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## UPPER SCHOOL

## Graduation Requirements

At least 26 units of credit are required for graduation. Freshmen are required to take seven courses each semester. Sophomores, juniors, and seniors are required to take a minimum of six courses each semester. Of these, at least five courses per semester must be academic for freshmen and sophomores, and at least four per semester must be academic for juniors and seniors. The following credits are required:

| Subject | Credits |  |
| :--- | :---: | :--- |
| English | 4 | English 1, English 2, and 4 semesters of Junior/Senior English seminars |
| Fine Arts | 1 | At least 1 in Grades 9-12 |
| Languages | 3 | In the same language (at least 2 of that language in grades 9-12) |
| Mathematics | 4 | At least 3 in Grades 9-12 |
| Physical Education | 1 | Recommended in Grade 9 |
| Science | 4 | Must include 3 lab sciences |
| Social Sciences | 4 | Must include World Civilizations and U.S. History |

Arizona universities require a GPA of 2.0 (on a 4.0 scale) in each subject area listed above, except Physical Education.
Faculty monitors progress when a student takes more than the minimum required load of six courses in any given year. Students may petition to take a course for which they do not have the required prerequisites.

The Gregory School students have a community service requirement of ten hours per year for freshmen and sophomores, fifteen hours per year for juniors, and sixty hours per year for seniors as part of the Senior Internship. Students must complete this requirement before starting the next school year; community service hours completed in the summer may apply toward the previous school year or the upcoming school year. (Community Service Verification Form).

## UPPER SCHOOL <br> Sample Curriculum Outline

| Subject | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
| :---: | :---: | :---: | :---: | :---: |
|  | Freshmen must take seven (7) courses per semester. Five of those courses must be from the list of required academic courses. | Sophomores must take at least six (6) courses per semester. Five of those courses must be from the list of required academic courses. | Juniors must take at least six (6) courses per semester. Four of those courses must be from the list of required academic courses. Five academic courses are recommended. | Seniors must take at least six (6) courses per semester. Four of those courses must be from the list of required academic courses. Five academic courses are recommended. |
| ENGLISH | English 1 | English 2 | 2 semesters of Junior/Senior English Seminars | 2 semesters of Junior/Senior English Seminars |
| MATH | Math (Placed by Math department) | Math (Placed by Math department) | Math (Placed by Math department) | Math (Placed by Math department) |
| SCIENCE | Biology | Chemistry | Lab Science | Science |
| SOCIAL SCIENCES | World Civilizations | U.S. History | Social Science | Social Science |
| LANGUAGES | French, Latin, Mandarin or Spanish | French, Latin, Mandarin or Spanish | French, Latin, Mandarin or Spanish | French, Latin, Mandarin or Spanish |
| FINE ARTS | At least one Fine Arts Course (9-12) | At least one Fine Arts Course (9-12) | At least one Fine Arts Course (9-12) | At least one Fine Arts Course (9-12) |
| PHYSICAL EDUCATION | Physical Education (Recommended) | Elective courses; Can be used for PE graduation requirement | Elective courses; Can be used for PE graduation requirement | Elective courses; Can be used for PE graduation requirement |
| ELECTIVES | One Elective Course | One or Two Elective Courses | One or Two Elective Courses | One or Two Elective Courses |

## UPPER SCHOOL Course Planning

## Petition to Waive Prerequisites

Students may petition to waive prerequisites for courses they wish to take. All prerequisites are listed in this guide. A petition form must be filled out by the student, signed by a parent, and given to a teacher who has taught the student in the department where the desired course is offered. The teacher will approve or disapprove the petition, and give it to the administration for a final decision. The Registrar will contact the student with the decision.

## PE Exemption

A ninth-grade student who has a consistent, significant commitment to one or more physical activities outside of school may be exempted from the P.E. requirement in order to 1) take six or more academic courses or 2 ) add a second elective to the required five academic courses and one other elective course. The student and a parent must write and sign a letter requesting the exemption.

## Placement in Math Courses for Students New to the Upper School

The goal of math placement is that each student enrolls in the course most appropriate to his or her skill level and knowledge upon enrollment. The math department, in consultation with the admission office and registrar, considers each new student's test scores and academic background to decide an appropriate starting level. A school official will contact new students to schedule math placement exams.

## Placement in Language Courses for Students New to the Upper School

The goal of language placement is that each student enrolls in the course most appropriate to his or her skill level and knowledge upon enrollment. Every student must have the necessary foundation for the level at which he or she will study in the upper school; finding the level that is the best fit for each student, both linguistically and developmentally, is one of our primary placement goals. A school official will contact new students to schedule language placement exams after students select courses for the 2024-2025 academic year.

## Study Hall

Upper School Study Hall Students assigned to a study hall are to attend study hall just as any scheduled course in the assigned study hall classroom. One or more study hall assignments are made if:
a. a student has a grade point average below 2.75 for the first quarter, first semester, third quarter, or second semester (courses taken at The Gregory School only)
b. a student has one or more D's and/or F's for the first quarter, first semester, third quarter, or second semester
c. an administrator, faculty member, or parent requests the assignment
d. a student has failed to meet an important obligation, i.e., Senior internship deadlines
e. a student who has an incomplete grade at the start of the term

At the start of the year, all new upper school students, as well as returning students with a previous semester GPA below 2.75 , are assigned to study hall for the first quarter. At the end of the first quarter, first semester, and third quarter, the above criteria are used to determine study hall assignments.

## UPPER SCHOOL

## Academic Procedures

## Course Changes

Changes may be made after the start of classes only with permission of the administration, and if the student is a junior or senior, the Director of College Counseling.

In the upper school, the teacher(s) of the course(s) dropped, and courses that are added, sign a course change form. A parent's signature is also required on this form.

Students may change courses during the first three weeks of the first semester with no withdrawal shown on the transcript.

After the three-week drop period, a student remains in a full-year course for the entire school year or a semester course for the entire semester, unless there are special circumstances and approved by the US Dean of Students.

Any time after the first three weeks of the first semester, a dropped upper school course shows on the transcript with a "W" for withdrawal. Courses dropped before the end of a semester receive no credit.

Under no circumstances is a student allowed to drop a class in the last two weeks of the semester.

## Upper School Courses Taken During Middle School

The Gregory School middle school students will receive credit for upper school courses they take during grades five through eight. The grade and credit for upper school classes will be added to the student's upper school transcript; it will be included in the ninth grade and cumulative GPAs.

When a student transfers from another school, The Gregory School acknowledges upper school credits earned during middle school, and those credits are counted toward graduation requirements as they were given at the school from which the student transferred. The grades and credits are not added to The Gregory School transcript. The transcript/report card is kept on file.

## Upper School Transfer Credits

1. Courses taken by students who transfer to The Gregory School from other American secondary schools:

The Gregory School acknowledges credits issued from other schools, and those credits are counted toward graduation requirements as they were given at the school from which the student transferred. The course and grades are not added to The Gregory School transcript. The transcript from the previous school will be kept on file as part of the student's full transcript record.

## 2. External (non-TGS) credits

Students at The Gregory School must take each REQUIRED course at The Gregory School. Exceptions may be made for approved courses taken for acceleration. Students may also retake courses that they did not pass at The Gregory School for credit recovery upon approval by the administrative team.

The following policies pertain to courses that students take outside of The Gregory School while they are The Gregory School upper school students.

External courses must be pre-approved by the administrative team. If necessary, the administrator will request a course description listing topics covered, texts used, and a grading scale for the course
a. External courses for credit recovery

If a course is approved at another institution for credit recovery (i.e., the student did not earn credit in the course taken at The Gregory School), the student's grade for that approved course is accepted by The Gregory School. The student receives credit for the external course. The student must provide official documentation of the final grade in the course. The course and grade are not added to The Gregory School transcript. The separately earned transcript will be kept on file as part of the student's full transcript record. Proof of successful course completion must be provided to the Registrar before enrollment in the next level course.

A student that is approved by his/her current Mathematics teacher and the Mathematics Department to take the BYU online math course must do so in a "timely fashion." Since the BYU course currently takes a minimum of 4-months to complete, students must begin no later than mid-March of the passing academic school year to complete the course by the start of the following academic school year. When a student provides The Gregory School with an official transcript of completion, they will be enrolled in the next Mathematics course offered in the current US Mathematics sequence, as determined by the Mathematics Department.

## b. External courses for prerequisite acceleration

If a course that is a prerequisite for another The Gregory School course is approved and taken at another institution for acceleration, the student may be required to take The Gregory School exam for that course at the department's discretion. If so, a passing score must be earned on the exam for the student to receive credit for the course. The student must provide official documentation of the final grade in the course. The course and grade are not added to The Gregory School transcript. The separately earned transcript will be kept on file as part of the student's full transcript record. Proof of successful course completion must be provided to the Registrar before enrollment in the next level course.

If a course that is not a prerequisite for another The Gregory School course is approved and taken at another institution for acceleration, the student receives credit for the course. The student must provide official documentation of the final grade in the course. The course and grade are not added to The Gregory School transcript. The separately earned transcript will be kept on file as part of the student's full transcript record.

A student that is approved by his/her current Mathematics teacher and the Mathematics Department to take the BYU online math course must do so in a "timely fashion." Since the BYU course currently takes a minimum of 4-months to complete, students must begin no later than mid-March of the passing academic school year to complete the course by the start of the following academic school year. When a student provides The Gregory School with an official transcript of completion, they will be enrolled in the next Mathematics course offered in the current US Mathematics sequence, as determined by the Mathematics Department.

## c. External courses for elective credit

If a course that is not a prerequisite for another The Gregory School course is approved and taken at another institution for personal enrichment, the elective credit for the course will be applied as determined by the administrative team. The student must provide official documentation of the final grade in the course. The course and grade are not added to The Gregory School transcript. The separately earned transcript will be kept on file as part of the student's full transcript record.

If a course that is not a prerequisite for another The Gregory School course is approved and taken at another institution as an Independent Study facilitated by a TGS Faculty member, the student receives credit for the course as determined by the administrative team. The student must provide official documentation of the final grade in the course. The course and grade are not added to The Gregory School transcript. The separately earned transcript will be kept on file as part of the student's full transcript record.

## Upper School Independent Study Courses

An independent study proposal may be made by a student who has a strong academic record, a demonstrated capacity to work independently, and an unusual degree of scholarly interest in a course that is not available in The Gregory School curriculum. The student must be able to find a TGS faculty member willing to help design and supervise an independent study in that area of interest, and then submit a proposal to the Academic Committee for review.

The guidelines for independent studies are as follows:

1. Independent study courses are generally limited to one semester;
2. The student and the faculty member overseeing the independent study must submit a complete proposal to TGS Administration at least one month before the beginning of the independent study unless there are extenuating circumstances;
3. A course available in the curriculum (even if not currently) may not be taken as an independent study;
4. There are two types of independent study courses: those which a student and faculty member develop together that are supervised by the teacher, and those where the faculty member is supervising a student working with an outside instructor on an approved course of study;
5. Normally, a faculty member may supervise only one independent study course in a semester;
6. All proposals are reviewed and accepted/rejected by TGS Administration.

The proposal from the student and teacher must include the following:

1. Name of the course;
2. Semester in which the course will be offered;
3. The rationale for the course, including a personal statement of what the student hopes to gain;
4. A syllabus that describes the material covered, in sequence;
5. A list of meeting times, or a description of when meetings will occur;
6. A list of assignments/tests/presentations/projects with due dates;
7. A description of how student performance is assessed (with rubrics, if applicable), including the weight of each grading category;
8. Teacher Signature;
9. Student Signature.

After the student has provided all of the information above, the proposal is sent to The Gregory School Administration.

## ELL Students

ELL (English language learner) students are students learning English as a second language. Course requirements and grading policies are adjusted as follows:

- For their first year in the U.S., ELL students take ESL in addition to English (exceptions may be made based on language proficiency). This is graded Pass/Fail. After the first year, teachers may recommend additional ESL coursework.
- ELL students who have been in school in the United States for less than three years may be exempted from the three-year foreign language requirement if they choose.
- In courses other than English and Languages, ELL students are placed as appropriate and have the same graduation requirements as other TGS students.


## Advanced Placement Courses at The Gregory School

The Gregory School upper school curriculum values critical thinking, reading, and writing, which means that coursework emphasizes close reading, presentations, projects, and class discussions. While all Advanced Placement (AP) courses meet the criteria of the College Board AP Course Audit, The Gregory School AP course curricula are designed to meet the school's broader educational goals.

Enrollment in AP courses is based on grades in prerequisite courses. No limit is specified as to the number of advanced placement courses a student can take. Up to fifteen advanced placement courses are offered (see the list on the next page), depending on demand. AP courses earn an extra weight of 0.5 in a student's GPA.

AP courses, being college-level courses, require significantly more out-of-class work than non-AP classes; students must consider this when choosing courses. Some AP courses require additional labs, often meeting during zero hour.

All AP courses focus on the skills and preparation required to perform well on the AP exam but do not necessarily emphasize specific test-taking strategies. Students who wish to take AP exams may need to attend additional test preparation sessions to perform well on the tests, which must sometimes occur outside of class time.

Any student may sit for an AP exam. Students can speak with teachers and/or the college counselor about whether taking the exam is an appropriate choice for them.

| AP SUBJECT |  |
| :--- | :--- |
| Biology | Physics 1 |
| Calculus AB | Physics 2 |
| Calculus BC | Physics C - Mechanics |
| Chemistry | Physics C - Electricity and Magnetism |
| Computer Science | Spanish Language and Culture |
| French Language and Culture | Spanish Literature and Culture |
| Latin | U.S. History |
| Chinese Language \& Culture | Government and Politics |
|  | Comparative Government \& Politics |

To see which colleges award AP credit, please visit the College Board AP Credit Policy Search at https://apstudents.collegeboard.org/getting-credit-placement/search-policies.

## 2024-2025 Courses

| ENGLISH | MATHEMATICS | SCIENCE |
| :---: | :---: | :---: |
| Required: <br> English 1 <br> English 2 <br> Junior/Senior English Seminars: <br> - Writing in the Margins: Rediscovering Queer Histories <br> - The Call to Adventure: The Hero's Journey in Myth and Folklore <br> - Critical Exploration of Children's Literature <br> - "Ghosted": A Social, Cultural, and Linguistic Phenomenon Across Time and Place <br> - Soundtrack of our Lives: The Role of Music in Fiction <br> - Journey to the Underworld <br> - American Dream, American Nightmare <br> Electives: <br> Beginning Journalism Journalism Process 1 Journalism Process 2 <br> Advanced Journalism <br> The Art of the Short Story <br> Creative Wtg: Literary Ekphrasis | Algebra 1 <br> Advanced Algebra <br> Geometry <br> Advanced Geometry <br> Algebra 2 <br> Algebra 2/Trigonometry <br> Enhanced Math Topics <br> Precalculus <br> Advanced Precalculus <br> AP Statistics <br> AP Calculus AB <br> AP Calculus BC | Lab Sciences: <br> Biology <br> Chemistry <br> Physics <br> Human Anatomy \& Physiology <br> Genetics and Biotechnology <br> Astronomy <br> Marine Biology <br> Organic Chemistry <br> Medical Science <br> Material Science: Crystals <br> Advanced Biology <br> AP Biology <br> AP Chemistry <br> AP Physics 1 <br> AP Physics 2 <br> AP Physics C - Mechanics <br> AP Physics C - Electricity \& Magnetism <br> Intro to Engineering <br> Non Lab Sciences: <br> Computer Science A/B <br> Topics in Computer Science C/D <br> AP Computer Science <br> Technology Innovation: Design \& Build A/B <br> Unity Game Lab: Create, Play, Innovate |
| SOCIAL SCIENCE | LANGUAGES* | ENRICHMENT |
| Topics in World Civilizations <br> United States History Survey <br> AP United States History <br> Indigenous Peoples' History <br> of the United States <br> Gender \& Difference in a <br> Globalized World <br> Middle East History Through Its <br> Religious Traditions <br> Introduction to Anthropology <br> AP Government \& Politics <br> AP Comparative Government \& Politics <br> Special Topics in Social Science Seminar <br> Microeconomics <br> Macroeconomics <br> Entrepreneurship <br> Elements of Entrepreneurship, <br> Problem Solving \& Fabrication <br> Social Sciences Survey <br> Psychology: The Essentials | French 1 <br> French 2 <br> French 3 <br> AP French Language \& Culture <br> Francophone Identities <br> Latin 1 <br> Latin 2 <br> Latin 3 <br> Latin 4 <br> AP Latin <br> Mandarin 1 <br> Mandarin 2 <br> Mandarin 3 <br> Advanced Mandarin <br> AP Chinese Language \& Culture <br> Spanish 1 <br> Spanish 2 <br> Spanish 3 <br> Spanish 4 <br> Topics in the Hispanic World Conversations in the Hispanic World <br> AP Spanish Language \& Culture <br> AP Spanish Literature \& Culture | The Farmyard Classroom <br> Garden to Table <br> Junior College Seminar <br> Senior College Seminar <br> Financial Literacy <br> Intro to Film: History \& Technique <br> Physical Education <br> Yoga <br> Yoga for Athletes <br> Dance 1 <br> Dance 2 <br> Choreography Lab <br> US Basketball <br> US Volleyball <br> Weight Training <br> Taiji Qigong Ba Duan Jin and Standing <br> Meditation <br> Physical Conditioning for Athletes |

## FINE ARTS

| Beginning Orchestra Strings | Photography 1 | Dance 1 |
| :--- | :--- | :--- |
| Intermediate Orchestra Strings | Photography 2 | Dance 2 |
| Advanced Orchestra Strings | Photography 3 | Choreography Lab |
| Beginning Band | Beginning Yearbook | Stagecraft A/B |
| Intermediate Band | Advanced Yearbook | Theater Production 1 |
| Advanced Band | Photoshop and Illustrator Basics | Theater Production 2 |
| Choir 3 | Theater Design |  |
| Beginning Piano | Beginning Digital Animation | Beginning Drama A/B |
| Intermediate Piano | Intermediate Digital Animation | Intermediate Drama 1 |
| AP Music Theory and Composition | USDDigital Design I | Intermediate Drama 2 |
| Studio Art 1 | US Digital Design II |  |
| Studio Art 2 | US Digital Design III |  |
| Studio Art 3 | USD Digital Design IV/V |  |
| Advanced Studio Art | History of Animation |  |
| Fiber \& Textile Arts | Beginning Digital Painting \& Illustration |  |
| Fiber \& Textile Arts - Intermediate | Intermediate Digital Painting \& |  |
|  | Illustration |  |
|  | Advanced Digital Painting \& Illustration |  |

## Course Types and Prerequisites

All courses are offered for one full year except where noted. Credit is awarded at the end of each semester. Prerequisite grades are based on the second semester of the prerequisite course, if based on a year-long course.

| COURSE TYPES |
| :--- |
| Academic course required for graduation |
| Course required for graduation |
| Academic elective course |
| Performance/production based elective course |
| Elective |
| Non-credited elective course |

# Upper School Course Offerings English 

English 1: Introduction to Discourse and Literary Analysis
Course Number 901
Course type: Academic course required for graduation
Grade Level: 9
Course Offered: Year-long course
English 1 provides students with an introduction to academic writing necessary for high school and college, including a study of grammar and usage, college-level vocabulary, sentence and paragraph construction as well as essay writing. This course is a study of modern rhetoric, including descriptive, narrative, expository (including research), and persuasive forms of discourse. Students are also introduced to the principles of literary analysis as they read fiction, poetry, and creative nonfiction. Throughout the course, students learn to appreciate and analyze a wide range of texts, developing their own voices.

## English 2: Introduction to American Literature

Course Number 902
Course type: Academic course required for graduation
Grade Level: 10
Course Offered: Year-long course
English 2 builds upon students' ninth grade coursework in writing and focuses on critical reading and thinking skills within an American literature-based curriculum. Students build upon their understanding and application of literary elements. The end of the year goal for each student will be to evaluate a text, explore related thematic topics, demonstrate logic and organization in writing and speaking, and write clearly and coherently.

## Junior/Senior English Seminars

Juniors and seniors are required to take four semester-long English seminar courses.
A rotating selection of thematic courses will be offered each year. Courses will specialize in academic discourse, deep literary analysis, and process-based writing. All English seminars are taught at the honors level. Juniors or Seniors interested in taking the AP Literature exam in May will have the opportunity to enroll in a supplemental exploration series that will help them prepare for the AP exam.

Students will be required to select a first, second, and third choice when registering for seminar courses. Every effort will be made to schedule students in their first two choices.

The Call to Adventure: The Hero's Journey in Myth and Folklore Course Number 913
Course type: Academic course required for graduation
Grade Level: 11 \& 12
Course Offered: Semester-long course
The Hero's Journey is a story pattern which can be found from the oldest mythic writings up to modern day blockbusters. A central character travels into the unknown world and after many trials at last returns home, wiser and somehow changed. This semester-long literature course takes as its starting point Joseph Campbell's original formulation of the Hero's Journey, and then studies other permutations of this pattern across a wide selection of myths from different cultures. The class will examine these myths through close reading, discussion seminars, and process-based literary analysis papers. The course will culminate in a long piece of memoir writing, where the students recast their own challenges and experiences in heroic terms, along the model of the Hero's Journey.

Over time, the word "ghost" has managed to convey meanings ranging from spectral beings who inhabit places or haunt people to the intentional disentanglement and disappearance of one party in a relationship. In this seminar, we will explore the history of ghosts through cultural myth and belief, examination of the word itself and its various connotations throughout time, and its portrayal in various forms of media. Investigation into the role that death plays in life and how artists have created in response to the feeling of absence will be necessary to our study as well. We will start by examining early mentions of ghosts in a wide array of cultural myths and stories, study major works that revolve around ghosts, and work toward our current meanings and understandings of the word.

Critical Exploration of Children's Literature
Course Number 915
Course type: Academic course required for graduation
Grade Level: 11 \& 12
Course Offered: Semester-long course
Children's stories are powerful indicators of a culture's values and priorities, and their messages deserve deep analysis on several levels. This course serves as an introduction to critical theory as we explore classic books for young people with a particular focus on female protagonists and their portrayal over time. We will explore theories of child development, critical literacy, feminism, and semiotics as we ask how these works both shape and are shaped by their creators, their audience, their culture, and their time.

## Soundtrack of our Lives: The Role of Music in Fiction

Course Number 917
Course type: Academic course required for graduation
Grade Level: 11 \& 12
Course Offered: Semester-long course
How frequently do we think that a song captures exactly what we are feeling in a moment? Music acts as one of our primary means for understanding our feelings and experiences. Naturally, many fiction authors have turned to music as a guiding thematic force for their novels. In this course, we will explore the reasons that music has become one of our strongest epistemological methods, or ways of knowing ourselves, by reading literature that revolves heavily around music and studying the music that accompanies it, along with investigations into the personal soundtracks of our own lives.

This semester-long literature course studies stories of non-conventional gender and sexual expression before the birth of the modern LGBTQ+ movement. We will continuously grapple with the question of how to talk about these queer histories without anachronism. The class begins in the pre-modern world, with Greek poetry, as well as folktales of gender transformation from other cultures. We move into the early modern period, and then the modern period, where writers begin to craft queerness as an identity. The class ends with early works that deal with queer intersectionality. Students will complete one major piece of process-based writing for each time period. Students will also research the conventional gender and sexual norms of the places and times we study, in order to better understand the societal standards that our literature questioned.

Journey to the Underworld

## Course Number 918

Course type: Academic course required for graduation
Grade Level: 11 \& 12
Course Offered: Semester-long course
This literature seminar studies Hell, as both a physical place and a metaphorical concept, in world literature. Our main text will be Dante's Inferno, but we will begin by reading the Underworld portions of Homer's Odyssey and Virgil's Aeneid, as these directly inform Dante's conception. The class will also study excerpts of Milton's Paradise Lost, and will conclude
with a look at non-Western afterlife literatures. Throughout, students will respond to essential questions about the nature of sin, damnation, and punishment. This literature seminar will employ close-reading techniques and Socratic-style discussions in-class. Student assignments will consist of literary analysis essays and personal response papers.

American Dream, American Nightmare
Course type: Academic course required for graduation
Grade Level: 11 \& 12
Course Offered: Semester-long course
In this seminar, students will read two great works of literature about the failure of the American Dream: Death of $a$ Salesman by Arthur Miller and A Raisin in the Sun by Lorraine Hansberry. Through writing and discussion, students will work to define the American Dream and to explore the systemic inequalities of race and class that undercut this promise. This literature seminar will employ close-reading techniques and Socratic-style discussions in-class. Student assignments will consist of literary analysis essays and personal response papers..

## Journalism Program

The journalism program at The Gregory School is unique in that, unlike similar programs in many high schools, the publication of the school newspaper, The Gregorian Chant, is an integral part of the core curriculum. As such, the classes are examples of authentic assessment at its best. All enrolled students participate in the production of the school newspaper, and the program is structured to allow students who choose to repeat the class over a span of years to sequentially ascend the various levels indicative of increased proficiency, competency, and leadership potential.

Currently, four levels are offered. Students may enroll in the program at any grade in the high school. Priority will be given to students already enrolled in the program. This course provides the opportunity for young journalists to develop their writing skills, find their public voices, and produce their own newspaper for the school community.

The focus is on learning the basics of journalistic writing. Students are also introduced to the media and explore its role and function within the context of a democratic society. Class lessons taught by the faculty advisor and guest journalists, as well as workshops offered by the Advanced Journalism students, provide the context in which this course of study is conducted. Writing and editing news articles comprise much of the work completed by first year students, including "on the ground" reporting assignments, as students begin to hone their skills. By the second semester, students have begun their introduction to the LucidPress layout software, the application used for the production of the school newspaper.

## Journalism Process 1: Story Development

Course Number 53
Course type: Performance/production-based elective course
Grade Level: 2nd-year students, grades 10-12
Course offered:
Year-long course
Beginning Journalism
Prerequisite: B (83\%) or better in Introduction to Journalism or

## Journalism Process 2: Publishing

Journalism Process 1 and 2 includes students who are now proficient writers, researchers, and interviewers. A serious commitment of time is also expected during copy editing and layout sessions. Round table discussions of current events and news analysis are a part of the class work completed by Journalism Process students. Competency is also measured in a student's ability to utilize the publication software programs, engage in self-directed tasks, and actively participate
as a full-fledged member of the newspaper reporting staff. Additionally, evaluation at this level involves assessment of the staff's production of the newspaper and success at team-building tasks. Students who show superior initiative and promise at this level may ascend to the Advanced Journalism class.

Advanced Journalism

## Course Number 31

Course type: Performance/production-based elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: B (83\%) or better in Beginning Journalism and A (93\%) in one or
two years of Journalism Process
This class is for the fourth year (and some exceptional third year) students. Students who pursue this option are expected to work at advanced levels in all areas of the class, and most likely hold senior editorships on the newspaper staff. Not only are students at this level experienced high school journalists, but they also demonstrate a depth and breadth of knowledge in the areas of page design, layout, copy editing, press law, scheduling, task management, and peer leadership. They direct each issue of the newspaper published by the class, manage the staff, and lead student workshops in class. Students at this level are evaluated in the fashion of many typical job performance reviews.

## Creative Writing Seminar: The Art of the Short Story

Course type: Academic elective course
Grade Level: 9-10
Course offered: Year-long course
The intermediate level of the creative writing program is open to ninth and tenth-grade students who are interested in serious pursuit of the craft of writing. We will focus on the short story, both classical and contemporary. Students will be encouraged to read and write fiction in all genres and styles. We will study the technical elements of fine prose, with editing sessions and roundtable peer reading. At the end of every year and semester, we will create a portfolio of each student's best work. We will never run out of short stories to read and write, so you can take this class as often as you like!

Ekphrasis (from Greek /'ekfrəsəs/) means creative work that examines, describes, or "speaks out of" another piece of art. This Creative Writing seminar offers students the opportunity to create art-influenced writing. Students will examine ekphrastic writing as well as the visual art that inspires it. They will learn and practice craft elements found in both poetry and essay, ultimately processing their writing through exceedingly better drafts by way of revision workshops. The course will involve several museum field trips, daily writing, weekly revising, a cumulative portfolio, and a final ekphrastic project.

## Upper School Course Offerings Mathematics

In each mathematics course, emphasis is placed on four essential skills: problem-solving, reasoning and proof, communication, and connections. As students acquire more skills, they use them to solve increasingly complex problems from a variety of disciplines. Students generally have assignments due every class. Whenever possible, time is taken for exploratory problem-solving, in which students look for patterns, vary approaches, use concepts previously learned, apply new ideas to solve a problem, and finally write up and present their solutions.


Algebra 1

Algebra 1 is the freshman level Algebra course. It is a full year course taught over the two semesters of the academic school year. Algebra 1 is a foundational course that teaches students how to extend their knowledge of mathematics from the concrete to the abstract. Students learn how to generalize operations with numbers and variables in order to approach more dynamic problem solving scenarios.

The course begins with an in depth review of topics in: number systems, theory of equations and algebraic application of geometric principles. The new topics in semester one include: solving and modeling with linear equations, studying the graphs of degree 1, 2 and 3 polynomials, the absolute value function and the square root function and their properties under transformations using the graphing calculator as a primary tool.

The second semester of the course focuses more on non-linear forms including: solving systems of linear equations, linear inequalities and their applications, factoring and its applications, and quadratic and cubic functions and their applications. Problem solving and application of each topic is an integral part of the course.

Mathematical Practices are emphasized throughout the course. Process standards include problem-solving, reasoning and proof, communication, representation and connections. Additionally, mathematical fluency of expression is modeled by teaching adaptive reasoning, strategic competence, command of linguistic expression using mathematical symbols and models.

Advanced Algebra
Course type: Academic course required for graduation

Prerequisite: For continuing students at TGS, successful completion of Pre-Algebra + and teacher recommendation. If new to TGS, at least $80 \%$ on the Pre-Algebra+ semester final exam.

The Advanced Algebra course is a year-long course of an accelerated upper school Algebra 1 course taught over the entire academic school year. The course is designed to accommodate students who have been successful in Pre-Algebra+ and are ready to transition to a significantly more abstract course. The course focuses on non-linear forms: Factoring, Quadratic and Cubic Functions, Rational Functions, and Radical Functions including the Transformation of the Graphs (of said functions) with respect to their parent graphs. Problem-Solving and Applications of each topic are an integral part of the course.

Mathematical Practices are emphasized throughout the course. Process standards include problem-solving, reasoning and proof, communication, representation, and connections. Additionally, mathematical fluency of expression is modeled by teaching adaptive reasoning, strategic competence, and command of linguistic expression using mathematical symbols and models.

## Geometry

Geometry is a full year course taught over the two semesters of the academic school year. The course is concerned with describing the size, shape and properties of figures in the plane and in space under transformations. It is used as a vehicle to develop students' logical reasoning abilities and to further develop fundamental mathematical ways of thinking. Students engage in activities that extend their learning and allow them to explore geometric concepts in greater depth via in-class experiments and projects.

The course begins with exploring relationships and patterns in geometric shapes and the world around us. Students will then explore topics in: constructions using traditional tools as well as geometry software, numerical and spatial invariants, reasoning and proof, congruence, similarity, measurement, polygons and circles on the coordinate plane as well as three-dimensional figures, and right-triangle trigonometry.

Advanced Geometry is a full year course taught over the two semesters of the academic school year. This is an accelerated course that will emphasize deductive and inductive reasoning to develop the notion of geometric proof. Students will engage in a variety of activities that extend their learning and allow them to explore geometric concepts in depth and with rigor via in-class experiments and projects. The course begins with exploring relationships and patterns in geometric shapes in the world around us. Students will then explore topics in: constructions using traditional tools as well as geometry software, numerical and spatial invariants, reasoning and proof, congruence, similarity, measurement, polygons and circles on the coordinate plane as well as three-dimensional figures, and right-triangle trigonometry.

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Algebra 2
Course type:
Academic course required for graduation
Course offered: Year-long course
Prerequisite: Successful completion of both Algebra }1\mathrm{ and Geometry
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Course Number 425
Grade Level: 9-11

Algebra 2 is a full year course taught over the two semesters of the academic school year. The course is concerned with a variety of functions; linear, quadratic, rational, radical, higher order polynomials, exponential and logarithmic. We examine functions as they relate to modeling real world applications, graphing and solving equations and inequalities, while employing the entirety of the complex number system (rational, irrational, and non-real numbers).

Algebra 2/Trigonometry
Course Number 424
Course type: Academic course required for graduation
Grade Level: 9-11
Course offered: Year-long course
Prerequisite: $\quad$ B+ (87\%) or better in both semesters of Geometry, B (85\%) or better in both semesters of Algebra 1, and teacher recommendation

Algebra 2/Trig is a full year course taught over the two semesters of the academic school year. This is an accelerated course that combines the topics in Algebra 2 with Trigonometry and its applications. Functions investigated will focus on higher order polynomials, rational, radical, exponential and logarithmic functions. Students will examine functions and their inverse functions as they relate to modeling real world applications, graphing and solving equations. They will be employing the entirety of the complex number system (rational, irrational, and non-real numbers) to solve problems and to represent them geometrically. During the second semester, students will examine periodic functions by applying trigonometric principles.

This year-long math course is designed to strengthen students' algebra skills to help with placement into college algebra courses. The following math topics will be covered: probability, statistics, sequences \& series, Conic sections, and Trigonometry to include the laws of sines and cosines. Other topics, such as Fractal Geometry and Chaos Theory, may be included if time permits.

This elective course is a full year course that will continue to solidify a student's Algebraic and Trigonometric skills through transformational Geometry. In this course students will focus on the properties and applications of functions by analyzing form. Units of instruction will extend previous learning by investigating domain and range as it relates to polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions. Students will study Arithmetic and Geometric sequences and their applications. Units of instruction will include applications of combinatorics, binomial distribution systems and data displays/data analysis.

## Advanced Precalculus

Course Number 430
Course type: Academic elective course
Grade Level: 10-12
Course offered: Year-long course
Prerequisite: $\quad B+(87 \%)$ or better in both semesters of Algebra 2/Trig and teacher recommendation
This elective course is a full year course that will continue to solidify and expand a student's Algebraic and Trigonometric skills. The purpose of the course is to prepare students for AP Calculus AB. As such the course is more rigorous and in more depth than the regular PreCalculus course. The course will use algebraic, geometric and numeric approaches to solving problems. Topics include: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions; triangle trigonometry; trigonometric equations and identities, and applications; sequences and series, limits and continuity.

## AP Statistics

## Course Number 441 <br> Grade Level: 11-12

Course type: Academic elective course
Course offered: One-semester course
Prerequisite: Successful completion of Precalculus with teacher recommendation
Course Note: Can be taken concurrently with either AP Calculus AB or AP Calculus BC with teacher recommendation

AP Statistics is the high school equivalent of a one-semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments, and simulations aid students in constructing models for chance behavior. Topics covered include data organization and statistical data summaries, binomial, Chi-squared, normal and t-distributions; sampling distributions, probability, experimental design, confidence intervals, hypothesis testing and linear regression. Students use a TI-83/84 graphing calculator, Fathom, and JMP statistical software, and Web-based java applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. AP Calculus students meet with the instructor for standard classes, and a zero hour lab once per week. Teacher recommendation required for placement.

This course prepares students to take the AB Advanced Placement Calculus exam, which covers roughly one and a half semesters of college calculus. Students are expected to take the AP exam in May. Topics include: limits and continuity, derivatives and differentiation techniques, applications of derivatives, definite and indefinite integrals, the fundamental theorem of calculus, some techniques of integration, and applications of integrals. Some time is spent during the last quarter preparing for the AP exam and, if time permits, independent projects are assigned to research and teach a mathematical concept new to the class. AP Calculus students meet with the instructor for standard classes, and a zero hour lab once per week. Teacher recommendation required for placement.

This course prepares students to take the BC Advanced Placement exam, which covers roughly two semesters of college calculus. Students are expected to take the AP exam in May. In the course, all AB topics are reviewed and additional topics include: more integration techniques and applications, numerical solutions of differential equations using Euler's method, l'Hopital's Rule, improper integrals, sequences and series, convergence of infinite series, power series, function approximation using Taylor series, derivatives and integrals of parametric, vector, and polar functions. If time permits, additional advanced topics may be covered such as mathematical induction, binomial series, multivariable calculus, and fundamentals of analysis. Some time is spent during the last quarter preparing for the AP exam. AP Calculus students meet with the instructor for standard classes, and a zero hour lab once per week. Teacher recommendation required for placement.

## Upper School Course Offerings <br> Science

| Lab Sciences | Science Electives - Not Lab Sciences |
| :--- | :--- |
| Biology - required | Computer Science A |
| Chemistry - required | Computer Science B |
| Physics | Topics in Computer Science C |
| Human Anatomy \& Physiology | Topics in Computer Science D |
| Genetics and Biotechnology | AP Computer Science |
| Astronomy | Technology Innovation: Design \& Build A |
| Marine Biology | Technology Innovation: Design \& Build B |
| Organic Chemistry | Unity Game Lab: Create, Play, Innovate |
| Medical Science |  |
| Material Science: Crystals |  |
| Advanced Biology (College Dual Credit Course) |  |
| AP Biology |  |
| AP Chemistry |  |
| AP Physics 1 |  |
| AP Physics 2 |  |
| AP Physics C - Mechanics |  |
| AP Physics C - Electricity \& Magnetism |  |
| Introduction to Engineering (College Dual Credit Course) |  |

All students are required to take four years of science in order to be prepared to make responsible decisions in today's world. We recommend that students who anticipate majoring in a science-related field in college take one physics course and one Advanced Placement course in addition to the required biology and chemistry.

## Biology (Lab Science)

Course Number 511
Course type: Academic course required for graduation
Course offered: Year-long course
Grade Level: 9

This course introduces the student to the unifying principles of biology including the overarching theory of evolution by natural selection, as exemplified through experimentation, lectures, readings and discussions on the unity and diversity of life. An overview of the unifying concepts in biology and life at the cellular level are covered during the first semester. Areas of study during the second semester include genetics and evolution.

Chemistry (Lab Science)
Course type: Academic course required for graduation
Grade Level: 10
Course offered: Year-long course
Prerequisite: Algebra 1
This course provides the student with an introduction to the study of matter and its changes. Both qualitative and quantitative approaches are used to develop an understanding of the current models of the nature of matter. Topics addressed include atomic theory, the Periodic Table and periodicity of the elements, chemical bonding, stoichiometry, gasses, solution chemistry, oxidation and reduction, nuclear chemistry, acid-base theories, and basic organic chemistry. Laboratory experiences become part of this course once the students develop a basic understanding of chemical principles. The laboratory activities are designed to allow the student to explore the concepts presented in a laboratory environment.

Physics is a fundamental area of scientific study that aims to explain the physical phenomena in the world (and universe) around us. The Physics course is designed to provide the background necessary for progression to further study in physics (AP Physics 1, College Physics later), as well as a broad understanding of the physical world for those for whom this will be the final course of study in the subject. Classroom activities involve a great deal of practical work and graphing data, and students learn to express what they have learned in a variety of ways. They learn about the importance of modeling in physics, and how physicists develop, test and use those models. They see the connections between different areas of the subject, and how to use a range of concepts and mathematics to solve problems or explain everyday phenomena. Areas of study include forces, energy, the structure of matter and thermodynamics, waves and the electromagnetic spectrum, electricity and magnetism, and radioactivity.

Human Anatomy and Physiology (Lab Science)
Course Number 532
Course type: Academic elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: Biology
The first semester of this course focuses on those body systems that are integral to the body's framework and control its activities: skeletal, integumentary, muscular, nervous, and endocrine systems. Second semester focuses on those body systems that are integral to delivering the body's nutrients, ridding it of wastes, and defending the body against outside attack: circulatory, respiratory, digestive, urinary, and immune systems. There are required dissections of organs and a whole specimen throughout the semesters.

This introduction to genetics and biotechnology will introduce the student to the complex world of genetics using biotechnology methods. The primary objective of our high school genetics class is to cultivate a comprehensive understanding of the principles and mechanisms that govern heredity, variation, and the molecular basis of life. Throughout the course, students will delve into the intricacies of DA, genes, and chromosomes, exploring how these fundamental units contribute to the diversity of traits observed in living organisms. The curriculum aims to foster critical thinking skills, scientific inquiry, and an appreciation for the ethical considerations surrounding genetic advancements. By the end of the class, students will not only grasp the principles of classical and molecular genetics but also be equipped to analyze and interpret genetic information, empowering them to make informed decisions in a world increasingly shaped by advances in biotechnology and genomics. Through engaging lessons, hands-on experiments, and discussions on contemporary issues in genetics, our goal is to inspire a lifelong curiosity about the genetic tapestry that underlies the richness of life on Earth.

## Astronomy (Lab Science)

This introductory Astronomy course offers the student an opportunity to explore the basics of celestial bodies and phenomena, such as planets, moons, stars, nebulae, galaxies, and comets. This will include exploration in Astronomy, in addition to presenting current day topics in this quickly changing field. Additional enhancement topics covered can include Space Travel, The Hubble Telescope, The International Space Station, Wormholes, Dark Matter, and Special Relativity.

Marine biology is the study of marine organisms, their behaviors, and interactions with the environment. As scientists, Marine biologists' study biological oceanography and the associated fields of chemical, physical, and geological oceanography to understand marine organisms. The goal of this class is to instill in our students the belief that marine biology is an exciting, relevant, human activity that can be enjoyable to study. To this end, the extensive use of laboratory experimentation, demonstrations and other hands-on activities are an integral part of the course.

## Organic Chemistry (Lab Science)

The main goal of a high school introduction to organic chemistry class is to provide students with a foundational understanding of the principles and concepts that govern the structure, properties, and reactions of organic compounds. Organic chemistry focuses on the study of carbon-containing compounds, which form the basis of all living matter. Students will walk away with a solid foundation in organic chemistry, enabling them to appreciate the significance of this branch of chemistry in various scientific disciplines and in their daily lives. The class aims to foster a curiosity for further exploration of organic chemistry and related fields in higher education and future careers.

Medical Science (Lab Science)
Course Number 954
Course type: Academic elective course
Grade Level: 9-12
Course offered: Semester-long course
The main goal of a high school medical science class is typically to provide students with a foundational understanding of key concepts and principles related to medical science. The course aims to equip students with the knowledge and skills necessary to comprehend the human body, health-related issues, and fundamental aspects of healthcare. Here are the main goals of such a class. This includes ideas of health literacy, medical terminology, disease understandings, and ethical consideration and professionalism. Ultimately, the overarching goal is to prepare students for further studies in medical or health-related fields if they choose to pursue careers in medicine, nursing, public health, or other healthcare professions. The class aims to instill a curiosity about medical science and promote a lifelong interest in maintaining personal and community health.

## Environmental Science (Lab Science)

Course Number 957
Course type: Academic elective course
Grade Level: 9-12
Course offered: Semester-long course
This survey course is designed to provide students with a sound foundation in basic principles and unifying concepts of Environmental Science. Topic selection is based on major themes of modern environmental sciences: humans and sustainability; science and ecological principles; sustaining biodiversity and natural resources; and sustaining environmental quality and human societies. Students will gain an awareness of the importance of Earth's systems in sustaining our daily lives, plus the scientific foundation and tools needed to apply critical thought to contemporary environmental issues.

Materials Science and Engineering touches everything in our world. It combines our human experience with the natural and human-made material world. From the color we see during a sunset to the processing power in our phones, Materials Science and Engineering explains why and how all these things work. Students who have taken Science $1 / C h e m i s t r y ~ a n d ~ a r e ~ w o n d e r i n g ~ h o w ~ a n y ~ o f ~ t h i s ~ i n f o r m a t i o n ~ a p p l i e s ~ t o ~ t h e ~ e v e r y d a y ~ w o r l d ~ t h i s ~ c l a s s ~ i s ~ m a d e ~ f o r ~ y o u . ~ W e ~$ will work off of foundational chemistry principles to see where and how they show up in the natural and human-made world. We will also explore how improvements and changes can be made to existing materials and systems based on the five principles of Materials Science and Engineering: Structure, Properties, Processing, Performance and Characterization. In this course specifically we will discuss all of these concepts as it relates to the crystalline materials in our world including: metallurgy and semiconductor processing. About $80 \%$ of the Periodic Table of Elements are metals so the course will use metals to teach concepts and then those concepts will be extrapolated to semiconductors and differences between them will be discussed near the end of the course.

Advanced Biology (Lab Science) College Dual Credit Course
Course Number 510
Course type: Academic elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: $\quad A$ - (90\%) or better in Biology and B+ (87\%) or better in Chemistry; this course is offered for Pima Community College dual credit (BIO 181/182; 8 units total)

This course will study the principles of structure and function of living things at the molecular and cellular levels of organization. This includes the introduction to the scientific process, scientific measurements and laboratory techniques, chemistry of cells, organization of cells, metabolism, cell communication, patterns of cell division, patterns of inheritance, nucleic acids, gene expression, and biotechnology. With the completion of this course students will earn dual college credit.

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. The course utilizes a text adopted by many top colleges and includes coverage of the conceptual framework of biology from the various levels of structural complexity, such as molecular, cellular, organismal, population and ecosystem levels. Students are expected to take the Advanced Placement examination in May. AP Biology students meet with the instructor for standard classes, and a zero hour lab once per week.

AP Chemistry (Lab Science)
Course type: Academic elective course; students may opt to take the College Board's
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: A-(90\%) or better in Chemistry, and Algebra 2 or Algebra 2/Trig
AP Chemistry is designed to cover the material presented in a college introductory chemistry course. Offering a deeper and broader investigation of the topics covered in Chemistry, AP Chemistry also takes an extended look at the topics of kinetics, thermodynamics, and equilibrium. Laboratory experiments parallel course work. Students who have an interest in chemistry and who fulfill the prerequisites should consider AP Chemistry. Students are expected to take the Advanced Placement examination in May. AP Chemistry students meet with the instructor for standard classes, and a zero hour lab once per week.

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like kinematics, dynamics, gravitation, rotational motion and simple harmonic motion. This course follows on from Physics, where students have developed an understanding of mechanics, waves, and electricity. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. It is excellent preparation for AP Physics C Mechanic. Students are expected to take the Advanced Placement examination in May. AP Physics students meet with the instructor for standard classes, and a zero hour lab once per week.

AP Physics 2 (Lab Science)

## Course Number 503

Course type: Academic elective course
Course offered: Year-long course
Prerequisite: $\quad$ Physics (preferred, additional preparatory work will be needed to start without Physics)
Co-requisite: Algebra 2 or Algebra 2/Trig
AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like thermodynamics, waves and optics, electricity and magnetism, quantum and particle physics. This course follows on from Physics, where students have developed an understanding of mechanics, waves, and electricity. AP Physics 2 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. It is excellent preparation for AP Physics C Electricity and Magnetism. Students are expected to take the Advanced Placement examination in May. AP Physics students meet with the instructor for standard classes, and a zero hour lab once per week.

Knowledge of physics is fundamental to understanding the world around us and forms the basis for improved understanding of other sciences. This course emphasizes the in-depth study of a wide range of physics topics and involves the frequent application of advanced algebra, trigonometry, graphical analysis, and calculus to problem-solving. As a result of the math-intensive nature of this course, calculus is a required co-requisite. Lab work and experimentation are emphasized as methods of gathering data for analysis. The course covers the material traditionally presented in a first semester calculus-based college physics class. The course will cover kinematics, Newtonian mechanics, energy, and periodic motion. Students are expected to take the Advanced Placement examination in May. AP Physics students meet with the instructor for standard classes, and a zero hour lab once per week.

Electricity and Magnetism is a study of electric fields, electric forces, electric circuits, and electromagnetism. The course emphasizes the mathematical calculation of fields and forces associated with the phenomenon of electromagnetism. It requires knowledge and ability to learn mathematical techniques in linear algebra and differential equations to
complement a strong mathematical background. Students are expected to take the Advanced Placement examination in May. AP Physics students meet with the instructor for standard classes, and a zero hour lab once per week.

Introduction to Engineering (Lab Science) College Dual Credit Course Course Number 578
Course type: Academic elective course, eligible for University of Arizona dual credit Grade Level 11-12
Course offered: Year-long course
Prerequisite: Concurrent enrollment in Precalculus or higher math
Introduction to Engineering is a dual credit, college level course for upper school students who want to learn more about engineering. This is equivalent to the Engineering 102 course at The University of Arizona. Credit is transferable to all Arizona public institutions of higher learning as well as to most of those out of state. Students will learn about opportunities in various engineering fields and experience the engineering design process. Students will make use of computer software to aid in project design. The Fall Semester will focus on developing a STEM competition project using the Engineering Design process; the spring semester will focus on the science, engineering and predictive modeling behind solar ovens, catapults and paper helicopters. This course will meet twice per week.

This course serves as an introduction to computer programming. This class focuses on computational thinking and the design of simple computer programs. Students are introduced to a variety of computer languages and learn techniques to create effective and efficient computer code. The main programming language will vary and the course emphasizes many aspects of programming that are not language specific. Additional topics covered include: data storage, computer logic, basic HTML programming, and networking.

Computer Science B (Not a Lab Science) Course Number 571
Course type: Academic elective course
Grade Level 9-12
Course offered: Second semester elective
Prerequisite: Computer Science A (or sufficient background)
This course is a continuation of Computer Science A. The goal of this class is to advance students in their understanding of computer languages and applications. The main programming language will vary and the course emphasizes many aspects of programming that are not language specific. Topics include: program design and implementation, standard algorithms and numerical techniques, simple applications, and building apps.

## Topics in Computer Science C (Not a Lab Science) <br> Topics in Computer Science D (Not a Lab Science)

Course Number 1009

Course type: Academic elective course
Course offered: Second semester elective
Prerequisite: $\quad$ Computer Science $A$ and $B$
After learning a programming language in Computer Science $A / B$, it is time to expand knowledge and look at the many applications of Computer Science. Students will select one of the sub disciplines to work in small groups.
Each of the following topics are semester or year long courses:

## AR/VR

Augmented Reality(AR) and Virtual Reality(VR) are becoming more and more common. It is used for gaming and advertising, but it soon will be used for new types of entertainment media. Students will learn to create worlds and develop those worlds through programming and coding.

## Mobile Apps

Learning to create great interfaces and how to design for a user are important parts. Students will utilize several mobile app packages to create and code a variety of mobile apps.

## Artificial Intelligence and Machine Learning

It has become increasingly easy to teach machines how to recognize objects (computer vision) and make decisions. Students will learn several common software packages, implement algorithms, and write code that take advantage of this emerging technology.

## Autonomous Vehicles and Artificial Intelligence

Students will create and program vehicles that are able to recognize objects and make decisions. They will develop skills that can be utilized to build smarter robotics and electronic devices.

## Audio Processing

Students will use software that helps create and read digital audio signals and music. They will learn to write code that makes music and analyzes all types of audio.

## Digital Animation with Scripting

Students will write code that modifies and moves 3D designed files. This is one way to approach digital animation. It uses many coding packages and techniques. They will learn those and construct models and animations using our programming knowledge.

## Web Design with Scripting

Students will learn design skills needed to make great user interfaces. They will create a web page through scripting and coding. This is not the only way (and may not even be the most common way), but provides a way to develop programming knowledge while creating and making for the real world.

## Data Science and Programming

Students will write code and implement algorithms that processes and displays data. This is a valuable skill in the age of Big Data that they live in. They will try to understand the way in which they are quantified as data and the way in which companies use that data to drive decision making. Students will look at large data sets and use computer programs to interpret and better understand.

## Cybersecurity

Students will look at the techniques and skills that are utilized in the field of cyber security. They will build knowledge of the many aspects of cyber security while learning to write and develop better computer programs.

In Computer Science A and Computer Science B students have developed the ability to write computer programs and learned several techniques for doing so. In Computer Science C and Computer Science D those programming skills are enhanced by learning more techniques and increasing student awareness of specific algorithms. The course completes the learning objectives needed to take an AP Computer Science exam, but the focus of the programming projects as well as most of the work done is student-directed and aimed at creating functional and innovative computer programs. Students also help intro-level Computer Science students with their understanding, and students will be given time to develop programs which can help in classrooms or in the community.

| Technology Innovation: Design and Build A (Not a Lab Science) | Course Number 557 |
| :--- | ---: |
| Technology Innovation: Design and Build B (Not a Lab Science) | Course Number 558 |
| Course type: | Performance/production based elective course |

Learning to design, prototype, and build using a multitude of traditional and digital tools can be a pathway to creating and innovating unique products. Many professional fields utilize these skills and by introducing a wide range of tools, students have greater freedom in turning their ideas into reality. This class is an opportunity for students to utilize digital fabrication tools in our FabLab, in addition to other traditional tools. Alongside an introduction to a variety of digital
software programs, students have an opportunity to grow skills found in many professional careers. The class is focused on student-designed projects that use a multitude of newly learned techniques as well as small projects meant to introduce various maker skills. The course is graded on a pass/fail basis.

## Unity Game Lab: Create, Play, Innovate (Not a Lab Science)

Course Number 494
Course type: Academic elective course
Grade Level 9-12
Course offered: Semester-long course
Prerequisite: $\quad$ Some knowledge of programming is needed but not essential
This course introduces students to the world of game design using the Unity game engine. Students will learn the fundamentals of game development, including game design principles, basic coding, 3D modeling, and animation. The course emphasizes hands-on learning, encouraging students to create their own simple games by the end of the semester. It's designed to be accessible for beginners while providing a solid foundation for those interested in pursuing game design further.

# Upper School Course Offerings Social Sciences 

Topics in World Civilizations: Hierarchies, Networks and Culture Frames<br>Course Number 309<br>Course type: Academic course required for graduation<br>Grade Level 9<br>Course offered: Year-long course

Topics in World Civilizations (TWC) is a yearlong course that traces the hierarchies, network connections, and cultural patterns/interactions within human civilization from the Ancient World through (relatively) contemporary times. Throughout the year, students will focus on the intellectual, social, and technological contributions of different civilizations from around the world and also study the interactions between different cultural groups, civilizations, and nations. Along the way, they will focus on some of the commodities and goods that had significant impacts on the people who both produced and consumed them.

United States History
One of the following US History courses is required of all 10th graders.
United States History Survey (College Dual Credit Course)
Course Number 314
Course type: Academic course required for graduation; this course is offered for Pima Community College dual credit (HIS 141/142 Six units total)
Course offered: Year-long course
This course introduces students to the nature and practice of writing history and teaching critical reading, writing, research, and analytical skills. The survey course covers United States history from the pre-Columbian era to the 2000's. The course will follow a survey textbook, America, A Narrative History, with collaborative projects, including four research projects per year. For every unit, students experience how history is made, understood, revised, and debated. Themes include cultural encounters and adaption; complexities of international relationships (including imperialism, ethnicity, and immigration); the success and failures of social and political movements; the tension between individualism and community throughout American history; and the formation of American cultures (including the political cultures of America).

AP United States History
Course Number 315
Course type:
Academic course required for graduation
Course offered: Year-long course
Prerequisite: A-(90\%) or better in World Civilizations
Grade Level 10

An advanced, writing intensive college-level course that will require weekly essays, extensive reading, research and class discussions. The course is designed for sophomores, juniors or seniors who are in the regular U.S. history survey class, but who have demonstrated the skills, dedication and self-direction to do independent and additional work as they prepare for the Advanced Placement United States History Test (APUSH) that will be scheduled for the Spring. APUSH covers sections of US history from the Pre-Columbian period through 2000. Students will need to memorize dates, events and characters, and be able to write timed essays that cover the specific APUSH rubric. Additional lab-time may be required during Explorations or before school at least once per week.

## Advanced Upper School History Seminars

## Indigenous Peoples' History of the United States <br> Course type: Academic elective course <br> Grade Level 11-12 <br> Course offered: One semester elective

This semester-long course surveys the history of Native Americans from contact with Europeans to modern times, with a focus on the 20th century. The first half of the course will be devoted to a chronological survey, while the second half will include historical and contemporary case studies through which legal sovereignty and cultural identity are explored. This course is designed to go beyond what students examine in US history and will provide a chance to examine individual tribal histories and contemporary issues. Assessments will consist of presentations, written reflections and will culminate in a research project on a topic of the student's choosing.

Gender and Difference in a Globalized World (College Dual Credit Course)
Course Number 487
Course type: Academic elective course; eligible for Pima Community College dual credit (3 credits ANT 202/GWS202)
Course offered: One semester elective
This semester-long course raises awareness about the under-explored historical and anthropological research concerning women and minorities in a cross-cultural perspective. Theoretical studies will be highlighted that discuss the changing views on gender and diversity in historical and social analysis. The contributions of women and minorities, as individuals and groups, will also be individually highlighted. Students will also be asked to design and conduct their own research and social experiments in order to explore what inherent bias and assumptions about gender and minorities exist today in everyday life. This course is envisioned as a fast-paced, collaborative, and fun way to expand understandings of gender and diversity, historically, cross-culturally and contemporarily.

Middle East History through its Religious Traditions (College Dual Credit Course)
Course Number 348
Course type: Academic elective course; eligible for Pima Community College
Grade Level 10-12 dual credit (3 credits REL 119)
Course offered: One semester elective
This semester-long course surveys the history and religions of the ancient Near East from 1200 BC to 700 AD, highlighting the influences of the major religious traditions in the region. This primarily focuses on "the People of the Book" meaning the Judeo-Christian-Islamic traditions. Through reading and class lectures, students will study such topics as the cultural roots of ancient Israel and the emergence of the Judeo-Christian traditions, where and how the emergence of worshiping of one deity emerged, how religious traditions impacted social and political structure of society, how art and architecture was affected by new religious traditions, among other themes

Introduction to Anthropology
Course Number 939
Course type: Academic elective course
Grade Level 11-12
Course offered: Semester-long course; spring semester only
Prerequisite: Gender \& Difference in a Globalized World or successful completion of an extended Friday exploration seminar on Gender and Difference

This course provides an advanced survey of anthropology, the study of people throughout place and time, by focusing on the four subfields: cultural, linguistic, archaeology and biological. Students will be introduced to each subfield through lectures and readings and will create a project for each (four projects). It is seminar-style, where students are expected to learn through discussion and present their ideas clearly and collegially, in addition to their self-selected projects. It is open to students who have successfully completed the course on "Gender and Difference in a Globalized World".

AP Government and Politics is a "college-level course" that helps students develop their understanding of U.S. government and politics and further develop "critical thinking" and "critical creating skills" through acquiring knowledge and then applying their understanding by analyzing informational sources and, eventually, creating their own informed perspectives and evidence-based arguments. These are valuable skills to develop, and students will then subsequently apply them to the APGovernment and Politics Exam, more as an important exercise of their developing understanding and skills rather than the sole aim of the course.

AP Comparative Government and Politics

## Course Number 496

Course type: Academic elective course
Grade Level 11-12
Course offered: Semester-long course; spring semester only
Prerequisite: Completion of AP Government and Politics
AP Comparative Government and Politics is a "college-level course" that helps students develop their understanding of government and politics and further develop "critical thinking" and " critical creating skills" through acquiring knowledge and then applying their understanding by analyzing informational sources and, eventually, creating their own informed perspectives and evidence-based arguments. These are valuable skills to develop, and students will then subsequently apply them to the APCP Exam, more as an important exercise of their developing understanding and skills rather than the sole aim of the course.

Special Topics in Social Science Seminar
Course Number 942
Course type: Academic elective course
Course offered: Semester-long course
Social Science is the study of society and social relationships (people doing, making, and experiencing) and includes a wide range of disciplines such as Anthropology, Gender Studies, Global Studies, History, and Political Science and many others. The Special Topics in Social Sciences Seminar (STS3) will guide you through a capstone experience of your social sciences education at The Gregory School: selecting a topic from the broad social sciences, researching the topic, and writing a substantial research paper or bibliographic essay presenting your acquired knowledge. Successfully completing this challenging but rewarding exercise will require you to do the work of a college-level student and will both help prepare you for college and beyond as well as demonstrate your developing academic abilities. This means producing a piece of scholarship-in this case, a research paper or bibliographic essay-in which you articulate and defend a social science interpretation/argument rooted in extensive research and thought.

Together, these two independent semester courses provide students with an overview that serves as a precursor for courses in related disciplines, a foundation for further study of economics, and a knowledge base for life as an informed worker, consumer, and citizen.

In the first semester, students focus on microeconomics. Trade, supply and demand, and different market structures are the central focus of the semester. The dry, staid vocabulary of economics bursts with new life as students experience the joys of elasticity, opportunity cost, and scarcity. The second semester focus is on macroeconomics and the exciting world of financial markets, interest rates, and economic policy. In both semesters, students read various blogs, journal articles, classic texts, and news stories that catch the fancy of the instructor.

This semester-long course is designed to give all freshmen and sophomores an opportunity to learn the technical and human skills associated with the idea generation, digital design, and fabrication/production. During the semester, students will work on a series of fast-paced and group-based projects that introduce them to different models of problem solving and design thinking. They'll have the opportunity to transform their ideas into physical prototypes and products using the full complement of the FabLab's digital design software and fabrication hardware and materials. Throughout the semester, students will be challenged to assume different roles within a group to further develop their leadership, communication, and cooperation skills. While this class is not a prerequisite for Entrepreneurship, it is recommended for students considering the class for their junior or senior year.

## Entrepreneurship

Course offered: Year-long course
Prerequisite: Application, possible interview
Entrepreneurship is a year-long course designed to take students through the process of turning an idea into a business. Students will learn and apply the skills that an entrepreneur in product development might encounter - skills as diverse as branding, online and traditional marketing, budgeting, prototyping, management, and website development. The class will network regularly with TGS community members, alumni, and local entrepreneurs. By the end of the year, students will have developed a professional portfolio enabling them to begin their business.

This course will be graded on a "Pass/Fail" basis, and students will need to apply to the program.
Psychology: The Essentials

## Course Number 485

$\begin{array}{ll}\text { Course type: } & \text { Academic elective course } \\ \text { Course offered: } & \text { Year-long course }\end{array}$
Grade Level 11-12
Course offered: Year-long course
How do we think? Why do we think the ways in which we do? How is our thought process linked with our behaviors? Am I a product of my biology or of my environment? Humans are uniquely fascinated by themselves: the ways they operate, the ways they feel. Over its long history, Psychology ultimately has come to be defined as "the science of behavior and mental processes". The key here is the interconnectedness of our outward behaviors and our inner thought processes and mental activity; that is what we will be looking at over this course. The field of Psychology is vast and complex, and this year-long course is essentially a survey of the basics. After an initial focus on the brain, how it works, and our senses and perceptions,students will delve into behaviors, memory, and learning, then they'll move to social psychology and look at elements such as human development, intelligence and personality. Finally, they'll look at psychological health, exploring stress, emotion, and disorders. This interactive course will be discussion based, centered on activities, experiments and projects.

# Upper School Course Offerings <br> Languages* 

| French 1 |  | Course Number 221 |
| :--- | :--- | ---: |
| Course type: | Academic course required for graduation | Grade Level: 7-12 |
| Course offered: | Year-long course |  |
| Prerequisite: | 8th and 9th-grade students who have taken French 1A and French 1B in middle school <br> will be placed in French 1 or French 2 by department. |  |

This course assumes little or no prior instruction in French. Emphasis is on reading, writing, listening, and speaking. Students will learn familiar and concrete vocabulary along with phrases that are useful in everyday life or that they would use if they were to travel to a French-speaking country. They will learn about Francophone culture and French-speaking countries. Students will primarily use the present tense.

French 2
Course Number 222
Course type:
Academic course required for graduation
Grade Level: 7-12
Course offered:
Year-long course
Prerequisite: $\quad$ Middle school and upper school students with a C (73\%) or better in French 1 will be placed in French 2 by department. Students who have completed French 1A and French B in middle school will be placed in French 1 or French 2 as determined by department

Students further develop conversational skills through the study of concrete vocabulary and idiomatic expressions. They will study the culture, geography, and daily life of various Francophone regions. Writing assignments are more varied than those of French 1 . They will use storytelling to illustrate uses of the past tense, and they will write and illustrate an original children's story, which they then will read to an audience. Students will do a thorough review of the present tense before working on passé composé and imparfait.

French 3
Course Number 223
Course type:
Academic course required for graduation
Grade Level: 8-12
Course offered: Year-long course
Prerequisite: $\quad$ C (73\%) or better in French 2
By third-year French, a student can maintain a conversation about a wide variety of topics. More emphasis will be given to reading and writing than in the past two years. Vocabulary and composition topics are varied. Students will examine the culture, literature, and music of French-speaking Europe, Africa, North America, and the Caribbean. They will read short selections from the French-speaking world. Tenses/moods covered: past tenses, present, conditional, future, and subjunctive. As a final assessment, students will do a job interview and give a presentation to French speakers from the community.

## AP French Language and Culture

This course is designed for students who want to further develop their language skills and would like to take the AP exam. Students build vocabulary, thoroughly review grammar, and study a variety of cultural themes. Students read short stories, poems, and other readings, and write compositions on a variety of topics. They will read the novel Candide by Voltaire. Students occasionally watch movies, listen to podcasts, and write frequently in their journals. An extra "lab" period once a week is required for those who intend on taking the AP test. Students are encouraged, but not required, to take the AP exam in May.

The goal of this class is to continue developing the skills of reading, writing, listening, and speaking French in the context of various cultural issues in the Francophone world. We will address the issues of identity: How does our identity form and how does it evolve over time? What factors influence acceptance or exclusion from a group? How does one identify with a group, but retain individuality? We will also review grammar and practice conversational skills. We will read short stories, poems, essays, documentaries, and excerpts from novels and we will watch a number of films, such as Un Sac de billes and Le Huitieme jour.

Latin 1
Course type: Academic course required for graduation
Course offered: Year-long course
Prerequisite: $\quad$ Students who have taken an introduction to Latin and Classical Civilization/Advanced Latin and Classical Civilization in middle school will be placed in Latin 1 or Latin 2 by department

The Latin program offers a comprehensive foundation in the language from the introduction of basic vocabulary and grammar through the study of grammatical syntax and literature. This course is based on the universal stories of Ovid. Reading comprehension, translation, and Latin prose composition are emphasized in the latter part of the course. Readings from ancient authors and modern retellings focus on classical culture, history, and mythology.

## Latin 2

Course type: Academic course required for graduation
Grade Level: 8-10
Course offered: Year-long course
Prerequisite: B (83\%) or better in Latin 1 OR students who have taken Introduction to Latin and Classical Civilization/Adv. Latin and Classical Civilization in middle school will be placed in Latin 1 or Latin 2 by department

Course Number 201
Grade Level: 8-12

This course continues the study of grammar, syntax, and vocabulary, and makes the transition from fabricated Latin to the original language. In the second semester, students practice their new ability to read excerpts of the original works of Ovid's Metamorphoses and Fasti.

Latin 3
Course Number 203
Course type: Academic course required for graduation
Grade Level: 10-11
Course offered: Year-long course
Prerequisite: B (83\%) or better in Latin 2
Using many different Latin authors in various genres, this course emphasizes reading skills. In a prominent position are the orations of Cicero and the histories of Caesar. To complement the foundation are the letters of Cicero, the epigrams of Martial, the philosophy of Lucretius, the history of Livy, and the elegies of Propertius and Tibullus, et al. This course is a wonderful examination of Roman culture through great literature.

Latin 4 is for those students who choose to continue on in Latin after finishing their language requirements. The course is designed to prepare students to be successful in Advanced Placement Latin through a thorough review of grammar, extensive practice in writing text-based critical essays, and exposing students to a wide range of original works in both prose and poetry. In the first semester, students translate and analyze prose works from Cornelius Nepos, Livy, Cicero, and Julius Caesar. In the second semester, students translate and analyze poetry from Catullus, Ovid, Martial, and the early works of Vergil.

AP Latin is a college-level course designed for students who may take the AP exam. Students will read from Caesar's De Bello Gallico, Commentaries on the Gallic Wars, and from Vergil's Aeneid, the epic poem about the founding of Rome. Students will expand their vocabularies, improve their sight reading skills, explore dactylic hexameter and poetic devices, write essays using the texts as their empirical evidence, and learn about the military, cultural, and political themes of first-century Rome.

Mandarin 1
Course Number 498
Course type: Academic elective course
Grade Level: 9-12
Course offered: Year-long course
Mandarin 1 is an introductory course in Chinese. Students will learn basic pronunciation and tones. Emphasis is primarily on speaking and listening, reading and writing will follow. Students will learn and explore the writing system and pinyin system, known as Chinese Romanization. They will learn concrete vocabulary along with phrases that are useful in everyday life. By the completion of the first year, students should be able to: introduce themselves, others, and family members, describe someone, ask someone's age and birthday, tell time, dates, and months, explain daily routines, express likes and dislikes, talk about colors, clothing, etc. Students should also be able to identify about 100 characters, read simple Chinese texts, and write basic notes by the completion of the first year. They will also be able to demonstrate basic knowledge and culture of the Chinese-speaking countries and regions.

Please note that TGS students who have completed previous Mandarin classes will be placed in Mandarin 1, Mandarin 2, or Mandarin 3 as determined by the department.

Mandarin 2
Course Number 273

Course type:
Academic elective course
Course offered: Year-long course
Prerequisite: Level determined by placement exam or teacher recommendation

The emphasis in this course continues on pronunciation, tones, and building vocabulary. The focus will be on reading comprehension, translation, ancient poems, and storytelling. Students further develop conversation and writing skills through the study of culture, songs, and internet resources. There will be games: Chinese go, mahjong, Chinese chess, YoGo; calligraphy writing, dumpling making, and other activities.

This course is an elective course designed for students who want to further their study of Mandarin Chinese. Students will continue their development of conversational skills and presentational skills (both oral and written) through the study of the culture, geography, tours, history, food, festivals, regional dialects, and idiomatic expressions in Chinese people's daily life, comparisons of cultural differences and similarities. Level determined by placement exam or teacher recommendation.

The course is designed for students who are heritage speakers of Mandarin or who have spent at least five years in an immersion program and have reached a high level of proficiency in Mandarin. Students will continue to develop their knowledge of vocabulary and idiomatic expressions. A major emphasis is on culture and cultural differences. They will continue to master the spoken and written aspects of Chinese, as well as story writing according to images.

## AP Chinese Language and Culture

Course Number 940
Course type: Academic elective course
Grade Level: 10-12
Course offered: Year-long course
Prerequisite: Minimum of three years of high school Chinese language instruction and earned B (85\%) or above and/or by instructor's recommendation.

The course is designed to provide students with a rich language-learning environment that encompasses the four key language skills: listening, speaking, reading, and writing. The course will cover six themes: Families in Different Societies; the Influence of Language and Culture on Identity; the Influence of Beauty and Art; How Science and Technology Affect Our Lives; Factors That Impact the Quality of Life; and Environmental, Political, and Societal Challenges. Through the exploration of Chinese culture, traditions, and contemporary issues, students will develop a deep understanding of the language and its cultural context. The most important aspect is that students will develop cross-cultural communication skills and gain insights into the global significance of the Chinese language and culture. The course aims to prepare students to demonstrate their proficiency in Chinese through tasks such as presenting information, expressing opinions, and engaging in discussions/conversations on various topics. Students will use a variety of authentic Chinese language materials, including textbooks, online resources, articles, videos, and audio recordings to support their language learning and cultural exploration.

Spanish 1
Course Number 211
Course type: Academic elective course required for graduation
Grade Level: 8-9
Course offered: Year-long course
Prerequisite: $\quad$ Students who have taken Spanish 1A and Spanish 1B in middle school will be placed
in Spanish 1 or Spanish 2 by department
Spanish 1 is an introductory course primarily in Spanish, which assumes no prior knowledge of the language. Emphasis is on developing the student's ability to use the language for basic communicative competence by developing the four skills: listening, speaking, reading, and writing. Culture is introduced through the videos and readings. The emphasis in the classroom is the use of oral Spanish. By the completion of the first year, students are able to introduce one friend to another, describe likes and dislikes, shop for food and clothing, order a meal in a restaurant, and talk about daily routines, weekend activities, classes, family, health, and holidays. Students are able to speak, read, and write in the present, past, and future.

## Spanish 2

Course Number 212
Course type:
Course offered:
Prerequisite: Prerequisite: C (73\%) or better in upper school Spanish 1 OR students who have taken Spanish 1A
Academic elective course required for graduation
Grade Level: 8-12 and Spanish 1B in middle school will be placed in Spanish 1 or Spanish 2 by department

This course is meant to strengthen the foundation for Spanish 1A, 1B, or Spanish 1 for students who wish to continue their studies in Spanish beyond middle school. Upon successful completion of Spanish 2, students will be eligible to take Spanish 3 the following academic year. Spanish 2 continues the four-skill approach through the introduction of the direct method, developing the student's ability to begin to express abstract concepts in different tenses, such as present, preterite, and present progressive. Cultural content is enhanced through the use of video material and short readings, as well as the introduction of different Latin American rhythms. Students at this stage continue writing short compositions
in Spanish, with a more complex variety of cultural and personal topics, adding new grammatical and syntactical structures.

Spanish 3
Course Number 213
Course type: Academic elective course required for graduation
Grade Level: 8-12
Course offered:
Year-long course
Prerequisite: Prerequisite: C (73\%) or better in upper school Spanish 2 (or equivalent) and/or by instructor's recommendation

This course is a continuation of Spanish 2, meant to strengthen the foundation for Spanish 1 for students who wish to continue their studies in Spanish. Spanish 3 will continue the four-skill approach through the introduction of the direct method, developing the student's ability to express themselves using the three modes of Spanish: indicative, imperative, and subjunctive modes. In addition, students will learn different aspects of past tense, such as preterite, imperfect, and past progressive. Vocabulary and cultural content would focus on topics related to health, technology, and housing, with great emphasis on writing and communication skills.

Spanish 4
Course Number 214
Course type: Academic elective course required for graduation
Grade Level: 9-12
Course offered: Year-long course
Prerequisite: Prerequisite: $C(73 \%$ ) or better in Spanish 2 (or equivalent) and/or by instructor's recommendation
In Spanish 4, students are exposed to advanced vocabulary relevant to their lives and what is happening in the world around them. The major grammatical concepts covered are the preterit/imperfect, the subjunctive, and the compound tenses, and commands. Students continue to develop their knowledge of vocabulary and idiomatic expressions so that they can discuss, in Spanish, complex topics suggested by films, readings in literature, and cultural presentations. Compositions become longer and are more varied in content.

| Topics in the Hispanic World | Course Number 275 |  |
| :--- | :--- | ---: |
| Course type: | Academic elective course | Grade Level: 9-12 |
| Course offered: | Year-long course |  |
| Prerequisite: | Prerequisite: $C(73 \%)$ or better in Spanish 3 (or equivalent) and/or by instructor's recommendation |  |

Topics in the Hispanic World (Temas en el mundo hispano) is an elective course designed for students who want to continue the study of Spanish beyond the requirement for foreign language in the Upper School. A major emphasis is on culture, real-world events, and analysis of literary excerpts and short films. Students continue to master the spoken and written aspects of Spanish through discussions and diverse oral exercises, as well as compositions and theme writing. The course includes a complete, in-depth review of grammar presented to date, as well as a focus on the finer nuances of the language. The course is also designed as a preparation for taking AP Spanish Language and Culture course.

Course type: Academic elective course
Course offered: Year-long course
Prerequisite: Prerequisite: B (85\%) or better in Spanish 4 and/or by instructor's recommendation
This conversational Spanish class (Conversaciones en el mundo hispano) stresses the expansion of effective listening comprehension and speaking skills through culturally and linguistically appropriate activities. The goal of this course is to facilitate communication. The class will be conducted entirely in Spanish. Students will be participating in individual, paired, and group activities, "scenarios", games, debates, extemporaneous conversations, oral presentations, oral projects, reading aloud from various sources, and building vocabulary based on those sources. Also, they will do listening comprehension exercises based on movies, TV programs, and news, and they will discuss current events and personal or social issues. Grammar will be used as a structural base for the discussions, but will not be the focus. The content will be divided into 8 units.

## AP Spanish Language and Culture

Advanced Placement Spanish Language and Culture is an elective course designed to prepare students for more advanced Spanish language studies at the university level, as well as for the AP Spanish Language and Culture Exam. The course is structured to cover the six thematic areas as presented on the AP Exam: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Communities, Beauty and Aesthetics. Students continue to master the spoken and written aspects of Spanish through discussions and diverse oral exercises, as well as compositions and theme writing. The course includes a detailed review of all grammar presented to date, as well as a general introduction to Spanish and Latin American literature.

## AP Spanish Literature and Culture

## Course Number 216

Course type: Academic elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: Prerequisite: B+ (87\%) or better in AP Spanish Language and/or by instructor's recommendation
Advanced Placement Spanish Literature and Culture is designed for students with a high level of proficiency in the Spanish language. Grammar is reviewed as needed. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills - with special attention to critical reading and analytical writing - and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.
*Or placement by department

# Upper School Course Offerings Fine Arts 

## Beginning Orchestra Strings

Course Number 67
Beginning Orchestra Strings is designed for students in grades 5-12 to discover and learn how to play the standard string orchestra instruments: Violin, Viola, Cello, or Upright Double Bass. Students do not need to know how to read music or have any prior experience in this course. Once students have registered for the class the instructor will arrange appointments to help them choose instruments. Students must provide their own instruments (which can be rented inexpensively from local music stores). Students will learn how to read music, how to care for their instruments, beginning bowing techniques, and how to play music from a variety of genres (pop, classical, rock, jazz, etc). Fun music-based games, songs, and activities make this course a great way to learn to play music with your friends. This course is performance-based and school concerts and other performances are included in the grading rubric.

## Intermediate Orchestra Strings

Course Number 269
Course type: Performance/production-based elective course
Grade Level: 6-12
Course offered: Year-long course
Prerequisite: Beginning orchestra or at least one year of playing experience on violin, viola, cello, or bass
Required: Some after-school and weekend commitments
Intermediate orchestra is designed for students to play standard orchestral instruments (violin, viola, cello, or bass) in an ensemble setting. Students must have played their instruments for at least one year and should be able to read music at a rudimentary level. In most cases, students provide their own instruments. This course is an extension of beginning orchestra. Students will continue to develop their instrumental skills throughout the course while playing selections from a variety of musical styles. Since musical selections vary from year to year, this course may be repeated. Students will have several performances throughout the school year. This course is performance-based and school concerts and other performances are included in the grading rubric.

## Advanced Orchestra Strings

Advanced Orchestra is for those students who are ready to perform more advanced music. Students must have had at least two years of previous experience playing a standard orchestral instrument (violin, viola, cello, and bass), and they must have the recommendation and signed approval of the orchestra teacher (unless they are currently in Advanced Orchestra). An audition may be requested. Students will gain experience in playing more challenging and difficult music from a variety of musical genres. In most cases, students will need to provide their own instruments. The students are encouraged to audition for the Arizona Regional Festival as well as solo and ensemble festivals (participation is voluntary). This course is performance-based; participation in all on-campus performances is mandatory, and performances are included in the grading rubric.

## Beginning Band

Beginning Band is designed for students in grades 5-12 to discover and learn how to play a standard wind or percussion instrument of their choice. Students do not need to know how to read music or have any prior experience in this course.
Once students have registered for the class the instructor will arrange an appointment to help them choose instruments. Most students provide their own instruments, but Gregory School does have a limited number that can be borrowed. Students will learn how to read music, assemble and take care of their instruments, and learn how to play music from a variety of genres (pop, classical, rock, jazz, etc). Fun music-based games, songs, and activities make this course a great way to learn to play music with your friends. This course is performance-based and school concerts and other performances are included in the grading rubric.

Intermediate Band
Course Number 97
Course type:
Performance/production-based elective course
Grade Level: 6-12
Course offered: Year-long course
Prerequisite: At least one year of instrumental experience, prior Beginning Band, or permission of the instructor as determined through a short audition process
Required: Participation in all on-campus performances is mandatory
Intermediate Band is designed for students to play standard wind or percussion instruments in an ensemble setting. Students must have played their instruments for at least one year and should be able to read music at a rudimentary level. In most cases, students provide their own instruments. This course is an extension of beginning band. Students will continue to develop their instrumental skills throughout the course while playing selections from a variety of musical styles. Since musical selections vary from year to year, this course may be repeated. Students will have several performances throughout the school year. This course is performance-based and school concerts and other performances are included in the grading rubric.

## Advanced Band

Course Number 98
Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Zero hour - twice per week; year-long course
(Grades 7 \& 8 by Audition)
Prerequisite: Two years band experience or private study AND recommendation/approval of the band teacher
Required: Participation in all on-campus performances is mandatory
Advanced Band is for those students who are ready to perform more advanced music. Students must have had at least two years of previous experience playing a standard wind or percussion instrument, and they must have the recommendation and signed approval of the band teacher (unless they are currently in advanced band). An audition may be requested. Students will gain experience in playing more challenging and difficult music from a variety of musical genres. In most cases, students will need to provide their own instruments. The students are encouraged to audition for the Arizona Regional Festival as well as solo and ensemble festivals (participation is voluntary). This course is performance-based; participation in all on-campus performances is mandatory, and performances are included in the grading rubric.

Emphasis in Choir 3 is on the performance of high-quality music, training in the skills of choral singing, solo singing, music theory and literacy, and ear and sight-reading skills. The course is performance-based; participation in both on-campus and off-campus performances is required and included in the grading rubric. Music ranges from sacred to secular, from Renaissance to Broadway, including pieces sung in languages other than English. Eighth-grade singers are encouraged to
audition for the state choir festival, and singers in grades 9-12 are encouraged to audition for the Arizona Regional Choral Festival, and the choir will most likely participate in at least one other choral festival. Choir 3 will perform pieces on their own and pieces with Choir 1 and Choir 2 (singers in grades 5-8). Some after-school and/or weekend commitments (performances) are required; details are to be determined at a later date.

## Beginning Piano

## Course Number 267

Grade Level: 6-12
Course type: Performance/production-based elective course
Course offered: Year-long course
Required: $\quad$ Some after-school and weekend commitments
Course note: Having an appropriate piano (digital or acoustic) at home to practice is crucial for success in completing this course. The instructor can assist families in finding an instrument for purchase or rent.

Beginning Piano is designed for students with little to no piano and/or music experience. Time will be split between developing musicianship: the rudiments of music construction, proper technique for playing the piano, the ability to perform alone and with others, and proper practice techniques and discipline. Students will work on musicianship skills through in-class activities and online music theory resources. A commitment to consistent practice either at school or at home and performances in class and at music concerts are required.

By the end of the year, students should be proficient in understanding fundamental music theory concepts, performing scales with both hands simultaneously at an appropriate tempo, playing with rhythmic accuracy, developing independence of hands and fingers, performing by themselves and with other students, learning a new piece of music on their own.

Course type: Performance/production-based elective course
Course offered: Year-long course
Prerequisites: Permission of the instructor as determined through a short audition/interview process.
Required: Some after-school and weekend commitments
Course note: Having an appropriate piano (digital or acoustic) at home to practice is crucial for success in completing this course. The instructor can assist families in finding an instrument for purchase or rent.

Intermediate Piano is designed for students who have had previous piano and/or music experience. The ideal candidate for this class should: be able to identify all notes on the treble and bass clefs, be familiar with playing scales and some arpeggios, have an appropriate level of rhythmic accuracy, and have appropriate knowledge of rudimentary musicianship terms and concepts. Students in Intermediate Piano will cover intermediate-level musicianship and piano literature. Commitment to a disciplined practice routine and performances in class and in music concerts are required. Intermediate level skills and concepts include (but are not limited to): all major scales, introduction to minor scales and jazz scales, all chords (major, minor, diminished, and seventh chords). Students will perform on their own and with other students in class and at evening concerts throughout the school year. Opportunities for performances outside of school may also be available.

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory and aural skills coursework. Students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. Course content extends from the fundamentals of pitch, rhythm, timbre, and expression to concepts of harmonic function, phrase relationships, and tonicization. Students study these concepts in heard and notated music, with emphasis on identification and analysis of musical features, relationships, and procedures in full musical contexts,. Repertoire for analysis on the AP Music Theory Exam ranges from European Baroque pieces to folk and popular music from across the globe. Students develop musicianship skills through melodic and harmonic dictation, sight singing, and error detection exercises. Writing exercises further emphasize the foundational harmonic and voice leading procedures of Western art music.

## Studio Art 1

Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Year-long course
Studio Art 1 is an introductory studio art course. Students will develop visual literacy, creative thinking skills, and an individualized approach to concepts presented. Throughout the course of the year, students will receive instruction on both Art Theory and History to give context to each project. Students will have the opportunity to work in both 2 \& 3D media in a variety of techniques such as drawing, painting, and sculpture. Work is assessed on the demonstration of conceptual understanding, creativity, composition, craftsmanship, and communication skills with an emphasis on engagement and effort. Required materials: Sketchbook between $8 \times 10$ and $11 \times 14$ with at least 50 lb paper ( 80 lb preferable).

## Studio Art 2

Course Number 123
Course type: Performance/production-based elective course
Course offered: Year-long course
Grade Level: 10-12

Prerequisite: Studio Art 1

Studio Art 2 continues to advance skills in observation, imagination, and memory. Students will expand upon learned Art Theory, techniques, and media introduced in Studio Art 1. The course will place emphasis on the exploration of available media and the development of application skills. Students will continue to be assessed based on the criteria of concept understanding, creativity, composition, craftsmanship, and communication. In this course, students are expected to demonstrate an individualized and sophisticated connection to their artwork. Required materials: Sketchbook between $8 \times 10$ and $11 \times 14$ with at least 50 lb paper ( 80 lb preferable).

## Studio Art 3

Course Number 126
Course type: Performance/production-based elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite:: Studio Art 2

Studio Art 3 builds upon previous years of learning with the introduction of a conceptual method of making art. This course requires students to use all of their making skills in various media of their choosing to communicate specific ideas with their artwork. It is intended for those students who are interested in delving deeper into specific subjects through art, with particular instruction for those also interested in developing a college-level portfolio.Required materials: Sketchbook between $8 \times 10$ and $11 \times 14$ with at least 50 lb paper ( 80 lb preferable).

Advanced Studio Art
Course Number 292
Course type: Performance/production-based elective course
Grade Level: 12
Course offered: Year-long course
Prerequisite:: Three years of visual arts course work (Studio Art, Fiber and Textile Art, Photography, and/or Digital Art)

Advanced Studio Art is intended for highly motivated students interested in developing a studio practice of their own. At the start of the year, students will choose a concentration to work in throughout the course, culminating in a gallery show of their work at the end of the year. Course emphasis is placed on the quality and breadth of work created for the development of a college-level portfolio. Students interested in all media are welcome. Members of the National Art Honor Society at this level will also receive scholarship opportunities and honor cords for their graduation. Required materials: Sketchbook between $8 \times 10$ and $11 \times 14$ with at least 50 lb paper ( 80 lb preferable).

## Course offered: Year-long course

In this course students will develop an understanding of the scope of Fiber Art and its practices. Each semester students will be introduced to a variety of techniques, including but not limited to, embroidery, crochet, natural dyeing, resist dyeing, weaving, felting, machine sewing, and pattern use. At the end of both semesters, students will have several weeks to create a piece using the techniques of their choosing. With the introduction of each technique, students will explore the rich and significant history of fiber and textile arts to deepen their understanding of their creation, not just consumption. Students will demonstrate the critical thinking skills needed to practice, consider, and utilize these skills in daily life. Required materials: 2" binder with plastic sleeves.

Fiber and Textile Arts - Intermediate
Course Number 493
Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Year-long course
Prerequisite: Fiber \& Textile Arts
The Fiber \& Textile Arts - Intermediate course will serve those students who have taken Fiber \& Textile Arts and would like to continue their education on any of the techniques learned therein. As Fiber Art practices are incredibly time consuming, the Fiber \& Textile Arts course is an introduction to these practices. The addition of an Intermediate level will allow students to delve deeper into the practices of their choosing. The focus of this course will be on the advancement of both those skills and understanding of their historical significance. Required materials: 2" binder with plastic sleeves.

Photography 1
Course Number 93
Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Year-long course
Students learn how to shoot and produce strong, aesthetic photographs in the medium of digital photography. They use Lightroom as the main means of editing. Topics covered: how to manually use a 35 mm DSLR (digital) camera; how to use Adobe Lightroom; how to produce both technical and artistic photographs; and how to critique their work and the work of their peers. Students are graded on their photographs, technical exercises, and class participation. Students will be expected to participate in two shows that will require them to produce finished works of art. There will be out-of-pocket expenses to produce the finished work for our shows. Required materials: 35mm DSLR camera, at least six megapixels.

Photography 2
Course Number 94
Course type: Performance/production-based elective course
Grade Level: 10-12
Course offered: Year-long course
Prerequisite: A- (90\%) or better in Photography 1
This course is designed to teach students to apply all they have learned in the beginning level course to their own personal, artistic works. We will be working on developing each student's vision and style. Projects are designed to stimulate creative thought and strategic planning. This course is based more heavily on post-production work, and photoshop skills. Students will be expected to participate in two shows that will require them to produce finished works of art. There will be out-of-pocket expenses to produce the finished work for our shows. Required materials: 35 mm DSLR camera, at least six megapixels.

## Photography 3

Course Number 95
Course type: Performance/production-based elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: A- (90\%) or better in Photography 1

This course is designed to teach students to apply all they have learned in the beginning and intermediate-level courses to their own personal, artistic works. We will also be introducing traditional film and work on a number of projects that combine digital and traditional printmaking. The photo department has vintage cameras to lend students if they do not have their own. It is the student's responsibility to keep up with and manage their work time wisely during this course. Students will be working independently, with much of the work being done outside of class time. Students will be expected to participate in two shows that will require them to produce finished works of art. There will be out-of-pocket
expenses to produce the finished work for our shows. Students will also be required to buy their own film and photo paper. The approximate cost of these items is about $\$ 75$. Required materials: 35 mm DSLR camera, at least six megapixels. Traditional film and photographic paper.

## Beginning Yearbook

Course Number 23
Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Year-long course
This yearbook class covers all aspects of creating the annual Gregory School yearbook, The Summit. The course introduces students to specific computer software, photography, layout and design, timelines, and deadlines. The time commitment to Beginning Yearbook exceeds the scheduled class periods. Each member of the yearbook class is asked to be present at various school activities and sporting events for photography opportunities. Most of the yearbook's computerized layouts are completed during open labs. This class is graded pass/fail. Required materials: camera (high-resolution digital camera strongly recommended).

## Advanced Yearbook (2nd-3rd-4th-year staff members)

Course Number 24
Course type: Performance/production-based elective course
Grade Level: 10-12
Course offered: Year-long course
Prerequisite: Beginning Yearbook
This course builds on the skills developed in Beginning Yearbook, emphasizing the improvement of visual design, photography, editing, and journalism. Staff members at this level may be asked to serve as editors, overseeing other staff members' work. Editors make the final decisions regarding the layout, design, and theme of the book. This class is graded pass/fail. Required materials: camera (high-resolution digital camera strongly recommended).

## Photoshop \& Illustrator Basics for US

## Course Number 293

Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Fall semester only
Students will create digital images by building and painting directly through Photoshop and Illustrator techniques. They will develop design knowledge through balance, emphasis, texture, color theory, and mixing. In this class, students will discover a new means of drawing digitally through vector imaging and the bezier pen tool to create logos and their own typography. Students will also be challenged to work creatively by using traditional art-making methods and turning them into digital images.

Course will explore Adobe Animate and learn the fundamentals of the tools in the software. Animation techniques will include frame-by-frame animation (where the students will create movement as each frame is manipulated for the sequence) and tweening. Animations will include the creation of a character with multiple limbs and joints. Characters will be given basic movements like walking, jumping, and speaking. Students will tell simple stories using the characters they have created.

This course is a continuation of Beginning Digital Painting. Students would progress from frame-by-frame animation to tweening techniques to build their animations. There would be a strong focus on building the 12 Principles of Animation
into their own projects. Students will also design their own animations through a process of storyboards and character design. They will also explore the history of animation from around the world.

US Digital Design I
Course Number 297
Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Semester-long course
Prerequisite: Photoshop \& Illustrator Basics for Upper School or MS Digital Design
US Digital Design I will be a continuation and building of more PhotoShop skills and tools, especially to build atmosphere and depth digitally through color contrast and size. In this class, students will discover a new means of drawing digitally through vector imaging and the bezier pen tool to create logos and their own typography. Students will also be challenged to work creatively by using traditional art-making methods and turning them into digital images and vice versa.

US Digital Design II

## Course Number 299

Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Semester-long course
Prerequisite: Digital Design 2 (US Digital Design I)
This course will expand on the basics of photoshopping and digital painting to communicate visually through a digital format. Projects will challenge the student to explore the digital format as a means of both personal expression and commercial purposes. Students will continue to develop their creativity, knowledge of design, and color to build their projects.

Course type: Performance/production-based elective course

Along with refining their skills in Photoshop and Illustrator, students will also learn to animate graphics and create 2D animated shorts with the adobe software. Students will be presented with design challenges that can be resolved through design thinking, the use of vector graphics, and created with digital art software such as Adobe Illustrator.

US Digital Design IV/V
Course Number 488 \& 489
Course type: Performance/production-based elective course
Grade Level: 10-12
Course offered: Semester-long course
Prerequisite: Digital Design 3 and placement from instructor
Along with refining their skills in Photoshop and Illustrator, students will also learn to animate graphics and create 2D animations with the adobe software. Students will be presented with design challenges that can be resolved through design thinking, the use of vector graphics, and created with digital art software such as Adobe Illustrator.

## History of Animation

Course type: Performance/production-based elective course
Grade Level: 9-12
Course offered: Semester-long course
Prerequisite: None
The History of Animation course offers high school students an exploration of the captivating world of animation. This course delves into the origins, evolution, and significant milestones of this influential art form, providing students with a profound understanding of its historical and cultural significance. Throughout the course, students will engage in discussions, critical analysis of animated films, and hands-on activities while creating their own animated projects,
utilizing both traditional and digital animation techniques. Ultimately, the History of Animation course aims to foster a deep appreciation for the artistry, innovation, and cultural significance of animation.

## Beginning Digital Painting and Illustration

## Course Number 55

Course type: Performance/production-based elective course
Grade Level: 8-12
Course offered: Year-long course
This course will use Photoshop and other digital software as a means of creating visual art and illustration. Learn the techniques and steps to visually illustrate your own stories and ideas from storyboard to character development to graphic novel. First semester we will begin to build the foundations for illustration and in the second semester you will take those foundations to create a product of your own, whether it's a storybook or graphic novel. Various elements and principles of art will be learned and applied to illustrations to give the illustrations a stronger visual impact.

This course will be a continuation in the use of Photoshop and other digital software as a means of creating visual art and illustration. The course will reinforce skills like building textures, the creation of deep space, and the use of shading to create forms while pushing ideas and stories forward. More projects will be student-driven, where the students create the parameters for their own projects. Students will also learn about editorial illustration and how to bring their opinions into contemporary issues.

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Advanced Digital Painting and Illustration
Course type: Performance/production-based elective course
Course offered: Year-long course
Prerequisite: Intermediate Digital Painting and Illustration

This course will continue to build the student's skills in personal expression and illustration in a digital format. Students will develop projects in areas of their personal interest and create a body of work that reflects their goals in painting. Students will find inspiration in various movements throughout art history to diversify their portfolio.

Dance 1
Course Number 617
Course type:
Performance/production-based elective course Grade Level: 7-12

Course offered: Year-long course
The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, and develop balance, coordination, flexibility, strength, and endurance.

\section*{Dance 2}

Course Number 618
Course type: Performance/production-based elective course; can be used for fine arts credit or PE graduation credit
Course offered:
Year-long course
Prerequisite: Dance 2 or approval from instructor

The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of and skill in the use of the body as a means of communication and expression. Students will receive instruction in both dance techniques and choreographic principles that build on skills developed in Dance 1. They will engage in dance activities designed to increase movement skills (balance, coordination, agility, flexibility, strength, and endurance); develop their ability to effectively utilize the elements of dance in performance and the choreographic process; and develop their expressive performance skills. There will be performance opportunities.
\begin{tabular}{ll} 
Course type: & \begin{tabular}{l} 
Performance/production-based elective course; can be used for fine arts credit \\
or PE graduation credit
\end{tabular} \\
Course offered: & Year-long course \\
Prerequisite: & Audition or approval from instructor
\end{tabular}

This course is designed for intermediate/advanced dance students who love to choreograph, create and design dance. This course will focus on refining technical proficiency, artistic expression, and creative fluency. Students will engage in the processes of creation, rehearsal, and performance of original student dance choreography; ensemble skills; repertoire maintenance; and performance disciplines. A variety of opportunities will be provided for performances of completed works.

The student will be able to:
- Compose original dance works for performance applying each step of the choreographic process.
- Analyze, critique, and discuss choreography in an intelligent, productive manner.
- Learn, recall with accuracy and expressively perform original choreography and the choreography of peers and others.
- Collaborate with others in creating and performing dance works.
- Work creatively and efficiently under deadlines.
- Manage rehearsals effectively.
- Recall choreography and perform it with confidence and accuracy.
- Effectively use technical theater elements: costumes, make-up, set design, and props.
\begin{tabular}{llr} 
Stagecraft A/Stagecraft B & Course Numbers & \begin{tabular}{rl} 
Stagecraft A - 167 \\
& \\
Stagecraft B - 169
\end{tabular} \\
Course type: & Performance/production-based elective course & Grade Level: 9-12 \\
Course offered: & Stagecraft A - 1st semester/Stagecraft B-2nd semester elective & \\
Preerequisite: & Audition or approval from instructor & \\
Required: & Some after-school and weekend commitments &
\end{tabular}

Stagecraft \(A\) and \(B\) are individual one-semester courses; students may take one or both. Stagecraft \(A\) is an introductory course focused on backstage work for a straight show or non-musical production, while Stagecraft B focuses on a musical production. Students learn theater terminology, safety rules, and procedures for building sets and working behind the scenes. Each student becomes a vital crewmember required to attend specified rehearsals and performances for one Gregory School mainstage show and an additional theatrical event.

\section*{Theater Production 1 and Theater Production 2}

These year-long courses are designed for students who know the basics of stagecraft and can further implement their knowledge. Students expand their experience in technical theater and are required to be involved in the planning and execution of theatrical productions. Each student becomes a vital crewmember, required to attend specified rehearsals and performances for two Gregory School mainstage shows and additional theatrical events.

\section*{Theater Production 2}

Course type: Performance/production-based elective course
Course offered: Year-long course
Prerequisite: Theater Production 1
Required: Some after-school and weekend commitments
Theater Design
Course Numbers 172
Course type: Performance/production-based elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: Passing grade in one or two years of Theater Production or with instructor approval
Required: Some after-school and weekend commitments

Theater Design is an advanced course in backstage work with an emphasis on technical theater design. Students design the publicity, scenery, props, lighting, and sound for all of The Gregory School shows. Each student becomes a vital crewmember, required to attend specified rehearsals and performances for all Gregory School mainstage shows and additional theatrical events. Students may be asked to perform special duties for non-theatrical events and/or outside groups renting the theater space.
\begin{tabular}{|c|c|c|}
\hline eginning & ama A/Beginning Drama B Course Numbers & Beginning Drama A - 156 Beginning Drama B-157 \\
\hline Course type: & Performance/production-based elective course & Grade Level: 9-12 \\
\hline Course offered: & Beginning Drama a - 1st Semester/Beginning Drama B - 2nd Semester elective & \\
\hline Prerequisite: & Audition or approval from instructor & \\
\hline Required: & Some after-school and weekend commitments & \\
\hline
\end{tabular}

Beginning Drama \(A\) and \(B\) are individual one-semester courses; students take one or both. Both sections provide an introduction to the basics of theatrical performance. Students explore acting skills, vocal and physical strategies, scene work, improvisation, character development, ensemble work, and theater games. Assignments include daily class activities, textual analysis, playwriting, and review of professional, individual, partner, and group performances. Students participate in acting festivals, performances for the school community, and playwriting competitions.

\section*{Intermediate Drama 1}

Course Numbers 158
Course type: Performance/production-based elective course
Grade Level: 10-12
Course offered: Year-long course
Prerequisite: Beginning Drama A or B
Required: Some after-school and weekend commitments
Intermediate Drama 2
Course Numbers 159
Course type: Performance/production-based elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: Intermediate Drama 1
Required: Some after-school and weekend commitments
These courses are continuations of the performance skills developed in Beginning Drama. Students advance their study of playwrights, texts, acting styles, and characterization. Assignments include reading, viewing, and analyzing plays for scene study and performance. Skills covered in class include textual analysis for characterization, recognition of dramatic and historical styles, and the preliminary techniques of directing. Students participate in acting festivals, performances for the school community, and playwriting competitions.

\section*{Advanced Drama}

\title{
Course Numbers 160
}

Course type: Performance/production-based elective course
Grade Level: 11-12
Course offered: Year-long course
Prerequisite: Intermediate Drama 2 or with instructor's approval
Required: Some after-school and weekend commitments
This course is a collaborative effort toward demonstrating all of the acting, directing, and producing skills students have learned in Beginning and Intermediate Drama in order to create public performances. Assignments include reading, viewing, and analyzing plays and exploration of various directing styles. Skills covered in class include the in-depth study of directing, textual analysis, production concept creation, sophisticated work with different dramatic styles, and historical and cultural dramaturgy. Students participate in acting festivals, performances for the school community, and playwriting competitions.

\section*{After-School Musical/Drama Productions}

These productions are after-school and on weekends. Interested students become part of an ensemble producing a dramatic stage presentation. Material is taken from a wide range of dramatic and musical literature. Singing and dancing may be required. Participation in acting, singing, and dancing is by audition.
(No course credit awarded.)

\section*{Upper School Course Offerings Physical Education}

PE Exemption: A ninth-grade student who has a consistent, significant commitment to one or more physical activities outside of school may be exempted from the P.E. requirement in order to 1) take six or more academic courses or 2) add a second elective to the required five academic courses and one other elective course. Students and parents must write and sign a letter requesting the exemption to be kept in the student's file, or fill out and submit a Petition to Waive Prerequisites Form.

\section*{Physical Education}

Course Number 652
Course type: Elective course; can be used for PE graduation requirement Course offered: Year-long course

The goal of this class is to promote lifetime physical fitness through an emphasis on individual and team sports. Students will show steady personal improvement in all activities throughout the year. The class will incorporate aerobic and anaerobic workouts, practice proper stretching and strengthening techniques, and skill development for various individual sports including bike riding, hiking, weight training, golf, and more! There will be some team sports and play. Cooperative behavior and good sportsmanship are reinforced in each class meeting. This course is graded on a pass/fail basis.
\begin{tabular}{llr} 
Yoga & Course Number 1031 \\
\hline Course type: & Elective course; can be used for PE graduation requirement & Grade Level: 8-12 \\
Course offered: & Semester-long course &
\end{tabular}

This class will help students to learn, explore, and enjoy an ancient practice backed by modern science with benefits beyond comparison. Yoga instruction will offer personalized direction on proper alignment, technique, exertion, and modifications. This class will be a gathering place for those who seek to care for themselves in a welcoming, safe, comfortable, and supportive environment at all levels.

\section*{Yoga for Athletes}

Course type: Elective course; can be used for PE graduation requirement
Grade Level: 9-12
Course offered: Semester-long course

If you are an athlete, yoga can help soothe tight muscles, improve agility and flexibility, enhance performance, and foster inner focus. Plus, cross-training with yoga may prevent injury and promote quicker recovery. Feel your best, no matter how demanding your sport may be.

Benefits of Yoga for Athletes:
1. Physical Benefits of Yoga for Athletes Flexibility
Range of Motion
Strength
Endurance
Understanding Physical Limitations
Balance
2. Mental Benefits of Yoga for Athletes -

Relaxation
Stress Management
Calmness
Focus
3. Psychophysical Benefits of Yoga for Athletes -

Proprioception Awareness
Mind-Body Awareness

The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, and develop balance, coordination, flexibility, strength, and endurance.

\section*{Dance 2}

\section*{Course Number 618}

Course type: Performance/production-based elective course; can be
Grade Level: 8-12

> used for fine arts credit or PE graduation requirement

Course offered: Year-long course
Prerequisite: Dance 1 or approval from instructor
The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of and skill in the use of the body as a means of communication and expression. Students will receive instruction in both dance techniques and choreographic principles that build on skills developed in Dance 1. They will engage in dance activities designed to increase movement skills (balance, coordination, agility, flexibility, strength, and endurance); develop their ability to effectively utilize the elements of dance in performance and the choreographic process; and develop their expressive performance skills. There will be performance opportunities.

Choreography Lab
Course Number 619
Course type:
Performance/production-based elective course; can be used for fine arts credit or PE graduation requirement
Course offered: Year-long course
Prerequisite: Audition or approval from instructor
This course is designed for intermediate/advanced dance students who love to choreograph, create and design dance. This course will focus on refining technical proficiency, artistic expression, and creative fluency. Students will engage in the processes of creation, rehearsal, and performance of original student dance choreography; ensemble skills; repertoire maintenance, and performance disciplines. A variety of opportunities will be provided for performances of completed works.

The student will be able to:
- Compose original dance works for performance applying each step of the choreographic process.
- Analyze, critique, and discuss choreography in an intelligent, productive manner.
- Learn, recall with accuracy and expressively perform original choreography and the choreography of peers and others.
- Collaborate with others in creating and performing dance works.
- Work creatively and efficiently under deadlines.
- Manage rehearsals effectively.
- Recall choreography and perform it with confidence and accuracy.
- Effectively use technical theater elements: costumes, make-up, set design, and props.

In this class, students will learn all aspects of the game of basketball. Participants will focus on fundamental skills as well as strategy and gameplay.

In this class, students will learn all aspects of the game of volleyball. Participants will focus on fundamental skills as well as strategy and gameplay.

\section*{Weight Training}

Course Number 1030
Course type: Elective course; can be used for PE graduation requirement
Grade Level: 9-12
Course offered: Semester-long course
In this class, students will focus on functional fitness and strength in the weight room.

\section*{Taiji Qigong Ba Duan Jin and Standing Meditation \\ Course Number 1036}

Course type: Elective course; can be used for PE graduation requirement
Grade Level: 9-12
Course offered: Semester-long course
The main goal of this class is to promote lifetime body-mind exercise and health education-self-care through an emphasis on individual or teamwork. Students will learn, explore, and enjoy practicing every day. The functions of Ba Duan Jin and Standing Meditation are to promote practitioners' blood and Qi-energy circulation regularly and help to release certain types of unhealthy symptoms in the human body, to promote relaxation, and to reduce stress on body and mind. The principle and techniques are associated with Taiji Yin and Yang theory in Traditional Chinese Medicine - TCM. Coordination of mind and body is required to achieve and gain benefits. Students learn techniques step by step to relax the body and mind. Gestures and slow movements, breathing, and relaxation exercises will cultivate a tranquil mind, increase strength, improve concentration, and give students the tools to release and manage levels of stress in their daily lives. Quiet, comfortable, and supportive environment for a gathering place is necessary. Students learn skills to identify certain types of acupressure skills for tapping and massaging as it is related to TCM.

This is a class for interscholastic or club athletes to improve fitness, conditioning, and skills during the off-season and the regular season. It will focus on daily stations of weights, plyometrics, footwork, cardio, and individual sports skills to develop a strong, complete, and whole athlete. This will cater to the specific skills that each athlete desires to develop. This is an opportunity for every sport participant to improve in play over the duration of his/her Gregory School career. The focus in this class is physical improvement with individualized one-on-one attention with a specific coach.

Elements of this class will include:
- Weight training
- Plyometrics
- Footwork
- Conditioning
- Specific sports drills

US Interscholastic Athletics
\begin{tabular}{|l|l|l|}
\hline \multicolumn{1}{|c|}{ Fall } & \multicolumn{1}{c|}{ Winter } & \multicolumn{1}{c|}{ Spring } \\
\hline Co-ed cross country & Boys and girls basketball & Co-ed golf \\
\hline Boys and girls swimming & & Co-ed tennis \\
\hline Girls volleyball & & Co-ed track \\
\hline Boys soccer & & Boys volleyball \\
\hline
\end{tabular}

\title{
Upper School Course Offerings Enrichment
}

\author{
The Farmyard Classroom - Interdisciplinary Studies of Real Life \\ Course Number 0014 \\ Course type: Academic elective course \\ Grade Level: 5-12 \\ Course offered: Elective during zero hour
}

In this zero hour class, students will deepen their responsibilities and learning with activities tailored to their individual interests and skill levels. The foundational tier of this class is tending and caring for our animals. Beyond care, this will be a building and design class: not only upkeeping doors and latches, but also creating chairs, swings, and a total environment where the aesthetics of the yard contribute to the health of the animals. To contribute to the total experience of the yard, students will study texts on anatomy, physiology, ecology, and behavior. When students link nutrition, behavior, play, leisure, sleep, arts, and the environment of the animals with their own needs in life, The Gregory School will find our students thinking of the whole of each and every life.

Garden to Table
Course Number 0015
Course type: Academic elective course
Course offered: Elective during zero hour
Grade Level: 5-12

In this zero-hour class, students will work together to turn our 6 community garden plots into a productive, food-producing farm. The produce harvested from our school farm will go directly to the dining hall where everyone will enjoy the "fruits of our labors." Growing one's own food is an act of empowerment. When students learn to grow food and contribute that food to our very own dining hall, this will build a grand sense of pride and accomplishment! Students will build a strong connection between our community garden, our science greenhouse, and the dining hall. They will study the soil, the environment, and water use, and will learn exactly how to grow nutrient-rich produce in our desert climate. In addition to supplying our dining hall with leafy greens, sweet potatoes, and crisp peas, students will host quarterly farmer's markets where they will sell vegetable starts, fresh eggs from the farmyard, and any surplus vegetables from our gardens.

Junior College Seminar
Course Number 735
Course type: Non-credited, non-graded elective course
Grade Level: 11
Course offered: Second-semester elective meeting once per week
Juniors may elect to enroll in the Junior College Seminar which meets once per week. The seminar, led by the Director of College Counseling, helps prepare students who wish to get a head start on their college exploration and preparation for senior year applications. Weekly topics address all aspects related to the college process including exploring various colleges and universities, generating an educated list of colleges to consider, previewing college applications and essays, developing a resume, communicating with college admissions staffers, and reviewing standardized test options. Students can expect to finish this seminar with a sense of self-reflection, an understanding of the process, and an action plan for the summer leading into senior year.

\section*{Senior College Seminar}

Course Number 724
Course type: Non-credited, non-graded required course
Grade Level: 12
Course offered: First-semester elective meeting twice per week
Every senior is automatically registered for this seminar-style course which provides instruction, dedicated assistance, and structured time focused on college applications The course meets twice weekly with the goal of completing most college applications by the November and December deadlines. Students will work both independently and in small groups on college exploration, resume development, standardized testing plans, completing the Common Application and other school-specific applications, financial aid forms, essay writing, and scholarship research. Each senior works closely with the Director of College Counseling to develop polished applications and nurture communications with college admissions offices.

This class is designed to educate students on the various financial options available to them now and in the future and the possible results of their financial choices. Knowing how to effectively manage their money will serve them well for the rest of their lives. Students will focus on the following topics: Financial Planning, Financial Statements, Budgets, Financial Services: Savings vs Payment Accounts, Consumer Credit, Purchasing Decisions, Insuring Their Resources, and much more.

\section*{Intro to Film: History \& Technique \\ Course Number 302 \\ Course type: Academic Elective \\ Course offered: Year-long course}

This course will cover the history of film in terms of production, technique, form, and analysis, allowing students to adopt the vocabulary to explain and analyze film but also place films in their historical contexts and trace the development of the medium. Students will engage in discussions around the role of film in our cultures related to aspects like social practice regarding movie-going/watching, the implications of film as an industry and related commercial elements, and the critical and psychological lenses we use to view and understand film. Additionally, they will explore what it looks like to be an independent filmmaker today by making their own films.```

