<p>| ARTS | Survey of Dance (fall and spring) | This course is intended as a dance sampler. Students will be exposed to a variety of dance styles such as ballet, jazz, modern, hip-hop and a variety of movement theories appropriate for students in the performing arts. (One-Half Credit) |
| Movement for the Athlete (fall and spring) | This course is for athletes who want to increase muscular strength and endurance, boost motor fitness, tone muscles, and help manage body weight. We will introduce fundamental strength training through Yoga/Pilates, hands-on bodywork and basic movement sequences designed to help prevent injury as well as build core strength, coordination and overall physical mobility and stability. (One-Half Credit) |
| Concert Choir | Concert Choir is a mixed chorus comprised largely of students new to singing in an ensemble. This group is open to students from all grade levels and focuses daily on developing skills in listening and singing as part of an ensemble. Students work to develop healthy vocal technique and express text and musical ideas clearly and effectively in several languages through the exploration of choral repertoire from a wide variety of periods, styles, and genres. Singers perform throughout the year as part of chapel services, concerts, and other school functions, as well as occasional off-campus events. Concert Choir often collaborates with the Chamber Singers for performances throughout the year. Students develop confidence as musicians while enjoying a unique experience of camaraderie and shared musical enjoyment. No audition required. (One Credit) |
| Instrumental Ensemble: Strings | This course is designed for the beginner/experienced musician. In addition to the daily school class schedule, enrolled students will participate in a weekly private lesson with an adjunct faculty member. Students will perform and learn a wide array of music and progress incrementally in basic understanding of music theory, music history, improvisation, analytical listening and instrumental technique. (Additional fee required, financial aid available.) (One Credit) |
| Instrumental Ensemble: Woodwinds and Brass | This course is designed for the beginner/experienced musician. In addition to the daily school class schedule, enrolled students will participate in a weekly private lesson with an adjunct faculty member. Students will perform and learn a wide array of music and progress incrementally in basic understanding of music theory, music history, improvisation, analytical listening and instrumental technique. (Additional fee required, financial aid available.) (One Credit) |
| Instrumental Ensemble: Percussion | This course is designed for the beginner/experienced musician. In addition to the daily school class schedule, enrolled students will participate in a weekly private lesson with an adjunct faculty member. Students will perform and learn a wide array of music and progress incrementally in basic understanding of music theory, music history, improvisation, analytical listening and instrumental technique. (Additional fee required, financial aid available.) (One Credit) |
| Guitar (fall only) | This class is geared for the novice guitarist and for the student who has some experience with guitar but who has never had formal training. It includes the study of guitar as it relates to music history, note reading and basic theory, and instruction in guitar playing and techniques. Students will see and hear accomplished guitarists in a variety of settings. The students may bring their own instruments, but class guitars are available. Students should also expect to participate in group public performance during the semester. (One-Half Credit) |
| Audio Engineering 1 (fall only) | This course will focus on digital music production utilizing MIDI and SoftSynth instruments. Students will explore the basics of music theory and the physics of sound, as well as master a Digital Audio Workstation to provide the tools for high-quality audio production. This class features a hybrid assessment approach allowing students to experience both traditional and project-based assessments. Musical experience is unnecessary, but a love of music is highly encouraged. (One-Half Credit) |
| Audio Engineering 2 (spring only) | This course is designed as a continuation of the concepts discussed in Audio Engineering 1. Student will focus on the roles of Recording and Mixing Engineers, exploring microphones, studio recording techniques, effects, equalization, compression, auto-tune, and several other recording and mixing techniques. Classes will weigh more heavily on thorough analysis and project creation. Students will use the skills and techniques studied in the preliminary course within their own projects and continue to develop more skills relative to their own particular musical interests. Pre-requisite: Audio Engineering 1. (One-Half Credit) |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Music Theory (fall only)</td>
<td>This course is designed for students who read music and have instrumental/vocal experience. Focus on the inner workings of music - rhythm, melody, harmony and form - will help students apply theory to actual listening and performing. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Advanced Music Theory (spring only)</td>
<td>This course builds and solidifies skills typical of a freshman college course and enables students to create and perform their own compositions. This course will prepare the student for the AP exam. Prerequisite: Introduction to Music Theory. By department permission. (One-half Credit)</td>
<td></td>
</tr>
<tr>
<td>Acting 1</td>
<td>This course will serve as an introduction to art form of theatre. We will explore theatre through a variety of creative and academic classroom exercises. We will focus on expanding our creativity and developing a stronger sense of what it is to be an ARTIST by spending time on spatial awareness, body/mind cohesiveness, investing in our thoughts and understanding how to reflect the inside out. Class will culminate in a performance showcase. Prior experience in theater is not necessary to join this class. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Acting 2</td>
<td>This course will serve as a continued study in the art form of theatre. We will explore specific acting styles through a variety of creative and academic classroom exercises. This course will engage in considerable textual analysis and spend time on spatial awareness, body/mind cohesiveness, investing in our thoughts and understanding how to reflect the inside out. Class will culminate in a performance showcase. Prerequisite: Acting 1. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Digital Graphics 1 (fall only)</td>
<td>In Digital Graphics, students will learn how to create engaging and attractive visual designs that communicate their ideas with purpose and panache. The class emphasizes graphic design fundamentals, including composition, color theory, and typography, while also striving to cultivate an awareness of one’s audience and marketing target. Using two professional software programs from Adobe (Photoshop® and Illustrator®), students will create a variety of designs in a project-based curriculum, including posters, T-shirts, logos, and short animation. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Digital Graphics 2 (spring only)</td>
<td>This course focuses on further development of the technical and design skills acquired in our Digital Graphics I course. It is to assist students to increase their understanding of digital design/art, and to develop the technical and conceptual aspect of their work. Each projects explore different technical and stylistic approaches that target a specific marketing audience, a specific theme, and their own ability to “think outside the box”, as they pursue a higher level of proficiency in the design details. The students may take on design commission work, competitions, and work on projects that are interest-based to individual students. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Digital Video Production (fall only)</td>
<td>This course will serve as an introduction into the art of video production. Students will learn the basics of script writing and development, videography, acting/directing for the Camera, basic graphics and animation and video editing. We will focus on quality and not quantity in film creation. Projects will include experimentation in &quot;cuts&quot;, short news reports and a final short film project (among others). No previous experience is necessary, and no acting-for-the-camera is required (you can act in projects or find actors to work with)!</td>
<td></td>
</tr>
<tr>
<td>Motion Graphics (spring only)</td>
<td>Students will develop an augmented reality, interactive tour around our campus that highlights displays across the school. The course introduces students to creative techniques by which they can communicate ideas, messages, and information in the exciting medium of motion graphics. While our primary focus is on producing innovative, informative, and engaging graphics for Augmented Reality around campus, students will also cultivate the technical and visual-organization skills needed for integrating design, photo-imaging, video, sound, and animation. This course is open to students who have taken a Digital Graphics I or Digital Video Production course, or students with equivalent skills/experience.</td>
<td></td>
</tr>
<tr>
<td>Ceramics 1</td>
<td>This course introduces students to the basic principles of working with clay. Experiences include hand building, wheel-throwing, clay sculpture, and kiln firing. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Credit</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Ceramics 2</strong></td>
<td>This course continues a student’s development of the principles and techniques introduced in Ceramics 1. Students will investigate design aspects of wheel-thrown pottery and create hand-built sculptural work. Ceramics 2 will emphasize attention to craftsmanship and will encourage the exploration of glaze application. Prerequisite: Ceramics 1. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Sculpture: The Human Form and Beyond</strong></td>
<td>This course will explore the fundamentals of creating dynamic sculpture using inspiration from the human form and the natural world. Students will explore a variety of techniques to create different types of figurative and naturalistic works of art. (One-half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Photography 1</strong></td>
<td>This basic course provides students with a working knowledge of the 35-mm camera and the processes for developing black and white film and photographs. It includes the technical aspects of exposure, lenses and metering, and artistic considerations of composition and lighting. Digital imagery is incorporated into all aspects of the class. The course includes Web page construction. Off-campus photo opportunity trips are part of the course. Students need a 35-mm camera, preferably adjustable. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Photography 2</strong></td>
<td>This course goes beyond the basic skills learned in Photo 1. Students begin with analyzing formalism in composition and then take that information into each successive project. The students will investigate documentary photography, digital mixed-media Photoshop techniques, and portrait work (to name a few). With each unit covered, a companion essay is composed. All of the work created during the semester is made into a photo-essay coffee-table style book. Additionally, the class will tour and relate historical works as they apply to studio assignments. Prerequisites: Photo 1 (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Drawing 1 (Drawing 2 also offered)</strong></td>
<td>“Drawing from life” whereby you take view of an object, place, or person and transfer that vision of the real onto a two-dimensional work, is a challenging task. This course first helps students to “see” their world, and then we train their hand to work off of that critical observation. The students will work through ideas of line and value using a variety of media that include pen and ink, pencil, charcoal, and chalk. During this one-semester course, specific areas of study are the human figure, still life, landscape, and perspective. Students also study master artists’ works. Course work is supplemented with tours to area museums and galleries. Students will generate 5-10 original works of art. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Painting 1 (Painting 2 also offered)</strong></td>
<td>This course is designed to teach students about color and composition using the medium of painting. During this one-semester course, students will learn about color concepts and relationships through formal study and color-mixing exercises that resolve into finished works. Painting from life, students will tackle a variety of subjects including, but not limited to, still-life, portraiture, landscape, and abstraction. Art history components are incorporated into class assignments. Course work is supplemented with tours to area museums and galleries. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio: Ceramics</strong></td>
<td>This course is for serious ceramics students only. Elements of wheel-throwing and hand-building from the two previous levels will be pursued. Students are encouraged to develop their own interests in ceramics and glaze application. Additionally, students are expected to produce work during and outside of scheduled class periods. By department permission. Prerequisites: Ceramics 1 and 2. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio: Photography</strong></td>
<td>This course is for serious photography students only. Elements of photography introduced in the previous two levels will be pursued. With an emphasis on independently explored subject matter, students are given the freedom to create work that interests them. By department permission. Prerequisites: Photography 1 and 2. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio: Studio Art</strong></td>
<td>This course is designed for the advanced art student. Media include drawing materials and extend to printing, watercolors, acrylics, and oil bars. Art history components are incorporated with class assignments. Course work is supplemented with tours to area museums and galleries. By department permission. (One-Half Credit)</td>
<td></td>
</tr>
</tbody>
</table>
**ARTS (continued)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Studio Art: 3D Design</td>
<td>This course will prepare the student for the AP exam. It addresses a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light and texture. Such elements and concepts can be articulated through additive, subtractive and/or fabrication processes. A variety of approaches to representation, abstraction and expression may be part of the student's portfolio. By department permission. Prerequisites: Ceramics 1 and 2. (One Credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Studio Art: 2D Design</td>
<td>This course will prepare the student for the AP exam. It addresses a very broad interpretation of two-dimensional design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. Artists use the elements of design (line, shape, illusion of motion, pattern, texture, value, and color) to express themselves. By department permission. Prerequisites: Drawing 1 and Painting 1 OR Photography 1 &amp; 2 (One-half Credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Studio Art: Draw. Port.</td>
<td>This course will prepare the student for the AP exam. It addresses a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking and mixed media, as well as abstract, observational and inventive works may qualify. Students will generate 30 original art works. By department permission. Prerequisites: Drawing 1 and Painting 1. (One-half Credit)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ENGLISH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th grade English: Fundamentals in Literature and Composition</td>
<td>Fundamentals of grammar, syntax, rhetoric, and punctuation, as well as basic literary forms (essay, short story, drama, novel, and poetry) are covered. Students are guided through the process of composing a short research project and an accompanying oral presentation, and they are taught rhetorical and oratory skills throughout the second semester. Texts may include Homer’s Odyssey, Atwood’s Penelopiad, Hurston’s Their Eyes Were Watching God, as well as a graphic novel unit and a Shakespeare play. (One Credit)</td>
<td></td>
<td>One</td>
</tr>
<tr>
<td>10th Grade English: Genre Studies</td>
<td>Students review fundamentals of the English language, write essays of a personal and critical nature, and craft creative fiction. Students read and trace themes through broad divisions of drama, fiction, non-fiction, and poetry. Core texts include Shakespeare’s Macbeth and Sophocles’ Antigone. All students also read a Toni Morrison novel and a work of non-fiction about the Holocaust. (One Credit)</td>
<td></td>
<td>One</td>
</tr>
<tr>
<td>11th Grade American Studies: Advanced American Literature; American History (year long)</td>
<td>American Studies is for the student interested in taking a deep dive into American literature, history, art, and music in a dynamic, thematic, and integrated way. American Studies will be team-taught and will meet for two class periods each day, allowing time for an in-depth study of American literature and history, as well as for off-campus experiences and alternative assessments, such as debates, videography, oral history, and projects. American art and music will be an integral part of the course, interweaving a robust study of literature and history, and both well-represented and underrepresented voices in American history and literature will be essential parts of the class. American Studies will seek to engage students in the process of answering the essential question, “What does it mean to be American in a global world?” Students will also study a Shakespeare play during the course of the year. Fulfills English and US History requirement. This course fulfills the American Literature requirement, as well as the writing requirement. (Two Credits)</td>
<td></td>
<td>Two</td>
</tr>
<tr>
<td>Advanced English Seminar: About Poetry (spring only)</td>
<td>This course will trace the progress of poetry from Shakespearean love sonnets through today's slam poetry and popular music. We will follow a timeline that sketches the evolution of poetry and what can be identified as “the poetic tradition” in the literature of English. From John Donne to Bob Dylan, or from Shakespeare to Eminem, we will engage with a diverse array of voices who ceaselessly had something important to say, and who said it in ways previously untold. This elective will likely take us beyond campus to see live poetry slams or other pertinent events in the Metro D.C. area. (One-Half Credit)</td>
<td></td>
<td>One-half</td>
</tr>
</tbody>
</table>
### Advanced English Seminar: American Drama (fall only)

The stage is a reflection of the world around it. This course will examine the art of the theatre through the lens of American playwrights. Beginning with Royall Tyler's *The Contrast* and working through Lin Manuel Miranda's *Hamilton*, we will examine what nearly three centuries of dramatic literature has had to say about our country and its people. This course fulfills the American Literature requirement. (One-Half Credit)

### Advanced English Seminar: American Literature and Jazz (fall only)

The course will be designed around Ralph Ellison’s notion that major aspects of American life are “jazz-shaped.” Students study the characteristic sounds in order to define the music called “jazz” and analyze its aesthetic ingredients and forms. This course asks students to explore the interaction between jazz and American literature. Students will discover how writers use the forms, ideas and myths of this rich musical tradition as a model and inspiration in crafting a uniquely American voice, and will also examine the connections between jazz and America’s relationship with diversity and racism. Listening to jazz selections from jazz greats like Louis Armstrong, Ella Fitzgerald, Duke Ellington, Billie Holiday, John Coltrane, and Miles Davis will be a requirement. Poetry, short stories and critical essays from a variety of authors (Baraka, Hughes, Cortez, Komunyakaa, Sanchez, and more) will be included/paired with many song selections. The course will be anchored by four primary pieces of literature of jazz culture: Ralph Ellison’s *Invisible Man*, Michael Ondaatje’s *Coming Through Slaughter*, Toni Morrison’s *Jazz*, and Ishmael Reed’s highly experimental *Mumbo Jumbo*. Students have the opportunity to view jazz films, attend metro area jazz concerts, explore museums and archives, read liner notes from famous jazz albums, and try to connect jazz culture with our contemporary music and literary culture (including discussions on hip hop and rap). The major areas of assessment will be critical essays, creative writing, journaling, and presentations. This course fulfills the American Literature requirement. (One-Half Credit)

### Advanced English Seminar: American Protest Literature (fall only)

Throughout American history writers have lamented, excoriated, rebelled, and prophesied, challenging audiences to examine their own beliefs and actions. Beginning with the American Revolution and continuing to the present, we’ll immerse ourselves in this rich literary tradition. Our discussions will be grounded in both history and literature, but they will go beyond that, drawing on film, art, and music and will be organized into three broad categories: race, gender and sexuality, and environment. In each of these categories, we will consider how the protest of thought and behavior shaped the course of our collective, national lives, as well as our own individual lives. We will take advantage of the museums and protest movements in neighboring DC, and students may be asked to observe a protest, to delve into a personal interest through an individual research project and to educate their peers about their findings. Texts will include short readings such as *The Declaration of Independence* and *The Yellow Wallpaper*, and excerpts from longer texts, such as Claudia Rankine’s *Citizen*. This course fulfills the American Literature requirement. (One-Half Credit)

### Advanced English Seminar: Blurred Lines: Writing Creative Non-Fiction (fall and spring)

In this intensive writing course, we will explore what David Shields in his manifesto *Reality Hunger* calls “the lure and blur of the real” and the various expressions of “reality” that literature (in its broadest sense) affords us. This course introduces the myriad ways contemporary literature complicates apparent binaries: fact and falsehood; creativity and theft; fiction and non-fiction; poetry and prose; innovation and tradition; the analog and the digital; the new and the old. We will compose writings that consider how such blurring influences and embodies our conception(s) of reality, our sense of self, and the way we make meaning from our experiences. In addition to a course reader, which will include short stories, essays, poetry and visual art, we will use Shield’s *Reality Hunger* as a spine text while we explore longer works by Dave Eggers, John D’Agata, Italo Calvino, Jorge Luis Borges, and others. In addition, we will watch a few documentaries that foreground the constructed nature of our non-fictions. Students will respond to texts by contributing to a class blog, writing a variety of essay forms, producing a multimedia writing project, and presenting to the class a final project that explores the course’s central theme: blurred lines. This course fulfills the writing requirement. (One-Half Credit)
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced English Seminar: Citizenship and Belonging in America</td>
<td>In this course, students engage literature concerned with the question of citizenship and belonging in the United States. We accomplish this through analysis, discussion, writing, and presentation, beginning our approach through literature that asks: “Whom do we choose to count among ourselves, and why?” As the semester continues, our literary choices will also address the question of “What makes a ‘real’ American? Why?” We will endeavor to develop nuanced answers to these questions and others that arise along the way. The reading list comprises Shakespeare’s Othello and a pair of sonnets, selections from Nathaniel Hawthorne’s The Scarlet Letter, chapters from Herman Melville’s Moby Dick, Douglass’ The Narrative of the Life of Frederick Douglass, Shaila Abdullah’s Saffron Dreams, Maxine Hong Kingston’s Woman Warrior, assorted short stories from contemporary Native American writers, and a few essays and other nonfiction. This course fulfills the American Literature requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Climate Fiction Writing</td>
<td>A writing workshop at its heart, this course aims to help students examine the existing literature of climate change and contribute to the growing body of work on this topic. Focusing particularly on short stories, we will read science fiction, dystopian fiction and the fiction of the here and now, and imitate the genres, respond and create our own fiction on the topic of climate change. Designed to familiarize students with the fundamentals of writing short fiction, the course will focus on the craft of writing, from the sentence to the paragraph and through the various drafts. Through regular writing assignments, students can demonstrate their writing skills as well as experiment with various sub-genres. The potential beauty of the course also lies in the innovation possible when imaginations are free to roam and students feel encouraged to find their own voice. The final assessment will be a portfolio in lieu of an exam. This course fulfills the writing requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Contemporary Fiction from Five Continents</td>
<td>This discussion-based semester course will examine literature published in the current millennium. By reading novels and short stories from five continents, Asia, North America, Europe, Africa, and Australia, students will be exposed to various cultural, political, and social platforms, thereby engaging with various perspectives. A variety of writing exercises, both creative and analytical, will supplement students’ understanding and discussion of the text. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Creative Writing</td>
<td>This second semester course is designed to familiarize students with fundamentals of writing fiction and/or poetry, using classic and contemporary works as models that afford students a better understanding of the creative process. Through regular writing assignments, students can demonstrate their writing skills as well as experiment with various strategies. This course fulfills the writing requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Environmental Literature</td>
<td>Students will explore their own personal relationships with their natural world. Through a careful examination of literature and the student’s own experiences in nature (camping, riding, hiking), students make connections between the environmental experience and the representation of the experience in literature. Students explore the cultural and ideological forces that shape mankind’s understanding of nature, and how mankind’s perception and value of nature has changed from age to age. Creative writing, journal writing, and academic writing will be expected and encouraged. The course will read a variety of poetry, fiction, creative non-fiction and cultural and social journalism. The course will attempt to answer such questions as: What is the relation between environmental experience and literary representation of the environment? How is environmental perception affected by anthropocentrism and cultural and ideological forces? How has the history of the physical environment shaped the history of literature and the arts? How have the definitions and values of “nature” and “wilderness” evolved over time? (One-Half Credit)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advanced English Seminar: Good and Evil in Literature (spring only)</td>
<td>How do we make reasoned, moral choices and responses in the face of amoral institutions and events? This course looks at some of the most challenging times in American History—times that demanded a response from great writers and writers who experienced those times firsthand. Students will read texts from across cultures and eras with a constant look at how individuals and communities struggle to make sense of evil in the real world. Possible readings include selections from John Hersey's Hiroshima, and Primary Accounts of John Brown, Narrative of the Life of Frederick Douglass, and The Things They Carried. The course will also look at moral dilemmas in life and literature, using Richard Rubenstein's The Cunning of History and Michael Sandel's Justice as philosophical grounding. This course fulfills the American Literature requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Individualism in American Literature (fall only)</td>
<td>Since its inception, America has been a place where the spirit of individuality has flourished, and Americans, as a people, have long believed that independence and self-reliance are an integral part of our national character. Throughout our history, we have shown special regard for people and characters who follow their own ideals and beliefs rather than blindly accepting the common values of the masses. Over the course of the semester, we will follow those characters who stepped off the well-worn path to chart their own unique trail through the American landscape. Possible texts for the course include the following: Into the Wild, All the Pretty Horses, One Flew Over the Cuckoo’s Nest, The Bluest Eye, The Crucible, My Antonia, and Walden. This course fulfills the American Literature requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Middle Eastern Voices (fall and spring)</td>
<td>Middle Eastern Voices introduces students to contemporary literature of the Middle East. The goal of the course is to understand the immense diversity of this region, and to analyze how its rich and varied literary traditions complicate, question, and contest common stereotypical depictions of this part of the world. The course's texts range across the Middle Eastern and literary worlds with an emphasis on diversity of content and genre. Students will keep an ongoing reading journal, participate in regular Harkness discussions, complete 1-2 longer essays, and as a culminating creative/experiential project, explore how a text from the course engages with and challenges their own understanding of the Middle East. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Moby Dick: An Iconic Work of American Literature (fall and spring)</td>
<td>Moby Dick is not only a seminal work in American literature; it is representative of an era of American cultural development poised weirdly between industrial modernism and pastoral utopianism. It is important to know this work on many levels: literary, historical and cultural. This course proposes to spend an entire semester investigating the meaning and importance of Herman Melville’s work, Moby Dick (1851). Along with collateral work and film pertaining to Melville, the novel, the whaling industry, and Nantucket Island, we form a more complete picture of this very important book. The book is long, but not difficult; it is funny, serious, philosophical, historical, and a pretty good story. The real events that inspired Melville (the sinking of the Essex off the coast of South America in 1820) are almost as fascinating as the novel itself. Melville, also, becomes here a character in the novel that defined his fame. This course fulfills the American Literature requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Nobel Prize Literature (fall only)</td>
<td>This course centers around the novels, plays, and poetry of Nobel Prize-winning authors, particularly those who are not normally covered in a high school literature course. We will include authors from a wide geographic range, and examine the socio-historical contexts in order to better appreciate the authors’ messages and the reasons for the universal recognition that the Nobel Prize stands for. While class discussions and writing exercises are the primary evaluative tools, relevant contemporary films, articles in native periodicals, and critical reviews will be used as well. We will spend two to three weeks per author, and then students will research a final author and work for a final presentation. (One-Half Credit)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Advanced English Seminar: Nonfiction Writing for Publication (fall only)</strong></td>
<td>This course offers students an exciting introduction to nonfiction writing centered on weekly reflection of all aspects of the Episcopal community. Through active investigation, teamwork, and careful thinking, students write fact and opinion pieces, ultimately publishing them in periodicals of their own with the possibility of distribution to Episcopal students, staff, and faculty. The semester begins with students reading a selection of award-winning journalistic pieces. These pieces serve as models for various journalistic forms and introduce the concepts of journalistic integrity, objectivism, and ethics. Shortly thereafter, we begin publication: each student takes responsibility for covering a part of our community and provides clear, concise, informative reflections of what he or she finds. Texts: The Elements of Style, selections from recent Pulitzer winners, major periodicals. This course fulfills the writing requirement. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>Advanced English Seminar: Playwriting Workshop (spring only)</strong></td>
<td>This writing course will focus on one central question: What stories do I want to tell? While investigating the key elements of playwriting, we will examine the perspectives necessary for storytelling. We will also explore writing on the word and sentence level, thinking about the best ways to express ideas and voices. Through studying and writing in the style of different theatrical forms, and culminating in a final staged reading of students’ plays in the blackbox theatre, we will seek to tell our beautiful and diverse stories in authentic and honest ways. This course fulfills the writing requirement. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>Advanced English Seminar: Poetry Writing Workshop (fall and spring)</strong></td>
<td>Nothing facilitates an appreciation for an art form like practicing it; students who take the course will leave EHS having written poems, encountered a variety of modern masters, and considered dozens of their classmates’ poems in a workshop atmosphere. The course will help facilitate critical reading skills, formal experimentation, performance, and engagement with contemporary literary topics by presenting a way of looking at and transmitting the world through poetry. During the first half of the course students will compose poems based on formal prompts, learning the nuances of poetic techniques—lines, meter, tone, voice—and the way poetic form connects to the way a poem means. Later students will write poems from thematic prompts. These prompts will afford students an opportunity to reflect on their experiences at EHS and in DC as well as to respond to current and historical events. By the end of the course students will have had an opportunity to write a sestina, sonnet, villanelle, ghazal, pantoum, free verse, occasional poem, monument poem, and a prose poem, among others. All told, the course will present poetry as a medium through which one can investigate and respond to the world. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>Advanced English Seminar: Russian Short Fiction (fall and spring)</strong></td>
<td>Engaging with shorter texts from the past 200 years, this course will begin with Alexander Pushkin, encounter authors such as Gogol, Dostoievsky, Tolstoy, Chekhov, Turgenev, Solzhenitsyn, and Shalamov, and end in the 21st century with contemporary authors such as Lyudmila lilitskaya and Anna Starobinet. The course will examine literary components and authorial styles as well as broader themes important in the changing historical, political and cultural contexts of Russia. Students will also watch films, discuss the wider influence of Russian fiction, and choose a favorite author to examine more deeply towards the end of course. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>Advanced English Seminar: Shakespeare 1: Page, Stage, and Screen (fall only)</strong></td>
<td>This course offers students the opportunity to dig deeply into Shakespeare’s genius using the many resources available in the Washington area. Students start with close textual analysis of the playwright’s works, augmented by film and/or live performances. Works being studied might include Part I of Henry IV, Henry V, The Merchant of Venice, and King Lear, as well as others, depending on local Shakespeare Theaters. Discussions will also include modern adaptations and their themes as set in a more contemporary context. Students may take both this course and Shakespeare 2 during their time at EHS. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Shakespeare 2: Page, Stage, and Screen (spring only)</td>
<td>Like the fall's Shakespeare 1, this course offers students the opportunity to dig deeply into Shakespeare’s genius using the many resources available in the Washington area. Students start with close textual analysis of the playwright’s works, augmented by film and/or live performances. Works being studied will not overlap with plays from the fall, and might include Romeo and Juliet, Much Ado About Nothing, Measure for Measure and Twelfth Night, as well as others, depending on local Shakespeare Theaters. Discussions will also include modern adaptations and their themes as set in a more contemporary context. Students do not have to take Shakespeare 1 to enter this course, and they may take both courses in their time at EHS. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Theater, from the Page to the Stage (fall and spring)</td>
<td>Theatre is a living, breathing art. This course will follow a simple formula to enjoy great drama: READ. ENGAGE. WATCH. REFLECT. We will read aloud some of the greatest plays in the theatrical canon, stage live scenes, discuss theatrical choices in direction and design, and, most importantly, attend live performances of the studied plays at professional theaters in the greater Washington area. Then, we will write informed, critical reviews of the works that we have so thoroughly considered. This course is perfect for artists, literati, and those who seek truth. Students may take Page to Stage for either an English or a Fine Art credit. (One-Half Credit in either English or Arts)</td>
</tr>
<tr>
<td>Advanced English Seminar: Voices of the Harlem Renaissance (spring only)</td>
<td>In the 1920s and 1930s Harlem, New York underwent a cultural revival as it became the center of a literary, artistic, and intellectual movement that awakened the spirit and enlivened the actions of those seeking to create art in spite of—and many times in response to—iniquities in American society. This awakening led poets, novelists, activists, musicians, and artists to explore what it meant to be an American, a citizen, and a human being in a world that both created and, with increasing intensity, questioned notions of cultural identity. This elective will explore these dominant themes through a literary and historical analysis of writers such as James Weldon Johnson, Nella Larsen, Ralph Ellison, Langston Hughes, Zora Neale Hurston, and Claude McKay. Selected novels, essays, and poems from these authors will focus our conversation on the cultural tensions and layered identities that emerged from this vibrant period and will be supplemented by more contemporary film and nonfiction writing selections. This course fulfills the American Literature requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Wandering the Literary City (spring only)</td>
<td>The nineteenth-century French poet Charles Baudelaire popularized the literary figure of the flâneur—a person who wanders the streets of the modern city, observes the people who inhabit the urban space, and uses these encounters to fuel creative work. “For the perfect flâneur, for the passionate observer,” writes Baudelaire, “it is an immense pleasure to take up residence in the multitude, in the undulations, in the movement, in the fugitive and the infinite—to be far from home and yet feeling, everywhere, at home—to see the world, to be at the centre of the world, and yet to remain hidden from the world.” In this course, we will study literary texts and films that invoke the figure of the flâneur in order to ask important questions about urban spaces. We will trace the steps of a variety of characters as they explore the cities of the world, consider how different identity lenses (especially race, class, and gender) inform their understandings of the spaces that they traverse, and discuss how these characters use la flânerie as a tool to reflect on their own lives. We will also read secondary sources from the field of critical geography to think about how the experience of the city is shaped by political processes and power dynamics. Finally, we will put our theoretical work into practice by walking and writing the streets of Old Town Alexandria and Washington, D.C. Representative authors and directors include Teju Cole, José Luis Guerín, Alfred Hitchcock, Richard Linklater, W.G. Sebald, Agnès Varda, and Virginia Woolf. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced English Seminar: Writing Workshop (fall only)</td>
<td>This elective will focus on the craft of writing, progressing from the sentence to the paragraph to the argumentative essay. Weekly work comprise grammar and vocabulary exercises, and developing journals into persuasive pieces. Attention to developing the individual student’s voice will be emphasized through creative exercises and reading samples. Assessments include one major paper first term, one research project culminating in student presentation second term, and a writing portfolio in lieu of exam. This course fulfills the writing requirement. (One-Half Credit)</td>
</tr>
<tr>
<td>Folger Shakespeare Fellowship (fall only)</td>
<td>By application to Folger Shakespeare Library. Applications are due in late May. By department permission.</td>
</tr>
<tr>
<td>MODERN AND CLASSICAL LANGUAGES</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Language, Linguistics, and Culture (fall and spring)</strong></td>
<td></td>
</tr>
<tr>
<td>What constitutes a language and how we can best describe it? How does our culture shape our language, and vice versa? What happens to a person when not exposed to language during their critical language acquisition time? We will explore what makes a language, looking at human, animal, and computer languages. We will study language acquisition, with special emphasis on bilingualism. Students will study sociolinguistics: how our language says who we are as individuals and in the many groups to which we belong, and cross-cultural understanding and communication. We will look at the history of language: an overview of the languages derived from Latin and their development into their present forms. The goals of this course are to understand the basic cognitive processes that occur in every human being when language is acquired the first time, or learned at school as a second or foreign language, and to explore language as identity and membership within a community. (One-half credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Chinese 1</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese 1 is a beginning-level course in Modern Standard Chinese (Mandarin). The course begins by introducing Chinese pronunciation and tones. Recognizing, reading, typing and writing simplified Chinese characters will follow. Listening materials and podcasts from the Internet will be used from the beginning of this course to give students an authentic, practical way to learn correct pronunciation and reinforce class lessons. Students will also be exposed to Chinese language and culture via movies and cultural events. Chinese 1 places great emphasis upon standard pronunciation, listening comprehension, and lays a foundation for grasping everyday, “survival” Chinese. “Integrated Chinese” is the primary textbook used in this course. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Chinese 2</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese 2 builds upon the skills learned in Chinese 1. Besides speaking and listening to Chinese speech, greater emphasis is placed on recognizing, reading, typing and writing simplified Chinese characters. More advanced listening materials and podcasts from the Internet will be introduced to challenge the class. Students will also be exposed to Chinese language and culture via movies and cultural events. “Integrated Chinese” remains the primary textbook for this course. A placement test is required. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Chinese 3</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese 3 continues to build on and advance the skills learned in Chinese 2. Besides listening to and speaking Mandarin Chinese, emphasis is also placed on reading authentic material, typing, and composition writing. The textbook remains the same as in Chinese 2. This is an immersion course; students will be expected to listen to and understand advanced listening materials and podcasts. Students will also be exposed to Chinese language and culture via movies and cultural events. A placement test is required before signing up for this course. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Chinese 4</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese 4 continues to build and advance skills learned in Chinese 3. Students will work to achieve success in basic communicative tasks and social situations, to understand sentence-length phrases, increase reading understanding and meet a number of practical writing needs. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Chinese Language</strong></td>
<td></td>
</tr>
<tr>
<td>Chinese Language is an advanced Mandarin Chinese course designed to prepare students for success in linguistic as well as cultural communication in Chinese both within the school and in the outside community. Students will prepare for the AP exam through the use of textbooks and workbooks as well as interactive and supplementary materials. By department permission (One Credit)</td>
<td></td>
</tr>
<tr>
<td>MODERN AND CLASSICAL LANGUAGES (continued)</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>French 1</strong></td>
<td>This course introduces students to spoken and written French and to the culture of the Francophone world. Emphasis is placed on the development of listening, speaking, reading and writing skills. (One Credit)</td>
</tr>
<tr>
<td><strong>French 2</strong></td>
<td>This course builds on the fundamental communicative and grammar skills acquired in French I. Students read and write passages of increasing length and difficulty. (One Credit)</td>
</tr>
<tr>
<td><strong>Honors French 2</strong></td>
<td>This course builds on the fundamental communicative and grammar skills acquired in French I. Students read and write passages of increasing length and difficulty. By department permission. (One Credit)</td>
</tr>
<tr>
<td><strong>French 3</strong></td>
<td>This course refines students’ skills in reading, writing and speaking French. In addition to thoroughly reviewing grammar, students read poetry, essays and short fiction. (One Credit)</td>
</tr>
<tr>
<td><strong>Honors French 3</strong></td>
<td>This course refines students’ skills in reading, writing and speaking French. In addition to thoroughly reviewing grammar, students read poetry, essays and short fiction and write formal compositions in French. By department permission. (One Credit)</td>
</tr>
<tr>
<td><strong>French 4</strong></td>
<td>This course is designed to provide a conclusion to a 4-year course of study of French, or to prepare students to move on to French 5. The course offers a comprehensive survey of French history and literature spanning from prehistoric times to the present day. There is a thorough review of French grammar and an emphasis on mastering a broader vocabulary through the literary and historical passages read and through the grammar exercises. (One Credit)</td>
</tr>
<tr>
<td><strong>Honors French 4</strong></td>
<td>This course is designed to provide a conclusion to a 4-year course of study while strengthening linguistic and literary skills of students headed for French 5 or Advanced French Language. A complete review of French grammar with an emphasis on mastering a broader vocabulary is an integral part of the course. By department permission. (One Credit)</td>
</tr>
<tr>
<td><strong>French 5</strong></td>
<td>French 5 serves as a bridge between 4 Honors and Advanced Language for juniors, as well as a final course for seniors. The course seeks to review all verb tenses and grammar points and to polish the students’ skill in using them in compositions. A panorama of literature will include reading and analyzing a complete text in each major century. (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced French Language</strong></td>
<td>This course is designed to help students achieve mastery of oral and written expression in preparation for the AP Exam. Tapes of native speakers provide students with extensive listening practice. Oral presentations, revision of expository compositions and detailed grammar review complete the course. Participation in the EHS Summer Program in France is encouraged. Texts include French newspapers and magazines. By department permission. (One Credit)</td>
</tr>
<tr>
<td><strong>German 1</strong></td>
<td>The first course in German introduces students to the fundamentals of the language. During the second semester, students are introduced to more extensive reading and writing activities with the introduction of literary texts, simplified for beginning students. (One Credit)</td>
</tr>
<tr>
<td><strong>German 2</strong></td>
<td>German 2 continues the work begun on the fundamentals of the language in German 1. The textbook remains the same, which allows for not only an economy of resources, but also for a consistency of methods. Students extend their activity with literary texts, using Kaster’s Emil und die Detektive as a basis for the study of the German language and culture generally, and the history and dynamics of Berlin specifically. (One Credit)</td>
</tr>
<tr>
<td><strong>German 3</strong></td>
<td>German 3 concentrates on the more sophisticated aspects of German. Proficiency in writing, reading and speaking is emphasized further by the use of literary texts. The students are increasingly exposed to German-language cultural offerings in the area, and films presented through Austrian, German and Swiss cultural organizations and/or diplomatic missions. (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced Topics in German</strong></td>
<td>This course explores topics that are of interest to the participants of the class. All subjects within the context of the German language, social and political history, cinematic history, linguistic and cultural history, are open for investigation and study. The language of instruction is mostly German. Students will be expected to read, write and communicate in German. Students must have completed German 3 (or its equivalent) before entering this class. (One Credit)</td>
</tr>
<tr>
<td>MODERN AND CLASSICAL LANGUAGES (continued)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Topics in German: Preparation for AP Exam</strong></td>
<td></td>
</tr>
<tr>
<td>This course prepares students to take the AP Exam. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Greek 1</strong></td>
<td></td>
</tr>
<tr>
<td>This elective course provides an introduction to ancient Greek and the history, culture and literature of ancient Greece. No previous knowledge of Greek or Latin is assumed, though students interested should have some experience in the study of another language. This course does not fulfill the language requirement at EHS. Meets Senior Theology Requirement. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Greek 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Latin 1</strong></td>
<td></td>
</tr>
<tr>
<td>This course helps students develop fundamental grammar, forms and vocabulary through exercises and the reading and writing of elementary material. Latin derivatives and Latin’s contribution to the English language play an important role in the course. Students also examine aspects of Roman history and culture. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Latin 2</strong></td>
<td></td>
</tr>
<tr>
<td>In this course, students press on with grammar and translation in preparation for Caesar’s De Bello Gallico in the second semester. Latin derivatives and vocabulary building exercises continue to be stressed. Students also examine in greater detail the history and politics of the first century B.C. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Honors Latin 2</strong></td>
<td></td>
</tr>
<tr>
<td>While similar to regular Latin 2, Honors Latin 2 sustains a quicker pace through Wheelock’s Latin and then focuses its energy on reading more challenging examples of classical Latin from a variety of ancient authors. In the course we plan to complete Wheelock’s Latin, learn a good deal more about Rome, especially in the first century BC, and translate a number of ancient authors. By department permission. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Latin 3</strong></td>
<td></td>
</tr>
<tr>
<td>After a brief review of grammar, students explore a range of authors from the last years of the republic and the first centuries of the empire. To gain a better sense of the full range of Latin’s contribution, students also examine the language’s place after the Roman Empire collapsed. Among other sources, they read from Ovid, Cicero, Livy, Pliny, Catullus, Virgil, and a number of Medieval and Renaissance sources. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Honors Latin 3</strong></td>
<td></td>
</tr>
<tr>
<td>While similar to Latin 3, the Honors section presses on at a quicker pace in preparation for Advanced work in the coming year. In addition to reading Classical Latin, we examine Medieval and Renaissance tests, and exercise language skills through English to Latin composition. By department permission. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Topics in Latin: Rare Books</strong></td>
<td></td>
</tr>
<tr>
<td>Students will study Ovid, Horace and Catullus as literature. They will also conduct original research on rare books culminating with a panel presentation of their work. In addition, there will be readings from medieval, renaissance and modern Latin as well as work in English to Latin composition. By Department Permission. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Spanish 1</strong></td>
<td></td>
</tr>
<tr>
<td>Spanish 1 is an introductory course designed for students who are beginning a formal study of Spanish for the first time. At its completion, students should be able to read, write and converse in a variety of situational contexts using basic vocabulary and grammatical structures. They should also be able to manipulate a variety of regular and irregular present tense verbs, in both written and spoken Spanish. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Spanish 2</strong></td>
<td></td>
</tr>
<tr>
<td>Spanish 2 is an intermediate course designed for students who are continuing formal study of Spanish. At its completion, students should be able to read, write and converse in a variety of situational contexts using a richer context of vocabulary and more complex grammatical structures. They should also be able to manipulate regular and irregular verbs in all tenses of the indicative mood, all forms of the preterit and imperfect and their usage. (One Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Honors Spanish 2</strong></td>
<td></td>
</tr>
<tr>
<td>Spanish 2 Honors covers the same material as Spanish 2 and uses the same text, but it does go further into more complex verb tenses, including the subjunctive, as well as using vocabulary in relevant and real life situations. There is a stronger emphasis on speaking and reading well, as well as having a more cultural understanding of the Spanish speaking world. By department permission. (One Credit)</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Spanish 3</td>
<td>Spanish 3 is an intermediate course designed for students who want to complete their study of Spanish or desire to prepare for the next level. While it is grammar based, study at this level emphasizes all areas of communication and comprehension with an emphasis on natural, effective communication. At the completion of Spanish 3 students should be able to read, write and converse in a variety of situational contexts using a deep context of vocabulary and complex grammatical structures. (One Credit)</td>
</tr>
<tr>
<td>Honors Spanish 3</td>
<td>Spanish 3 Honors covers the same material as Spanish 3 and uses the same text. Students will learn to identify the major genres of literature and to have a basic understanding of literary analysis. Poetry, theatre and the short story will be introduced through well known, challenging works of literature. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Spanish 4</td>
<td>Spanish 4 is an intensive language course designed for those students who are interested in continuing their study of Spanish language and literature. Classes are conducted entirely in the language, and the students are expected to speak, write, and engage as accurately and confidently as possible as they participate in a rigorous study of grammar, composition, and literature. The course uses the 'Imagina' textbook to support a conversation based class that uses Spanish and all of its elements, as previously stated, to approach concrete and real world themes. (One Credit)</td>
</tr>
<tr>
<td>Honors Spanish 4</td>
<td>This course is designed for advanced language students, and provides a formal introduction to literary analysis supported by the study of advanced grammar and language. Students will read, evaluate and comment on great works by Hispanic authors in all genres and further develop grammar and language accuracy in writing and speaking. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Spanish 5: Culture and Conversation</td>
<td>Culture and Conversation, as the title implies, relies heavily on student contribution to discussions. The class centers on becoming better aquainted with our neighbors to the south by studying their culture, including historical-social themes as well as current topics of mutual interest. Students will listen to authentic video, read articles and literature, write extensively and speak daily. Grammar and vocabulary will be reviewed but is not a heavy concentration of this level.</td>
</tr>
<tr>
<td>Advanced Spanish Language</td>
<td>This course is intended for the highly motivated and achieved student. It is a survey course in Hispanic literature from the Medieval to Golden Ages, and from 19th and 20th centuries. The student will learn the historical context associated with the readings, literary terms, analytical writing and critical thinking skills. The student will also participate in literary “tertulias” or free intellectual discussions and produce presentations and projects. This class prepares students for the AP Spanish Literature exam. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Advanced Spanish Literature</td>
<td>This course is designed for students who already have significant language learning experience or stem from a heritage household where students are listening to and speaking Spanish. It is intended for students who may have had limited or no academic instruction in Spanish. Students will fine tune their speaking skills, be exposed to the strategies of reading comprehension, and develop the necessary tools for writing mechanics. This is a one year course that is intended to cover levels I, II, and III. The focus will be on the differences between informal, colloquial and formal written and spoken expression. (One Credit)</td>
</tr>
</tbody>
</table>
**MODERN AND CLASSICAL LANGUAGES (continued)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOA: Arabic Language Through Culture I (Levels 2 and 3 also offered)</td>
<td>This unique, mixed-level course is designed to help motivated students develop interpersonal communication skills in Arabic as well as build the skills required to be a successful 21st century language learners. This course has an explicit focus on Levantine dialect and the cultures of the Middle East and North African. Students in levels I to III share the communal classroom and collaborate with their teachers to assess their proficiency level and begin at the appropriate unit. Coursework includes English-language culture units as well as a series of language learning units. Language units consist primarily of asynchronous learning experiences and synchronous conversations with instructors, peers from all levels, and discussion partners at King’s Academy in Jordan. In addition to building their speaking and writing skills, students learn to leverage a modern understanding of language acquisition, how to align goals with practice, how to ask questions, how to curate resources from the internet and an extended network of Arabic speakers. (One Credit)</td>
</tr>
<tr>
<td>GOA: Japanese Language Through Culture I (Levels 2 and 3 also offered)</td>
<td>This full-year course is a unique combination of Japanese culture and language, weaving cultural comparison with the study of basic Japanese language and grammar. While examining various cultural topics such as literature, art, lifestyle and economy, students will learn the basics of the Japanese writing system (Hiragana and Katakana), grammar and vocabulary. Through varied synchronous and asynchronous assignments, including hands-on projects and face-to-face communications, students will develop their speaking, listening, reading and writing skills. The cultural study and discussion will be conducted in English, with topics alternating every two to three weeks. The ultimate goal of this course is to raise awareness and appreciation of different cultures through learning the basics of the Japanese language. The focus of this course will be 60 percent on language and 40 percent on culture. This course is appropriate for beginner-level students. (One Credit)</td>
</tr>
</tbody>
</table>

**MATHEMATICS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>This course introduces students to the axiomatic basis of elementary algebra, while at the same time developing reasoning skills and the ability to use algebra to solve problems, laying a foundation for knowledge needed in subsequent mathematics courses. An introduction to the use of spreadsheets is also provided. (One Credit)</td>
</tr>
<tr>
<td>Geometry</td>
<td>This course familiarizes students with the properties of two- and three-dimensional figures and provides a foundation for presenting mathematical arguments and logical reasoning. Students work with computers and software - specifically Geometers Sketchpad. (One Credit)</td>
</tr>
<tr>
<td>Honors Geometry</td>
<td>This course familiarizes students with the properties of two- and three-dimensional figures and provides a foundation for presenting mathematical arguments and logical reasoning. In addition, students work with trigonometry and vectors. This course employs a non-traditional, problem-based approach to a curriculum developed by Phillips Exeter Academy. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Algebra 2 (fall only)</td>
<td>This course continues the study of algebra and introduces reviewing concepts seen in Algebra 1. Topics include solving equations and inequalities (including absolute value), solving linear systems with a specific focus on linear programming, solving quadratic functions and matrices. (One-Half Credit)</td>
</tr>
<tr>
<td>Algebra 2 (spring only)</td>
<td>This course is the continuation of Algebra 2. Topics covered include a review of exponent rules, exponential, logarithmic, and rational functions. A study of probability will include the counting principle, permutations and combinations. (One Credit)</td>
</tr>
<tr>
<td>Algebra 2, Functions &amp; Transformations (spring only)</td>
<td>This course is the continuation of Algebra 2 with the specific focus on how functions are transformed. Topics covered include a review of exponent rules, exponential, logarithmic, and rational functions. A study of probability will include the counting principle, permutations and combinations. A problem-based approach will be used to solve application problems. By department permission. (One-half Credit)</td>
</tr>
<tr>
<td>Honors Algebra 2/ Trig</td>
<td>This course continues the study of algebra and introduces work with linear functions, exponential functions and logarithms, trigonometry, and matrices. This course employs a non-traditional, problem-based approach to a curriculum developed by Phillips Exeter Academy. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fundamentals of Precalculus</td>
<td>This course begins with a review of linear relations and functions before continuing with the theory of equations, trigonometry and its applications, and exponential and logarithmic functions. The second semester emphasizes the topics of matrices, sequences and series, and probability and statistics. Emphasis is placed on fundamentals and problem solving. (One Credit)</td>
</tr>
<tr>
<td>Precalculus</td>
<td>This course is designed to bring the connection Algebra and Calculus. Topics and concepts learned in prior Algebra classes are reinforced, while additional techniques are introduced to enhance the depth of study. Topics include exponential and logarithmic functions, probability, conic Sections, as well as an immersion in the concepts of Trigonometry that include right angle trigonometry, solving and graphing functions, and identities. (One credit)</td>
</tr>
<tr>
<td>Honors Precalculus</td>
<td>This course studies the real and complex number systems and analysis of functions – linear, quadratic, polynomial, rational, circular, trigonometric, exponential, logarithmic, logistic, and more. It introduces and reinforces the study of vectors in two and three dimensions, parametric functions, analytic geometry, and polar functions. It also provides an introduction to statistics via probability. The course concludes with an introduction to calculus through the lenses of optimization, asymptotic behavior, and limits. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Introduction to Statistics: Data Investigations</td>
<td>This elective course explores how to collect, display, interpret and analyze statistical data. The course centers around applying statistical methods to real world, current data sets. In addition to traditional assessments, students will be expected to collaborate with their peers to design their own surveys, collect and analyze the results, and present their findings. Other topics covered include probability, displaying sampling distributions, confidence intervals, and testing hypothesis. Simulation software packages and other technology will be used to assist when investigating large data sets. This course is open to all students who have completed Algebra 3/Trig, Precalculus or Honors Precalculus. (One Credit).</td>
</tr>
<tr>
<td>Calculus</td>
<td>This course is an introduction to the techniques and applications of calculus. Students will study both differential and integral calculus and their applications, including problems in the area of business, physics, and geometry. The role of calculus as a tool for problem-solving is emphasized. This course is open to all students who have successfully completed Precalculus or Honors Precalculus. (One Credit)</td>
</tr>
<tr>
<td>Advanced Calculus AB</td>
<td>Preparation for the AB level Advanced Placement Examination in Calculus, is actually a first-year college course. This course prepares students to take the AP Exam. Students deal with limits and the basic material of differential and integral Calculus. First-year college course for those desiring more than the basic four years of math. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Advanced Calculus BC</td>
<td>This course is of greater breadth and depth than AB Calculus and is directed toward the BC level AP Examination. Students normally are selected from Honors Precalculus. This course prepares students to take the AP Exam. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Advanced Multivariable Calculus</td>
<td>A continuation of AB/BC Calculus. Offered alternately with Linear Algebra. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td>This course is an introduction to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The four broad conceptual themes are: exploring data, planning a study, anticipating patterns, and statistical inference. This course prepares students to take the AP Exam. Prerequisite: Honors Algebra 2/Trig or higher. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Advanced Discrete Math (fall only)</td>
<td>Discrete mathematics is the study of non-continuous mathematical phenomenon, both finite and infinite. This course focuses on helping student make the transition from problem-based mathematics to proof-based mathematics, with an emphasis on logic and applications in computer science and network theory. Co-requisite Precalculus. By department permission (One-half Credit).</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advanced Intro to Logic (spring only)</td>
<td>This course is an introduction to both informal and symbolic logic, with an emphasis on presenting, understanding, and evaluating arguments. The first half of the course focuses on the logic of verbal arguments and fallacies, while the second half of the course focuses on symbolizing and proving arguments through truth tables, trees, and formal derivation. Logic inherently provides a link between mathematics and the humanities. Co-requisite Precalculus. By department permission (One-half Credit).</td>
</tr>
<tr>
<td>Intro to Computer Programming (fall only)</td>
<td>Through an introduction to programming using Java, students are exposed to problem-solving capabilities of the computer. The student designs solutions to posed problems taken from a wide variety of applications using object oriented design. Students are expected to demonstrate a sufficient knowledge of algebra prior to enrolling in this course. Not open to Freshmen. (One-Half Credit)</td>
</tr>
<tr>
<td>Advanced Computer Science</td>
<td>This course, which uses the Java language, is designed to meet the requirements of the AP Exam. Students who have completed Algebra II are encouraged to take this course. By department permission. (One Credit)</td>
</tr>
<tr>
<td>Advanced Projects in Computer Science (spring only)</td>
<td>This course gives students with some prior experience in technology an opportunity to dive deeper into programming, operating systems, and networking. Using the Python programming language and Raspberry Pi computers, students code their own projects in networking, databases, gaming, graphical user interfaces, gaming, and the web. Students interested in this course should have previously completed 3D Modeling and Robotic Programming, Advanced Computer Science, or have prior coding experience. (One-Half Credit)</td>
</tr>
<tr>
<td>3D Modeling &amp; Robotic Programming (fall only)</td>
<td>This course covers basic and advanced 3D modeling, and an introduction to computer programming (Python) using robotic projects. The course uses hands-on projects to implement inquiry learning in which each student takes a series of projects from design to completion. The projects guide students through an exploration of computer science, mathematics, science and engineering. In addition, students have opportunities to gain skills and knowledge needed in the product development and manufacturing industry. (One-Half Credit)</td>
</tr>
<tr>
<td>GOA: iOS App Design (fall and spring)</td>
<td>Learn how to design and build apps for the iPhone and iPad and prepare to publish them in the App Store. Students work much like a small startup: collaborating as a team, sharing designs, and learning to communicate with each other throughout the course. Students learn the valuable skills of creativity, collaboration, and communication as they create something amazing, challenging, and worthwhile. Coding experience is NOT required and does not play a significant role in this course. Prerequisite: For this course, it is required that students have access to a computer running the most current Mac or Windows operating system. An iOS device that can run apps (iPod Touch, iPhone, or iPad) is also highly recommended. (One-Half credit)</td>
</tr>
<tr>
<td>GOA: Computer Science II: Game Design and Development (spring only)</td>
<td>In this course, students design and develop games through hands-on practice. Comprised of a series of “game jams,” students solve problems and create content, developing the design and technical skills necessary to build their own games. The first month of the course is dedicated to understanding game design through game designer Jesse Schell’s “lenses”: different ways of looking at the same problem and answering questions that provide direction and refinement of a game’s theme and structure. Students learn how to use Unity, the professional game development tool they use throughout the class. They become familiar with the methodologies of constructing a game using such assets as graphics, sounds, and effects, and controlling events and behavior within the game using the C# programming language. Students work in teams to brainstorm and develop new games in response to a theme or challenge. Students develop their skills in communication, project and time management, and creative problem-solving while focusing on different aspects of asset creation, design, and coding. Prerequisites: Computer Science or equivalent. (One-Half credit)</td>
</tr>
<tr>
<td><strong>GOA: Game Theory (fall and spring)</strong></td>
<td>Do you play games? Ever wonder if you’re using “the right” strategy? What makes one strategy better than another? In this course, we’ll explore a branch of mathematics known as game theory, which answers these questions and many more. Game theory has many applications as we face dilemmas and challenges every day, most of which we can treat as mathematical games. We consider significant global events from fields like diplomacy, political science, anthropology, philosophy, economics, and popular culture. Specific topics we’ll discuss include two-person zero-sum games, two person non-zero-sum games, sequential games, multiplayer games, linear optimization, and voting and power theory. (One-half credit).</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>This course takes a conceptual approach to the understanding of physics and places emphasis on fundamental concepts and their applications to daily life. The focus of the first semester is on mechanics. Second semester topics include heat, waves, sound, electricity and magnetism, light, optics, and atomic and nuclear physics. Frequent demonstrations and discussions characterize class time. Lab experiences provide teams of students with regular opportunities to identify basic principles. (One Credit)</td>
</tr>
<tr>
<td><strong>Conceptual Physics</strong></td>
<td>This course is a survey of many topics that comprise the study of basic science and Physics: measurement, experimental design, data collection and analysis, mechanics, energy, sound, electricity, magnetism, light. The presentation is complemented by a mathematical component at an appropriate level supported by demonstrations and hands-on laboratory study and projects. The goal is to connect principles with everyday experiences. (One Credit)</td>
</tr>
<tr>
<td><strong>Intermediate Physics</strong></td>
<td>This course is a survey of many topics that comprise the study of basic science and Physics: measurement, experimental design, data collection and analysis, mechanics, energy, sound, electricity, magnetism, light. The presentation is complemented by a mathematical component at an appropriate level supported by demonstrations and hands-on lab, study and projects. The goal is to connect principles with everyday experiences. (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced Physics 1</strong></td>
<td>This course serves as a physics survey and as a proper introduction for those who may go on to further technical studies in college. The course covers many of the same areas in the regular physics course, however the approach is more analytical and makes free use of algebra and trigonometry. The course follows the AP Physics 1 syllabus, and students are prepared to take the AP Exam. <strong>Corequisite:</strong> Precalculus or higher math course. <strong>Expectations in this course include a grade of 95 in their previous regular science course or evidence of success in Honors Chemistry, active participation in class, and demonstrated ability to work with others in a variety of classroom situations. By department permission.</strong> (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced Physics C</strong></td>
<td>This is a college-level course for those who are considering majoring in science or engineering. The first semester is devoted to mechanics, and the second semester emphasizes classical electricity and magnetism. Students are prepared to take the AP Exam. <strong>Corequisite:</strong> Calculus or higher math course. <strong>Expectations in this course include a grade of 95 in their previous regular science course or evidence of success in Honors Chemistry, active participation in class, and demonstrated ability to work with others in a variety of classroom situations. By department permission.</strong> (One Credit)</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>This course provides students with a solid foundation in the fundamentals of chemistry. Many exciting demonstrations and challenging investigative labs highlight this course. These experiences help students make connections between chemistry in the classroom and everyday life. The laboratory component of this course takes full advantage of modern computer technology to collect and manipulate data. (One Credit)</td>
</tr>
<tr>
<td>SCIENCE (continued)</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Honors Chemistry</strong></td>
<td>Honors Chemistry is an advanced comprehensive high school chemistry course. The Honors class requires significant independent effort and moves more quickly through foundations of chemistry to allow more time for advanced topics and labs. This course places emphasis on fundamental concepts, such as principles of chemical reactions &amp; chemical bonding, as well as the application of these principles to descriptive chemistry. Experiments play an integral part in the course and help students discover basic principles for themselves. Topics include atomic theory, the periodic table, bonding, formulas, reactions, solutions, acids, bases, stoichiometry, and An introduction to equilibrium. Students are required to have strong math skills &amp; a solid foundation in the physical sciences. <strong>Corequisite:</strong> Algebra 2 Trigonometry or higher math course. Expectations in this course include a grade of 93 in their previous science course, active participation in class, and demonstrated ability to work with others in a variety of classroom situations. <strong>By department permission.</strong> (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced Chemistry</strong></td>
<td>This course is the equivalent of an introductory college-level chemistry course. Students who successfully complete this course should be well prepared to take the AP chemistry exam in May. In this class we reinforce the chemical principles learned in introductory chemistry courses such as the periodic table, chemical formulas and equations, stoichiometry, and chemical bonding. Students in this course will also include new quantitative topics such as chemical kinetics, chemical equilibrium, thermodynamics, and organic chemistry. The goal is for students to attain an in-depth understanding of fundamental concepts and to develop competence in dealing with general chemistry problems. Computer-related technology is used in both the classroom and the laboratory. <strong>Prerequisite:</strong> Completion of one year of Chemistry with an average of 95 or higher or evidence of success in Honors Chemistry. <strong>Corequisite:</strong> Honors Algebra 2 Trigonometry or higher math course. Expectations in this course include active participation in class and demonstrated ability to work with others in a variety of classroom situations. <strong>By department permission.</strong> (One Credit)</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>Biology introduces students to the basic fundamentals of the study of life. It encompasses essential concepts needed to explain our natural world and their interdependence with the environment. The course covers, but is not limited to: cells, biochemistry, genetics, biotechnology, evolution, ecology and human biology. Students focus on the study of biological processes, structures and functions at multiple levels of organization. They explore patterns, processes, and systems in order to understand the fundamental principles of living organisms. The course strengthens the development of analytical science skills, critical thinking, problem solving and the practical application of technology and use of scientific tools. Students are active learners. They collect, analyze and interpret data working both independently and collaboratively in the classroom and laboratory. The ultimate goal is for students to have a deeper understanding of the world they live in through an examination of the underlying processes and mechanisms of life. <strong>Prerequisite:</strong> Chemistry. (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced Biology</strong></td>
<td>Students who successfully complete this course should be well prepared to take the AP exam. Students study a range of topics from molecular and cellular biology, genetics and evolution to organismal biology and ecology. Extensive laboratory work supports the main themes of the curriculum, including modern genetic techniques and videomicroscopy. Other integral aspects to the course are attention to current scientific literature, independent student research and student-led seminars. <strong>Prerequisite:</strong> Chemistry. <strong>By department permission.</strong> Expectations in this course include a grade of 95 in their previous regular science course or evidence of success in Honors Chemistry, active participation in class, and demonstrated ability to work with others in a variety of classroom situations. (One Credit)</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Advanced Environmental Science</td>
<td>This course examines the scientific concepts and principles needed to study the complex interrelationships in the natural world and to assess the human impact on the environment. Both regional and global ecosystems are considered. Solutions for resolving and/or preventing environmental problems are explored. Labs and field trips (both on and off campus) are an important component of this program. Fieldwork and exploration bring to life the concepts that are discussed in class. Students will learn how to use ArcGIS software and handheld GPS units to create and analyze maps. They will also use computers for a number of other activities, including population growth projections, environmental impact simulations, water quality analyses, and plate tectonic studies. Assessment of learning includes tests modeled after the AP test, quizzes, projects, presentations, map production, evaluation of classroom discussion, lab reports, and lab tests. This course prepares students to take the AP exam.</td>
</tr>
<tr>
<td>Anatomy and Physiology (fall only)</td>
<td>Topics covered will include the basic organization of the body, diagnostic techniques and procedures, cellular and biochemical composition, organization of tissues, and major body systems along with the impact of diseases on certain systems. The systems will include the skeletal, muscular and nervous systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. The course will end with an inquiry-based project on the physiology of the nervous system. The goal is to see how the nervous system can integrate the other body systems under different physiological situations and stresses.</td>
</tr>
<tr>
<td>Botany (fall and spring)</td>
<td>This course focuses on hands on project work in the field and lab, to introduce students to visual plant identification. Students learn to use leaf shapes, branching patterns and the parts of flowers to identify plants. Students learn botanical terms through lab work and fieldwork in the EHS Greenhouse, the campus gardens, Laird Acres and beyond.</td>
</tr>
<tr>
<td>Engineering (spring only)</td>
<td>This course utilizes previously learned science principles with practical engineering applications. The course is hands-on with emphasis on student projects that incorporate data collection and processing, design drawings and modeling, and spreadsheet analysis. Topics may include roller coasters, robotics and programming, structural engineering, material properties, batteries and fuel cells, and optical instrumentation.</td>
</tr>
<tr>
<td>Advanced Engineering (fall only)</td>
<td>This course utilizes previously learned science and higher level mathematics to investigate several facets of problem solving aspects in engineering. In addition to the hands-on emphasis of the course, it exposes students to software that is specific to engineering areas such as analog and digital input, structural design modeling, control systems, and programming. Other topics may include material properties, fluid dynamics, fuel cells, work design and ergonomics, operations models and production planning.</td>
</tr>
<tr>
<td>Epidemiology (fall only)</td>
<td>In this course, students will develop a basic understanding of infectious diseases and the biological, social, and environmental factors that contribute to widespread transmission and epidemics. Students will learn about transmission, vectors, host defenses, treatments and prevention, including vaccination, as they study a wide range of infectious diseases including influenza, HIV/AIDS, cholera and the bubonic plague. Does not meet the science lab requirement.</td>
</tr>
<tr>
<td>Forensics (spring only)</td>
<td>Forensic Science is a laboratory based course designed around authentic performance assessments with students working in teams to solve crimes using scientific knowledge and reasoning. It involves all areas of science including biology, chemistry, anatomy, and physics with an emphasis in complex reasoning and critical thinking. The course be based on scientific investigation using microscopy, chromatography, comparative analysis techniques, and qualitative analysis examinations. Writing is an integral part of the course with students being expected to present their results in laboratory reports and case study analysis.</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Great Discoveries in Science (fall)</strong></td>
<td>This course focuses on the characters, historical context, and processes of some of the most pivotal discoveries in science. In doing this, we can shed a light on the driving forces behind scientific advancement. Areas of discussion will include Newton and the Royal Society, Mendeleev and the Periodic Table, Edison and the War of Electric Currents, Einstein and Quantum Mechanics, and many more. Additionally, students have an opportunity to make their own “discoveries” as we recreate some of the classic experiments that changed the world. By department permission. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>Human Genetics (spring)</strong></td>
<td>This is a one semester overview of human genetics. We explore the scientific basis of human genetics and diversity from an evolutionary perspective. This perspective stresses the functional and adaptive nature of human biological variation, as well as the influence of behavior and environment on that biology. We examine a variety of issues associated with human genetics ranging from the “race” concept, to genetic disorders, to the influence of environment on human appearance, sex differences, and intelligence. Does not meet the lab science requirement. <strong>Prerequisites:</strong> Biology and Chemistry. By department permission. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>Psychology (fall and spring)</strong></td>
<td>This course provides an introduction to the scientific study of behavior and mental processes. The course surveys several of the major subdisciplines of the field, including units on neuroscience, methodology and ethics of psychological research, learning and memory, sleep, stress, and psychopathology. Lessons, activities and readings emphasize the scientific underpinnings of the prevailing theories and their applications and encourage an understanding of the student’s world and experiences through this scientific lens. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>GOA: Architecture (spring only)</strong></td>
<td>In this course, students build understanding and apply skills in aspects of site; structure, space and design. While gaining key insights into the roles of architectural analysis, materials, 3D design, and spatial awareness, students develop proficiency in architectural visual communication. We begin by learning the basic elements of architectural design to help analyze and understand architectural solutions. Then, through using digital and physical media use models to enhance visual communication, students study the role building materials play in architectural design, developing an understanding of the impact materials have on structural design and cultural traditions. At each stage of the course students interact with peers, learning and sharing how changes in materials, technology, and construction techniques lead to the evolution of contemporary architecture style and visual culture. The course culminates with a final project in which each aspiring architect will have the opportunity to work towards a personal presentation for the GOA Catalyst Conference. Students, through a variety of outcomes, present an architectural intervention which they have proposed as a solution to an identified need, one emanating from or focused within their own community. Throughout the course students refer to the design process and will use visual journaling techniques to track, reflect and evidence their burgeoning understanding of architecture, construction, and engineering. (One-Half Credit)</td>
</tr>
<tr>
<td><strong>GOA: Bioethics (fall and spring)</strong></td>
<td>Ethics is the study of what one should do as an individual and as a member of society. In this course students evaluate ethical issues related to medicine and the life sciences. During the semester, students explore real-life ethical issues, including vaccination policies, organ transplantation, genetic testing, human experimentation, and animal research. Through reading, writing, and discussion, students be introduced to basic concepts and skills in the field of bioethics, deepen their understanding of biological concepts, strengthen their critical-reasoning skills, and learn to engage in respectful dialogue with people whose views may differ from their own. In addition to journal articles and position papers, students are required to read Rebecca Skloot's The Immortal Life of Henrietta Lacks. (One-Half Credit)</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>GOA: Global Health (fall and spring)</td>
<td>What makes people sick? What social and political factors lead to the health disparities we see both within our own community and on a global scale? What are the biggest challenges in global health and how might they be met? Using an interdisciplinary approach to address these two questions, this course hopes to improve students' health literacy through an examination of the most significant public-health challenges facing today's global population. Topics addressed are the biology of infectious disease (specifically HIV and Malaria); the statistics and quantitative measures associated with health issues; the social determinants of health; and the role of organizations (public and private) in shaping the landscape of global health policy. Students use illness as a lens through which to examine critically such social issues as poverty, gender, and race. Student work includes analytical and creative writing; research, and peer collaboration; reading and discussions of nonfiction; and online presentations. (One-Half Credit)</td>
</tr>
<tr>
<td>GOA: Medical Problem Solving I (fall and spring)</td>
<td>In this course students collaboratively solve medical mystery cases, similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and treat patients. Students use problem-solving techniques in order to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include studying current issues in health and medicine, building a community-service action plan, interviewing a patient, and creating a new mystery case. (One-Half Credit)</td>
</tr>
<tr>
<td>GOA: Medical Problem Solving II (spring only)</td>
<td>This course is an extension of the problem-based learning done in Medical Problem Solving I. While collaborative examination of medical case studies remain the core work of the course, students tackle more complex cases and explore new topics in medical science, such as the growing field of bioinformatics. Students in MPS II also have opportunities to design cases based on personal interests, discuss current topics in medicine, and apply their learning to issues in their local communities. Prerequisite: Medical Problem Solving I. (One-Half Credit)</td>
</tr>
<tr>
<td>GOA: Neuropsychology (spring only)</td>
<td>This course is an exploration of the neurological basis of behavior. It covers basic brain anatomy and function as well as cognitive and behavioral disorders from a neurobiological perspective. Additionally, students explore current neuroscience research as well as the process of funding that research. Examples of illnesses that may be covered include: Alzheimer's disease, traumatic brain injury, and stroke. In addition, we explore diagnostic and treatment issues (including behavioral and pharmaceutical management) as well as attention, learning, memory, sleep, consciousness and emotional intelligence. Students conclude the course by developing a fundraising campaign to support research and/or patient care initiatives related to a specific neurological condition and nonprofit foundation. Neuropsychology can be taken as a continuation of Introduction to Psychology, although it is not required. (One-Half Credit)</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td><strong>Case Studies in World History</strong></td>
<td>This course surveys world history from the origins of human civilization until approximately 1500 CE. Through in depth studies of major world regions, students focus on themes common to all societies to develop skills necessary for social studies (reading for content, writing effectively, working cooperatively, communicating orally) and general academic preparation (organization, note taking, time management, etc.). Students have many opportunities to gain a deeper understanding of the material through visits to various cultural sites in Washington, DC. (One Credit)</td>
</tr>
<tr>
<td><strong>Modern World History</strong></td>
<td>This course surveys major global themes in World History from 1700 CE to the present (nationalism, imperialism, revolution, industrialization, independence, and globalization). Students focus on essential questions to build upon the important skills of social studies (reading for content, writing effectively, thinking analytically, working cooperatively, communicating orally) needed to examine patterns in the intellectual, political, economic, and social arenas of history. Students have many opportunities to gain a deeper understanding of the material through visits to various cultural sites in Washington, DC. (One credit)</td>
</tr>
<tr>
<td><strong>Honors Modern World History: Document Study</strong></td>
<td>This course surveys major themes in World History from 1700 CE to the present (nationalism, imperialism, revolution, industrialization, independence, and globalization). Students gain a deeper understanding of the global themes through extensive primary source analysis, with a focus on essential questions that examine the patterns in the intellectual, political, economic, and social arenas of history. This course provides the opportunity to refine the skills required of historians (analytical reading, complex synthesis, text-based formal discussions, and research-based writing). Students have many opportunities to gain a deeper understanding of the material through visits to various historical/cultural sites and institutes in Washington, DC. By department permission. (One credit)</td>
</tr>
<tr>
<td><strong>United States History</strong></td>
<td>Melting pot or salad bowl? Current debates over the nature of the American experience have begun to capture the popular imagination. This survey course provides students with exposure to the themes and issues of U.S. history and facilitates the growth of their analytic and essay-writing skills. (One Credit)</td>
</tr>
<tr>
<td><strong>Advanced United States History</strong></td>
<td>Melting pot or salad bowl? Current debates over the nature of the American experience have begun to capture the popular imagination. This survey course provides students with exposure to the themes and issues of U.S. history, and facilitates the growth of their analytic and essay-writing skills. This course prepares the student to take the AP exam. By department permission. (One Credit)</td>
</tr>
<tr>
<td><strong>American Studies</strong></td>
<td>American Studies is for the student interested in taking a deep dive into American literature, history, art, and music in a dynamic, thematic, and integrated way. American Studies will be team-taught and meets for two class periods each day for the full year, allowing time for an in-depth study of American literature and history, as well as for off-campus experiences and alternative assessments, such as debates, videography, oral history, and projects. American art and music are an integral part of the course, interweaving a robust study of literature and history, and both well-represented and underrepresented voices in American history and literature will be essential parts of the class. American Studies will seek to engage students in the process of answering the essential question, “What does it mean to be American in a global world?” Fulfills English and US History requirement. (Two Credits)</td>
</tr>
<tr>
<td><strong>9/11 to Now (spring only)</strong></td>
<td>This one semester course begins with an examination of the terrorist attacks of September 11, 2001, on the World Trade Center Towers and the Pentagon as a launching point to examine a variety of international and domestic issues affecting U.S. policy decisions today. The course explores background issues leading up to the 9/11 attacks, the development of extremist groups such as al-Qaeda and ISIS and other tensions affecting the Middle East, the role that economics, religion, national security, and political pressures can play in current U.S. foreign policy decisions, and the balancing act between maintaining national security and civil liberties in the United States. Homework assignments include the use of domestic and international media sources to examine a variety of perspectives. The course emphasizes student discussions and debate as well as a series of student-generated position papers on controversial issues. (One-Half Credit)</td>
</tr>
</tbody>
</table>
### Advanced Global Studies: The History and Politics of Food (fall only)

Have you ever wondered why the spice trade developed? Or why the British practically bankrupted their empire in search of a secure supply of tea? Or how societies transitioned from relying on outdoor community markets to big-box grocery stores? Or who regulates food safety today? This course discusses how various foodstuffs changed the course of world history and the issues around our contemporary food supply. The first quarter introduces the importance of food in cultural development, and covers topics such as the major trade routes, the Columbian Exchange, and battles fought to ensure access to food supplies. The second half of the course will address the modernization of food supply in the early 20th century (the birth of the supermarket, invention of frozen food, and ability to can and box food for GIs fighting overseas), with the last weeks devoted to examining the issues related to our food supply today (mass production, slaughterhouses, fertilizers, pesticides, antibiotics, GMOs, carbon footprint, and food labeling). This course is a social science course not only examining history, but also the geography, politics, sociology and economics of food, with a heavy emphasis on skills. Prerequisite: Global History 2; Corequisite: Advanced United States History or United States History. Limited to juniors and seniors. By departmental permission. (One-Half Credit)

### Advanced Global Studies: The History of the Modern Middle East (spring only)

This one-semester course explores the wide variety of cultures in the Middle East region and considers the complex political, historical, religious, economic, cultural, and ethnic factors that play a part in Middle East issues. This course focuses on how the cultural traditions throughout the region have intersected with modern nationalism to create challenging situations—from the Balkans to Afghanistan. Time is spent considering the variety of perspectives in each country, looking closely at the history leading up to the Arab spring and current turmoil in the region. Prerequisite: Global History 2; Corequisite: Advanced United States History or United States History. Limited to juniors and seniors. By departmental permission. (One-Half Credit)

### Advanced History of the Cold War (spring only)

At the end of the Cold War, the dean of Cold War historians, John Lewis Gaddis, called the Cold War “the Long Peace.” During the Cold War (from 1946 to the collapse of the Soviet Union in 1991) the world created the most devastating weapons ever developed. Yet war between the two superpowers never occurred. There were hot wars where both the US and Soviet Union fought, notably in Korea, Vietnam and Afghanistan, but the US and the Soviet Union never ended up in a war against each other. After two World Wars and an estimated 78 million military and civilian war deaths in the first 45 years of the Twentieth Century, there were fewer than 10 million deaths in the major wars of the second half of the Twentieth Century, in spite of the development of weapons of mass destruction. There were certainly many incidents like the Cuban Missile Crisis that could have led to war, but it’s the fact that they did not that is the most striking characteristic of the Long Peace. This course focuses on the reasons peace prevailed, with the hope that lessons will continue to be learned about how conflicts are resolved rather than how they become violent. Corequisite: Advanced United States History or United States History. Limited to juniors and seniors. By departmental permission. (One-Half Credit)

### Advanced Human Geography (fall only)

The course focuses on human experience on earth by the systematic study of patterns and processes that have shaped human understanding and use and alteration of the Earth’s surface. Students use spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Topics include population, cultural patterns, political organization of space, agricultural/rural land use, industrialization and economic development, and cities and urban land use. This course prepares the student to take the AP exam. By department permission. (One-Half Credit)

### Advanced Macroeconomics (spring only)

This course begins with the role of the individual firm and consumer in the market and basic principles of the role of government as a regulator, producer and consumer. Special attention is paid to how the government can stimulate economic growth while keeping inflation and unemployment at low levels. The course concludes with a brief study of the world economy and the balance-of-payments situation and study of economic growth in developed and developing countries. This course prepares the student to take the AP exam. By department permission. (One-Half Credit)
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Description</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Microeconomics (fall only)</td>
<td>The course begins with the role of the individual firm and the consumer in the market and the basic principles of trade, supply and demand. The role of price elasticity on equilibrium and revenues and the role of market failures such as externalities and public goods are also studied. The core of the course is the theory of the firm. Students learn how models of pure competition, monopoly, monopolistic completion, and oligopoly work. This course prepares the student to take the AP exam. By department permission. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Advanced Research Seminar: World War &amp; European Society (fall only)</td>
<td>This advanced course, taught in the format of a Harkness seminar, traces the history of European diplomacy and society from the eve of World War I to the conclusion of World War II, attempting to understand why and how two such massive global conflicts occurred in such a short span of time. Although the conflict was global in nature, the course focuses on the actions of European countries and citizens and how these two wars dramatically changed European society. A major objective is to develop an understanding of the role choices, both at the national and individual level, played in bringing about these two catastrophic events. Students will read challenging primary and secondary sources in preparation for daily discussion. In addition to using a textbook, students will read a variety of journal articles, excerpts from historical monographs, and some fiction. Students will be assessed on the basis of their daily participation, two analytical papers (4 to 5 pages), a film review, and a final research paper (6 to 8 pages). By department permission (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Advanced US Government (fall and spring)</td>
<td>This seminar examines key events in US government and politics in the context of producing a journal for public consumption. Students engage in individual and group research projects and critique recently published books. They also interact with Washington through public opinion sampling and interviews with involved officials. This course does not prepare students for the Government AP exams. By department permission (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurial Studies (spring only)</td>
<td>What is it like to be an entrepreneur? What is entrepreneurism? What does it mean to think like an entrepreneur? This course provides an introduction to entrepreneurism through discussion, off-campus visits to local enterprises and hands-on projects. You will be asked to present, defend and refine your ideas on a daily basis. We will also invite actual entrepreneurs into our classroom to tell their stories. This is not a lecture-based course. You will learn by doing and engaging with actual business and non-profit leaders. Most importantly, you will have the opportunity to follow your own creative interests and develop a business or social enterprise plan which could form the basis for an actual enterprise now or down the road. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Constitutional Law (spring only)</td>
<td>What does it mean to take the Fifth? Freedom from illegal searches and seizures, free speech, equality – are you interested in exploring and understanding the fundamental rights and freedoms guaranteed in the United States Constitution? The general substance of this course includes an overview of the United States Constitution, structure of the United States government with a focus on the role of the judicial branch, and individual rights through the prism of United States Supreme Court decisions. Students will be acquainted with the logic, structure, and style of United States Supreme Court opinions. Major topics include the power of the judiciary, the Fourth Amendment, the Fourteenth Amendment due process and equal protection clauses, freedom of expression, freedom of religion, and the evolving doctrines of the “right” to privacy. Students will leave this course with the ability to evaluate modern day constitutional issues.Corequisite: Advanced United States History or United States History. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES (continued)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Microeconomics (fall only)</strong></td>
<td>The purpose of this course is to introduce the student to the interactions between consumers and producers we call “the market.” We look at what motivates the behavior of both consumers and producers and we examine different types of markets to understand how they work, and why they usually work so well in allocating goods and services. We also examine some situations where markets are not so effective and discuss the types of interventions that could be considered by governments. Current issues such as the environmental regulation, healthcare provision, funding education, and international trade will be explored with student projects. As in any economics course a picture is worth a thousand words and that means graphs, but in this introductory course the use of graphs will be limited mostly to supply and demand and the more complex economic models of an advanced course will not be used. Assignments will include many current events articles and YouTube videos. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Legal Principles and Trial Advocacy (fall only)</strong></td>
<td>There is no greater skill than that of persuasive advocacy. A mock trial provides the optimal experience to develop this skill in a hands-on, engaging setting. Learn about formulating trial strategy and the conduct of a courtroom. Using hypothetical cases, students will be introduced to all aspects of legal trial advocacy, including trial preparation, jury selection and voir dire, opening statements, direct and cross-examinations of witnesses, evidentiary rules, and closing arguments. Students practice these advocacy skills on a weekly basis in preparation for the Virginia High School Mock Trial Competition. The final assessment and culmination of the course is a trial in front of a federal or state judge in Washington, DC. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>The Civil War &amp; Reconstruction Era, 1845-1877 (fall only)</strong></td>
<td>The events that occurred in the middle decades of the nineteenth century were arguably the most transformative in the history of the United States. The question of whether the United States would be a nation defined by slavery or freedom hung in the balance as millions fought and hundreds of thousands died in the struggle. This course gives students the opportunity to engage the time period in real depth as we study the causes of the war, the war years themselves and the critical years of reconstruction. We do not use a traditional textbook. Students read primary and secondary sources and engage with digital projects in this discussion based course. We also take the time to watch films that interpret the time period as we grapple with why the Civil War continues to so deeply challenge and haunt us today as we reckon with the legacy of slavery, Confederate monuments and the ultimate meaning of the war. Assessments in the course will consist of short analytical papers and digital projects. We have the unique opportunity to study the role Episcopal and EHS students played in the war and will also take advantage of our location to experience how the war is remembered at nearby Civil War battlefields and sites. There will be one or two optional overnight trips to sites like Antietam, Gettysburg and Richmond. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>The History of Latin America (spring only)</strong></td>
<td>This course uses a thematic and chronological approach to provide students the opportunity to study the modern history of Latin America. We will begin with the struggle for power between the Spanish and their colonial subjects that led to Latin American independence and will then dive into the nineteenth and twentieth centuries by focusing on topics like state formation, economic exploitation, liberalism vs conservatism, the role of the Catholic church, slavery and emancipation and the struggle for indigenous rights and identity. With an area as large and diverse as Latin America, the course will use case studies of events and issues that illustrate broader themes in the region. Students get the opportunity to serve as the “expert” for one Latin American nation throughout the semester so they can teach their classmates and apply what they are learning to develop a &quot;big picture&quot; understanding of the historical events that have shaped the unique character of the country. Class discussions are guided in such a way that the history of the region will shed light on the present and therefore enable students to better understand current events and analyze potential problems that might arise in the future. Participation is critical for success and will be assessed on a daily basis through short quizzes and graded discussion. There will be no traditional tests in the class. Students will write analytical essays after each unit and will complete a final digital project focused on the country they chose at the beginning of the course. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>The Watch Office: US Foreign Policy in Real Time</td>
<td>The course is designed to simulate the operation of the foreign policy wing of the US Government (USG) with the classroom acting as a Watch Office, or communications center similar to those operated by several USG departments and agencies. Students will be exposed to various global economic, political and military developments as they are happening. In their role as foreign policy analysts, students will sort, prioritize and assess the developments for delivery to USG policymakers. In prioritized cases, students will dig deeper into the matter to assess the utility (and occasionally the politics) of specific policy responses. During the course of the semester, students will meet with actual USG personnel, typically from the CIA, the Departments of Defense and State, Capitol Hill, NGOs and private &quot;think tanks.&quot; (One-Half Credit)</td>
</tr>
<tr>
<td></td>
<td>GOA: Abnormal Psychology (spring only)</td>
<td>This course focuses on psychiatric disorders such as schizophrenia, eating disorders, anxiety disorders, substance abuse, and depression. As students examine these and other disorders, they learn about their symptoms, diagnoses, and treatments. Students also deepen their understanding of the social stigmas associated with mental illnesses. This course may be taken as a continuation of Introduction to Psychology, although doing so is not required. (One-Half Credit)</td>
</tr>
<tr>
<td></td>
<td>GOA: Advocacy (spring only)</td>
<td>This skills-based course explores the creativity, effort, and diversity of techniques required to change people's minds and motivate them to act. Students learn how to craft persuasive arguments in a variety of formats (written, oral, and multimedia) by developing a campaign for change around an issue about which they care deeply. We explore a number of relevant case studies and examples as we craft our campaigns. Units include persuasive writing, social media, public speaking, informational graphics, and more. The culminating project is a multimedia presentation delivered and recorded before a live audience. (One-Half Credit)</td>
</tr>
<tr>
<td></td>
<td>GOA: Applying Philosophy to Global Issues (fall only)</td>
<td>This is an applied philosophy course that connects pressing contemporary issues with broad-range philosophical ideas and controversies, drawn from multiple traditions and many centuries. Students use ideas from influential philosophers to examine how thinkers have applied reason successfully, and unsuccessfully, to many social and political issues across the world. In addition to introducing students to the work of philosophers as diverse as Confucius, Kant, John Rawls and Michel Foucault, this course also aims to be richly interdisciplinary, incorporating models and methods from diverse fields including history, journalism, literary criticism, and media studies. Students learn to develop their own philosophy and then apply it to the ideological debates which surround efforts to improve their local and global communities. (One-Half Credit)</td>
</tr>
<tr>
<td></td>
<td>GOA: Climate Change and Global Inequality (spring only)</td>
<td>Nowhere is the face of global inequality more obvious than in climate change, where stories of climate-driven tragedies and the populations hit hardest by these disasters surface in every news cycle. Students will interrogate the causes and effects of climate change, and the public policy debates surrounding it. In case studies, we research global, regional, and local policies and practices along with the choices of decision makers mean to the populations they serve. Who benefits, who suffers, and how might we change this equation? Students work with their teacher to design their own independent projects, reflecting their individual interests and passions, and collaborate in workshops with classmates to deepen our collective understanding of the complex issues surrounding climate change. Throughout the semester we will build and curate a library of resources and share findings in varied media, engaging as both consumers and activists to bring increasing knowledge to challenge and advocate for sustainable norms. Finally, students will have the opportunity to reach a global audience, by participating in GOA’s Catalyst Conference in the spring, as they present their individual projects to spark change in local communities through well-informed activism. (One-Half Credit)</td>
</tr>
<tr>
<td></td>
<td>GOA: Gender Studies (spring only)</td>
<td>This course uses the concept of gender to examine a range of topics and disciplines that includes feminism, gay and lesbian studies, women's studies, popular culture, and politics. Throughout the course students examine the intersection of gender with other social identifiers: class, race, sexual orientation, culture, and ethnicity. Students read about, write about, and discuss gender issues as they simultaneously reflect on the ways that gender has manifested in and influenced their lives. (One-Half Credit)</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>GOA: Genocide and Human Rights (spring only)</td>
<td>Students in this course study several of the major genocides of the 20th century (Armenian, the Holocaust, Cambodian, and Rwandan), analyze the role of the international community in responding to and preventing further genocides (with particular attention to the Nuremberg tribunals), and examine current human rights crises around the world. Students read primary and secondary sources, participate in both synchronous and asynchronous discussions with classmates, write brief papers, read short novels, watch documentaries and develop a human rights report card web site about a nation in the world of their choice. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>GOA: Introduction to Investments (fall only)</td>
<td>In this course, students simulate the work of investors by working with the tools, theories, and decision-making practices that define smart investment. We explore concepts in finance and apply them to investment decisions in three primary contexts: portfolio management, venture capital, and social investing. After an introduction to theories about valuation and risk management, students simulate scenarios in which they must make decisions to grow an investment portfolio. They manage investments in stocks, bonds, and options to learn a range of strategies for increasing the value of their portfolios. In the second unit, they take the perspective of venture capital investors, analyzing startup companies and predicting their value before they become public. In the third unit, students examine case studies of investment funds that apply the tools of finance to power social change. Throughout the course, students learn from experts who have experience in identifying value and managing risk in global markets. They develop their own ideas about methods for taking calculated financial risks and leave this course not just with a simulated portfolio of investments, but the skills necessary to manage portfolios in the future. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>GOA: Positive Psychology (fall, spring)</td>
<td>What is a meaningful, happy, and fulfilling life? The focus of psychology has long been the study of human suffering, diagnosis, and pathology, but in recent years, positive psychologists have explored what's missing from the mental health equation, taking up research on topics such as love, creativity, humor, and mindfulness. In this course, we'll dive into what positive psychology research tells us about the formula for a meaningful life, the ingredients of fulfilling relationships, and changes that occur in the brain when inspired by music, visual art, physical activity, and more. We'll seek out and lean on knowledge from positive psychology research and experts, such as Martin Seligman’s Well Being Theory, Mihaly Csikszentmihalyi’s idea of flow, and Angela Lee Duckworth’s concept of grit. In exploring such theories and concepts, students will imagine and create real-world measurements using themselves and willing peers and family members as research subjects. As part of the learning studio format of the course, students will also imagine, research, design, and create projects that they'll share with a larger community. Throughout the development of these projects, they'll collaborate with each other and seek ways to make their work experiential and hands-on. Students will leave the class with not only some answers to the question of what makes life meaningful, happy, and fulfilling, but also the inspiration to continue responding to this question for many years to come. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOA: Prisons and the Criminal Law (spring)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal courts in the United States have engaged in an extraordinary social experiment over the last 40 years: they have more than quintupled America’s use of prisons and jails. Has this experiment with “mass incarceration” produced more bad effects than good? Is it possible at this point to reverse the experiment without doing even more harm? In this 14-week course, students become familiar with the legal rules and institutions that determine who goes to prison and for how long. Along the way, students gain a concrete, practical understanding of legal communication and reasoning while grappling with mass incarceration as a legal, ethical, and practical issue. In an effort to understand our current scheme of criminal punishments and to imagine potential changes in the system, we immerse ourselves in the different forms of rhetoric and persuasion that brought us to this place: we read and analyze the jury arguments, courtroom motions, news op-eds, and other forms of public persuasion that lawyers and judges create in real-world criminal cases. Topics include the history and social functions of prisons; the definition of conduct that society will punish as a crime; the work of prosecutors, defense attorneys, and judges in criminal courts to resolve criminal charges through trials and plea bargains; the sentencing rules that determine what happens to people after a conviction; the alternatives to prison when selecting criminal punishments; and the advocacy strategies of groups hoping to change mass incarceration. The reading focuses on criminal justice in the United States, but the course materials also compare the levels of imprisonment used in justice systems around the world. Assignments will ask students to practice with legal reasoning and communication styles, focused on specialized audiences such as juries, trial judges, appellate judges, sentencing commissions, and legislatures. The work will involve legal research, written legal argumentation, peer collaboration, and oral advocacy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOA: Race and Society (fall)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is race? Is it something we’re born with? Is it an idea that society imposes on us? An identity we perform? A privilege we benefit from? Does our own culture’s conception of race mirror those found in other parts of the world? These are just a few of the questions that students in this course will explore together as they approach the concept of race as a social construct that shapes and is shaped by societies and cultures in very real ways. Throughout the course students will learn about the changing relationship between race and society across time and across cultures. Engaging with readings, films, and speakers from a variety of academic fields (history, sociology, anthropology, literature) students will explore, research, reflect on and discuss the complex set of relationships governing race and society. (One-Half Credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOA: Social Psychology (fall only)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social psychology examines how the thoughts, feelings, and behaviors of a person are influenced by the actual, imagined, or implied presence of others. Students design research projects that explore contemporary issues relevant to this course, including but not limited to social media, advertising, peer pressure, and social conflict. In order to equip students to do this work, the course begins with an overview of research methods in psychology as well as several historical studies by Solomon Asch, Stanley Milgram, and Philip Zimbardo. Students develop foundational knowledge of social psychology by exploring a diversity of topics, including attitudes and actions, group behavior, prejudice and discrimination, interpersonal relationships, conformity, attraction, and persuasion. The capstone project of this course is student-designed research project that will be submitted for publication, presentation to an audience, or used to catalyze change in local communities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THEOLOGY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Biblical Theology</strong></td>
<td>This course surveys the Christian Bible: Old and New Testaments. It examines the biblical history of Israel and its religious development, and studies the life and teachings of Jesus and the early church’s view of his importance through an in-depth study of one of the gospels. Further study includes the Acts of the Apostles and selected readings from the Pauline epistles. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Biblical Theology</strong> (fall only)</td>
<td>This senior only course surveys themes in the Christian Bible: Old and New Testaments. It examines the biblical history of Israel and its religious development, and studies the life and teachings of Jesus and the early church’s view of his importance. It covers themes of holiness, justice, prophecy, theodicy, wisdom, and mission. The course is required of seniors who have not yet taken Biblical Theology. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Comparative Religions</strong> (fall and spring)</td>
<td>The course begins with an examination of the reality and features of the &quot;higher plane of existence&quot; in human life and goes on to allow students to view the world religions (Hinduism, Buddhism, Judaism, Christianity, Islam and new religions and cults) from the “inside.” The class utilizes core texts, novels, films, and tours to create a comprehensive vision of each religion. Classes consist of an equal balance of lectures and class discussions with a weekly journal reflection. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Western Philosophy</strong> (fall and spring)</td>
<td>In this course students are introduced to and explore the dominant ideas and personalities of the Western intellectual tradition. Sample course topics include the interplay of faith and reason, science and religion, from the pre-Socratics to post-modernism. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Who Is My Neighbor?: A Study of Compassion</strong> (spring only)</td>
<td>This course explores the duality of compassion across religious traditions. Compassion is both an emotional response to suffering and an impetus for action across Western and Eastern religious traditions like Judaism, Christianity, Islam, Hinduism, and Buddhism. We take advantage of recent scientific research on the evolutionary presence and importance of compassion in our world. The class also explores case studies on compassion-based justice initiatives, both international and domestic and some connected directly to the Episcopal High School community. The final project is for each student to produce an action plan for their own compassion-based service project using guiding principles covered in class. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Judaism, Anti-Semitism, and the Roots of Genocide</strong> (spring only)</td>
<td>This course provides a deep study of Judaism while examining the development of global antisemitism and genocide. Using the lenses of philosophy, history, anthropology, and religious studies, students engage with material through multiple media resources. The course also makes use of digital resources and outreach programs from the the U.S. Holocaust Memorial Museum, 6th and I, Beth El, and the Anti Defamation League. (One-Half Credit)</td>
<td></td>
</tr>
<tr>
<td><strong>Greek 1</strong></td>
<td>This elective course provides an introduction to ancient Greek and the history, culture and literature of ancient Greece. No previous knowledge of Greek or Latin is assumed, though students interested should have some experience in the study of another language. Meets Senior Theology Requirement. (One Credit)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Wellness</strong></td>
<td>This is a comprehensive health and wellness class required of all sophomores. The class will explore issues related to health and wellness covering topics such as models of health; drug and alcohol use and abuse; eating and exercise toward a healthy lifestyle; understanding and preventing disease; healthy and intimate relationships; and self-care and healthy choices. Class meets twice a week and is graded pass/fail. (No Credit)</td>
</tr>
</tbody>
</table>