honors, full year, 1 credit
Prerequisites: B in Honors Spanish 3, or an A in Spanish 3

The fourth year of Spanish emphasizes the application of skills on the advanced level. Through the reading of short stories, poems, and plays, students have the opportunity to tackle issues facing our world today. There is opportunity for debate, presentational speaking, multimedia presentations and persuasive essay writing. The small group make-up of the class allows each student ample opportunity to use all language skills on a daily basis. Active participation promotes the student's progress toward fluency. Students are encouraged to sit for the CLEP exam at the end of the year. Units of study include: Expressing personal opinion, Pastimes, Technology & Employment, Childhood Memories, Fantasy & Reality, Immigration, Family Dynamics, The Future, Stereotypes & Socioeconomic Status, Imagination and Standardized Test Prep.

Honors Spanish 4 Course Standards

1. Students can follow the main ideas and identify some supporting details in various time frames in straightforward, and sometimes narrative, paragraph-length discourse, especially when supported with visual cues, prior knowledge, and cognates.
2. Students can understand and interpret authentic written and oral texts such as articles, announcements, websites, and literary passages.
3. Students can begin to analyze written and oral texts in order to derive meaning.
4. Students can respond to direct questions or requests for information related to personal relationships, living spaces, family dynamics, the environment, and future plans.
5. Students are able to ask a variety of questions, elicit information, and make requests in various familiar social situations related personal relationships, living spaces, family dynamics, entertainment, travel, and cultural values.
6. Students can present a variety of information about school, community events, and personal experiences, and relationships with several short paragraphs, sometimes across multiple time frames.
7. Students can state viewpoints on familiar or researched topics and provide some supporting details.
8. Students can begin to adapt to various audiences of listeners, readers, or viewers to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics.
9. Students can use authentic sources critically to make comparisons/contrasts between cultures in order to understand different cultural perspectives from around the world.
10. Students build, reinforce and expand their knowledge of other disciplines as they use the language to acquire knowledge, develop critical thinking, and to solve problems creatively.

AP SPANISH LANGUAGE AND CULTURE

Course Number: 436
Grade Level: 11-12
Type: Advanced Placement, full year, 1 credit
Prerequisites: Department chair approval and a grade of B in Honors Spanish 4

Modern Hispanic culture, literature, worldwide events and other topics of student interest provide the substance of study that culminates in preparation for the Advanced Placement Spanish Language Examination. Refined skills of conversation and composition, including the ability to express oneself accurately and fluently without dependence on a dictionary are essential elements of this advanced course. Units of Study include: Global Challenges, Florida State Spanish Conference Speaking Topics, Interviews, Economic Issues, The House on Mango Street, Environment, Current News, Religion, Social Welfare, Science and Technology, Health and Medicine, Personal Identities, Debate, Families and Communities, Beauty and Aesthetics and Art and Design.

AP Spanish Language and Culture Course Standards

1. Students can read, summarize, and discuss a variety of authentic materials ranging from literary texts to newspaper, magazine articles, and online publications.
2. Students begin to recognize different rhetorical devices in authentic texts (persuasion, argument, opinion, satire, etc.), and identify the intended audience.
3. Students can comprehend a variety of vocabulary and idiomatic expressions across time frames.
4. Students can appropriately respond to formal emails requesting information, opinions, suggestions etc. on a variety of topics in a variety of time frames.
5. Students can engage in the oral and written exchange of information, opinions, and ideas in a variety of time frames and social situations.
6. Students can state and support opinions.
7. Students can use and understand a variety of vocabulary, idioms, and culturally appropriate expressions related to various topics to initiate, maintain and close a written or spoken exchange with a native speaker.
8. Students can write a persuasive essay on a variety of topics that consists of a thesis, body argument supported by details from authentic written and oral sources, and a conclusion.
9. Students can critically interpret, synthesize, integrate, and cite information from a variety of authentic sources (oral and written) in order to support their arguments, opinions, and/or conclusions.
10. Students develop their awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie practices and products).
11. Students build a broader understanding of the cultures in general, incorporate interdisciplinary topics, make comparisons between the native language and the target language, as well as between different cultures, and use the target language in real-life settings.

The Arts

PERFORMING ARTS

Upper School students are able to choose from a wide variety of classes and electives including band, dance, handbell choir, percussion, St. Johns Singers, chamber ensemble, performance theatre, or technical theatre.

Students perform at School and in a variety of events in the community and throughout the state. Upper School students enjoy continued opportunities for performance, adjudication, and travel. Band and choral students participate in events of the Florida Bandmaster's Association, the Florida Vocal Association, and the American Choral Directors Association. Theater students have opportunities to perform at district and state events of the International Thespians Association. Performing Arts students present several concerts each year and perform for assemblies and School programs as well as in full length musicals, plays, and St. Johns on Broadway. Recent productions have included *The 25th Annual Putnam County Spelling Bee, The Lion, the Witch and the Wardrobe, Peter Pan and Wendy,* and *Clue: On Stage.*

THEATRICAL PERFORMANCE

Course Number: 470
Grade Level: 9-12 (Grade 8 students may enroll after completion of one year of Middle School Drama and with teacher approval.)
Type: Elective, full year, 1 credit

For the students who have a serious interest in performance or simply want to see what being on the stage is all about, Theatre for grades 9 through 12 provides opportunities to practice performance skills in class as well as before an audience. Students in Grade 8 who wish to explore more performance opportunitles, they may request to be considered for theatre as long as they have completed a year of MS Drama and have the permission of the teacher. Students will continue to work on pantomime, improvisation, theater terminology, collaborative activities, and essentials for performance as they audition for and present the fall play and semester projects of monologues, duet scenes, and other performance options as driven by the students in the class. This class allows for further exploration of plays and playwrights and developing analysis skills by watching and critiquing outside productions.

HONORS THEATRICAL PERFORMANCE

Course Number: 474
Grade Level: 9-12
Type: Elective, full year, 1 credit

For those who wish to explore Theatre at an Honors level, in addition to all of the above, students in this class present scenes, solos, and monologues at the Thespian Festival for adjudication by other theatre specialists. These students will gain a strong foundation in theatre that will provide them with ability to further develop these skills at a collegiate level.

TECHNICAL THEATRE

Course Number: 478
Grade Level: 9-12 (Grade 8 students may enroll after completion of one year of Middle School Drama and with teacher approval.)
Type: Elective, full year, 1 credit

Technical Theatre is for students grades 9 through 12 who like to design, build, and paint, as well as use their creative imaginations to help support the actors on stage and make a magical experience for the audience through a variety of performances. Students in Grade 8 who wish to explore more technical opportunitles may request to be considered for theatre as long as they have completed a year of MS Drama and have the permission of the teacher. This class is for students looking for a hands-on experience in building the scenery, props, and technical elements for theatre. Students will get to work with the lighting and sound and all the other technical aspects of our performing arts auditorium. This class allows for further exploration of plays and productions and developing analysis skills by watching and critiquing outside production technical elements.

HONORS TECHNICAL THEATRE

Course Number: 482
Grade Level: 9-12
Type: Honors, elective, full year, 1 credit

For those who wish to explore Technical Theatre at an Honors level, in addition to all of the above, students in the Honors Technical Theatre class present directing, scene or costume designs or publicity management at the Thespian Festival for adjudication by other theatre specialists. These students will gain a strong foundation in theatre that will provide them with ability to further develop these skills at a collegiate level.

DANCE

Course Number: 511
Grade Levels: 6-12
Type: Elective, full year, 1 credit

Dance class is for students who wish to explore the medium of movement through ballet, tap, jazz, modern and choreography. No experience is required other than an open mind and a willingness to try and learn. Since there are multiple ages and levels of abilities in the class, there will be opportunities to lead and help other students as well as create choreography that embraces all levels and styles of dance. There will be multiple opportunities for students to present their skills through performance on our stage as well as watch and evaluate performances from around the world. Students will walk away with an understanding of their bodies and be able to apply those learnings to their daily life outside of dance.

UPPER SCHOOL HANDBELLS

Course Number: 541
Grade Level: 9-12
Type: Elective, full year, 1 credit

The Handbell Choir is a performance-based group. Students gain knowledge of playing techniques, music reading skills, and varying musical styles. The group performs for School events and represents St. Johns in the community.

SYMPHONIC BAND

Course Number: 548
Grade Level: 9-12 (Grade 8 students may enroll with teacher approval.)
Type: Elective, full year, 1 credit
Prerequisites: Three years of band experience; provide own instrument

Symphonic Band is a performance-based class. Students will be required to attend and participate in several rehearsals and performances outside of regular School hours. Placement is based on student audition and director recommendation.

HONORS SYMPHONIC BAND

Course Number: 486
Grade Level: 9-12
Type: Honors, elective, full year, 1 credit
Prerequisites: Three years of band experience; provide own instrument; Departmental Recommendation

The Honors curriculum covers the same course of study as the regular Symphonic Band 1-4 class with the following additions/requirements: Six (6) class meetings per week (one H period); participates in Solo and Ensemble performance and a St. Johns Recital; attendance at two live performances and composition of synopses; Selects one of the following: All-State audition, Clay County Honor Band audition.

PERCUSSION

Course Number: 560
Grade Level: 6-8
Type: Elective, full year, 1 credit
Prerequisites: One year of band experience and/or After-School Program Percussion Camp

Percussion is a performance-based class. Students will be required to attend and participate in several rehearsals and performances outside of regular School hours. Members include only those who have participated in a band class for at least one year and/or participated in the After-School Program Percussion Camp. Placement is based on student audition and director recommendation.

ST. JOHNS CHAMBER ENSEMBLE

Course Number: 559
Grade Level: 9-12
Type: Elective, full year, 1 credit

St. Johns Chamber Ensemble meets during the School day. St. Johns Singers and Chamber Ensemble combine for performances. Students receive a comprehensive education in vocal technique, music literacy and musicianship skills. The group performs a variety of choral styles, from Renaissance to contemporary, and frequently performs for School events and in the community. Students have opportunities to participate in festivals at nearby universities, audition for the Florida All-State Choruses, the Florida Choral Directors Association Honor Choirs, Clay County Honor Chorus, and to perform for adjudication at the Music Performance Assessments of the Florida Vocal Association. The group enjoys travel opportunities in the United States and Europe. A high level of dedication and responsibility is expected of each member of the group. Chamber Ensemble may be taken for more than one year.

ST. JOHNS SINGERS

Course Number: 550
Grade Level: 9-12
Type: Elective, full year, 1 credit

Students receive a comprehensive education in vocal technique, music literacy and musicianship skills, and music theory. The group performs a variety of choral styles ranging from the Renaissance to contemporary and popular. Singers perform for School events and in the community. Students have opportunities to audition for the Florida All State Choruses and the Florida Choral Directors Association Honor Choirs, and to perform for adjudication at the Music Performance Assessments of the Florida Vocal Association and workshops at nearby universities. The group enjoys travel opportunities in the United States and Europe. A high level of dedication and responsibility is expected of each member of the group. Singers may be taken for more than one year.

HONORS ST. JOHNS SINGERS

Course Number: 551
Grade Level: 9-12
Type: Honors, elective, full year, 1 credit
Note: Class begins at 7:10 a.m.

Selection for membership is based on teacher selection with consideration of vocal quality, tonal memory, and demonstration of dependability and dedication. All new and returning students must audition.

Outstanding students enrolled in Singers may be invited to enroll for Honors credit. To earn Honors credit, the student must participate in at least one performance and/or assessment events during the year beyond those required in the regular Singers curriculum. (These may include Jax Sings at UNF, ACDA Honor Choir audition, All-State Test, Clay All-County Chorus audition, performing at Solo and Ensemble MPA in an ensemble or as a soloist, or performing in a community service event.), attend three live choral concerts and write critiques thereof, attend one additional rehearsal as a member of an ensemble, attend all performances during the year, demonstrate outstanding diligence and responsibility in all rehearsals and performances, and meet with the teacher for individual vocal coaching on a regular basis. Honors Singers may be taken for more than one year.

THEATRICAL PERFORMANCE

Course Number: Theatre 470
Grade Level: 9-12 (Grade 8 students may enroll after completion of one year of Middle School Drama and with teacher approval.)
Type: Elective, full year, 1 credit

This course is for students who desire theatrical experience in performance and furthers the study of theatre history, acting styles and techniques, and movement/dance to enable the student to better understand and experience the presentation of theatre as a performer on the stage. Students will be given many opportunities to practice learned skills through School productions, Drama Club, and District Thespian Competition, if so desired. May be taken for more than one year.

HONORS THEATRICAL PERFORMANCE

Course Number: 474
Grade Level: 9-12
Type: Honors, elective, full year, 1 credit

The Honors curriculum covers the same course of study as the regular Theatrical Performance class with the following additions/requirements: performs in both theatre productions to a high degree of rehearsal and performance and prepares two monologues, one duet, or solo for District 2 Thespian Festival. This can also be carried to the State festival if desired. Maintains an Acting Portfolio, sees at least two live theatrical productions, and writes a critique on the acting aspects of each show. Grade 8 students may enroll if they have successfully completed one year of Drama 6-7.

INTRODUCTION TO MUSIC THEORY

Course Number: 536
Grade Level: 9-12
Type: Elective, semester, ½ credit

This one-semester course, offered in the fall, introduces the fundamentals of reading and writing music, ear training, and sight singing. Study includes pitch and rhythmic notation, terminology, scales and key signatures, harmonic structure, form, and basic keyboard skills. Knowledge gained in this class will prepare interested students for the AP Music Theory course.

AP MUSIC THEORY

Course Number: 542
Grade Level: 11-12
Type: Advanced Placement, elective, full year, 1 credit
Prerequisites: Departmental recommendation

The goal of this course is to develop the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals will be approached by addressing fundamental aural, analytical, and compositional skills using both listening and writing exercises. This course includes more creative tasks, such as the harmonization of a melody by selecting appropriate chords, the composition of a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation.

VISUAL ARTS

The Upper School Visual Arts program develops a young artist's technical and conceptual abilities through an integrated curriculum that emphasizes connections between the visual arts and the broader educational environment. The program fosters the development of independent creative practices, traditional skill building, craftsmanship, creative problem-solving, positive studio collaboration, and perseverance through a range of experiences, which all build a foundation for deeper understanding and appreciation of the arts as students prepare for their capstone AP Portfolio experience.

FOUNDATIONS OF ART: 2D AND 3D APPLICATIONS

Course Number: 516
Grade Level: 9-12
Type: Elective, full year, 1 credit

Foundations of Art (2D/3D) serves as the foundation for all other visual arts studio courses. Students will be introduced to ideas in two-dimensional design and three-dimensional design, including composition, space, color, form, theoretical perspective, art vocabulary, techniques, processes, materials, tools and the methodology of visual creativity. The major objectives for this course are to learn and understand the elements and principles of design, to use them individually and in combinations in a variety of media and formats, to research contemporary and historical artists and designers, and to better understand the context of the art and design field. Students will develop an artistic vocabulary and learn to participate in group and individual critiques. Students will be required to work proficiently in their sketchbooks and develop their ideas through course-related research.

Foundations of Art Course Standards

1. Develop skill in sketchbook and mark-making to plan, execute, and construct two-dimensional images and three-dimensional models.
2. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
3. Incorporate the elements of art and principles of design to create images from ideation to resolution.
4. Demonstrate organizational skills to influence the sequential process when creating artwork.
5. Demonstrate effective and accurate use of art vocabulary throughout the art-making process.
6. Examine and revise artwork throughout the art-making process to refine work and achieve artistic objectives.
7. Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
8. Investigate the use of technology and other resources to inspire art-making decisions.
9. Apply the critical-thinking and problem solving used in art to develop creative solutions for real-life issues.
10. Assess the challenges and outcomes associated with the media used in a variety of one's own works.

PAINTING AND PRINTMAKING APPLICATIONS

Course Number: 530
Grade Level: 10-12
Type: Elective, full year, 1 credit
Prerequisites: Completion of Foundations of Art

Painting and Printmaking Application will begin with further exploration of concepts and processes introduced in the Foundations course. Students will gain knowledge of various 2D paint media such as tempera, acrylic, and watercolor. Printmaking techniques, which require the foundational understanding of observational drawing, will be introduced. Students will explore additive and subtractive methods of printmaking such as monoprinting, relief block printing, drypoint etching and collagraph. Historical and contemporary issues related to painting and printmaking will be explored through sketchbook assignments, assigned readings, personal research, class discussion, critiques, and individual projects. Two (2) museum visits are required, and students will submit written work related to the experience. Participation in the Scholastic Art &Writing Awards, online publications, and School-sponsored exhibitions is required.

Painting and Printmaking Applications Course Standards

1. Develop skill in sketchbook and mark-making to plan, execute, and construct two-dimensional images.
2. Demonstrate organizational skills to influence the sequential process when creating artwork.
3. Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
4. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two dimensional artworks.
5. Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
6. Apply the structural elements of art and the organizational principles of design in works of art to establish a technical foundation for visual coherence.
7. Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
8. Research and use the techniques and processes of various artists.
9. Follow directions and use effective time management skills to complete the art-making process and show 21st century skills.
10. Apply rules of convention to create purposeful design.

SCULPTURAL INTERDISCIPLINARY APPLICATIONS

Course Number: 501
Grade Level: 10-12
Type: Elective, full year, 1 credit
Prerequisites: Completion of Foundations of Art

Sculptural Interdisciplinary Application will begin with further exploration of concepts and processes introduced in the 2D/3D Foundations course. Students will gain experience with a diverse selection of 3D processes including addition (construction or fabrication), subtraction (carving), and manipulation (modeling). Students will also be exposed to innovative methods such as working with found objects and kinetics, and will explore different approaches to the

medium of clay. Students will investigate hand building techniques for the creation of functional and nonfunctional crafted forms. Contemporary issues related to 3D concepts will be addressed through sketchbook exploration, assigned readings, personal research, class discussion, critiques, and individual projects. Two (2) museum visits are required, and students will submit written work related to the experience. Participation in the Scholastic Art &Writing Awards, online publications, and School-sponsored exhibitions is required.

Sculptural Interdisciplinary Application Course Standards

1. Incorporate the elements of art and principles of design to create images from ideation to resolution.
2. Manipulate and embellish malleable and rigid materials to construct representational or abstract forms.
3. Analyze challenges and identify solutions for three-dimensional structural problems.
4. Follow directions and use effective time management skills to complete the art-making process and show 21st century skills.
5. Use critical thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
6. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in three-dimensional artworks.
7. Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
8. Use accurate art vocabulary and knowledge of art history to classify artworks, and to identify and categorize art movements, styles, techniques, and materials.
9. Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art making process to demonstrate self-expression.
10. Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

HONORS SCULPTURAL INTERDISCIPLINARY APPLICATION

Course Number: 532
Grade Level: 10-12
Type: Elective, full year, 1 credit
Prerequisites: Completion of Foundations of Art

Outstanding students in the Foundations course may be invited to enroll for Honors credit. The Honors curriculum covers the same course of study as the regular Ceramic and Sculpture Design course with the following additions: Student must write and submit a formal analysis for each of their completed works along with a reformatted digital image of the work; student must complete four 20 minute class presentations about four teacher-approved contemporary artists working within the sculpture genre (one artist per quarter).

Honors Sculptural Interdisciplinary Application Course Standards

1. Incorporate the elements of art and principles of design to create images from ideation to resolution.
2. Manipulate and embellish malleable and rigid materials to construct representational or abstract forms.

3. Analyze challenges and identify solutions for three-dimensional structural problems.
4. Follow directions and use effective time management skills to complete the art-making process and show 21st century skills.
5. Use critical thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
6. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in three-dimensional artworks.
7. Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
8. Use accurate art vocabulary and knowledge of art history to classify artworks, and to identify and categorize art movements, styles, techniques, and materials.
9. Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art making process to demonstrate self-expression.
10. Use information resources to develop concepts representing diversity and effectiveness for using selected media and techniques in a sketchbook or journal.

2D DESIGN APPLICATION

Course Number: 522
Grade Level: 10-12
Type: Elective, full year, 1 credit
Prerequisites: Completion of Foundations of Art

The Design Application studio course explores 2D concepts and processes introduced in the 2D/3D Foundations course. Students further develop their basic drawing and painting skills while learning about various drawing and painting media and techniques. Experiences involve the expanded use and/or combinations of line, value, form, texture, shadow, reflection, ellipse, the face, natural subjects, atmospheric perspective, observational drawing, and still-life. Different artistic genres, examination of color, and rendering will be investigated. Contemporary issues related to 2D concepts will be explored through sketchbook assignments, assigned readings, personal research, class discussion, critiques, and individual projects. Two (2) museum visits are required, and students will submit written work related to the experience. Participation in the Scholastic Art & Writing Awards, online publications, and School-sponsored exhibitions is required.

2D Design Application Course Standards

1. Develop skill in sketchbook and mark-making to plan, execute, and construct two-dimensional images and three-dimensional models.
2. Demonstrate organizational skills to influence the sequential process when creating artwork.
3. Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
4. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two dimensional artworks.
5. Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
6. Apply the structural elements of art and the organizational principles of design in works of art to establish a technical foundation for visual coherence.
7. Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
8. Research and use the techniques and processes of various artists.
9. Follow directions and use effective time management skills to complete the art-making process and show 21st century skills.
10. Apply rules of convention to create purposeful design.

HONORS 2D DESIGN APPLICATION

Course Number: 524
Grade Level: 10-12
Type: Elective, full year, 1 credit
Prerequisites: Completion of Foundations of Art

Outstanding students in the Foundations Course may be invited to enroll for Honors credit. The Honors curriculum covers the same course of study as the regular Graphic Arts and Design course with the following additions: Student must write and submit a formal analysis for each of their completed works along with a reformatted, digital image of the work; student must complete four 20 minute class presentations about four teacher approved contemporary artists working within the sculpture genre (one artist per quarter).

Honors 2D Design Application Course Standards

1. Develop skill in sketchbook and mark-making to plan, execute, and construct two-dimensional images and three-dimensional models.
2. Demonstrate organizational skills to influence the sequential process when creating artwork.
3. Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.
4. Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two dimensional artworks.
5. Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
6. Apply the structural elements of art and the organizational principles of design in works of art to establish a technical foundation for visual coherence.
7. Examine the rationale for using procedural, analytical, and divergent thinking to achieve visual literacy.
8. Research and use the techniques and processes of various artists.
9. Follow directions and use effective time management skills to complete the art-making process and show 21st century skills.
10. Apply rules of convention to create purposeful design.

AP PORTFOLIO DISCIPLINES: 2D PORTFOLIO, 3D PORTFOLIO, 3D PORTFOLIO, DRAWING PORTFOLIO

Course Number: 526
Grade Level: 10-12
Type: Advanced Placement, elective, full year, 1 credit
Prerequisites: Completion of Foundations of Art

In the portfolio development studio, work and research will be geared toward straightforward and innovative art making strategies. Students will explore expressive visual qualities, dynamic composition, and color theory and will develop 3D artworks that demonstrate craftsmanship and developed design. The visual art portfolio is a meaningful indicator of artistic commitment, ability, and potential. A student's artwork reflects their visual sensitivity, intellectual curiosity and creativity, their motivation and self-discipline, and their previous experience in the visual arts. Students taking this course will develop portfolios that incorporate meaningful themes and contexts for growing visual literacy. Students will develop quality artworks that demonstrate strong visual idea development, significant knowledge of the elements and principles of design, and the artistic skill and ability necessary to apply them. Students will be required to work proficiently in their sketchbooks and develop their ideas through course-related research. This course requires an additional lab once a week.

2020-2021 LOWER SCHOOL BELL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:55-8:15 a.m. Homeroom/Flag Raising				
A Period 8:15-9:30 a.m	E Period 8:15-9:30 a.m	B Period 8:15-9:30 a.m	Character Foundations / H Period 8:15-9:15 a.m.	C Period 8:15-9:25 a.m
			Break 9:15-9:25 a.m.	
Break 9:30-9:40 a.m.	Break 9:30-9:40 a.m.	Break 9:30-9:40 a.m.		Break 9:25-9:35 a.m.
B Period 9:40-10:55 a.m.	F Period 9:40-10:55 a.m.	C Period 9:40-10:55 a.m.	F Period 9:25-10:40 a.m.	D Period 9:35-10:45 a.m.
C Period 10:55-11:40 a.m.	G Period 10:55-11:40 a.m.	D Period 10:55-11:40 a.m.	G Period 10:40-11:25 a.m.	E Period 10:45-11:25 a.m.
Lunch/Recess 11:40 a.m.-12:20 p.m.	Lunch/Recess 11:40 a.m.-12:20 p.m.	Lunch/Recess 11:40 a.m.-12:20 p.m.	Lunch/Recess 11:25 a.m.-12:05 p.m.	Lunch/Recess 11:25 a.m.-12:05 p.m.
Core Subjects 12:20-1:10 p.m.	Core Subjects 12:20-1:10 p.m.	Core Subjects 12:20-1:10 p.m.	Core Subjects 12:05-1:05 p.m.	Core Subjects 12:05-12:45 p.m.
D Period 1:10-2:25 p.m.	A Period 1:10-2:25 p.m.	E Period 1:10-2:25 p.m.	A Period 1:05-2:05 p.m.	F Period 12:45-1:55 p.m.
				Break 1:55-2:05 p.m.
H Period 2:25-3:15 p.m.	H Period 2:25-3:15 p.m.	H Period 2:25-3:15 p.m.	B Period 2:05-3:15 p.m.	G Period 2:05-3:15 p.m.

2020-2021 MIDDLE & UPPER SCHOOL BELL SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:55-8:15 a.m. Homeroom/Flag Raising				
A Period 8:15-9:30 a.m	E Period 8:15-9:30 a.m	B Period 8:15-9:30 a.m	Character Foundations / H Period 8:15-9:15 a.m.	C Period 8:15-9:25 a.m
			Break 9:15-9:25 a.m.	
Break 9:30-9:40 a.m.	Break 9:30-9:40 a.m.	Break 9:30-9:40 a.m.		Break 9:25-9:35 a.m.
B Period 9:40-10:55 a.m.	F Period 9:40-10:55 a.m.	C Period 9:40-10:55 a.m.	F Period 9:25-10:40 a.m.	C Period 9:40-10:45 a.m.
			Break 10:40-10:50 a.m.	Break 10:45-10:55 a.m.
Break 10:55-11:05 a.m.	Break 10:55-11:05 a.m.	Break 10:55-11:05 a.m.		
C Period 11:05 a.m.-12:20 p.m.	G Period 11:05 a.m.-12:20 p.m.	D Period 11:05 a.m.-12:20 p.m.	G Period 10:50-a.m.-12:05 p.m.	E Period 10:55 a.m.-12:05 p.m.
Lunch 12:20-1:10 p.m.	Lunch 12:20-1:10 p.m.	Lunch 12:20-1:10 p.m.	Lunch 12:05-12:50 p.m.	Lunch 12:05-12:45 p.m.
D Period 1:10-2:25 p.m.	D Period 1:10-2:25 p.m.	D Period 1:10-2:25 p.m.	A Period 12:50-2:00 p.m.	F Period 12:45-1:55 p.m.
			Break 2:00-2:05 p.m.	Break 1:55-2:05 p.m.
H Period 2:25-3:15 p.m.	H Period 2:25-3:15 p.m.	H Period 2:25-3:15 p.m.	B Period 2:05-3:15 p.m.	G Period 2:05-3:15 p.m.

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