



**2025-2026**



# **CURRICULUM GUIDE**

## **UPPER SCHOOL**

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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	4 credits in Grades 9-12; Algebra 1 or above in grade 9
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; beginning with the class of 2029, Introduction to U.S. Government will be a required class.

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

# 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.
<b>ENGLISH</b>	English 1	English 2	2 semesters of Junior/Senior English Seminars	2 semesters of Junior/Senior English Seminars
<b>MATH</b>	Math ( <i>Placed by Math department</i> )	Math ( <i>Placed by Math department</i> )	Math ( <i>Placed by Math department</i> )	Math ( <i>Placed by Math department</i> )
<b>SCIENCE</b>	Biology	Chemistry	Lab Science	Science
<b>SOCIAL SCIENCES</b>	World Civilizations	U.S. History	Social Science	Social Science
<b>LANGUAGES</b>	French, Latin, Mandarin or Spanish	French, Latin, Mandarin or Spanish	French, Latin, Mandarin or Spanish	French, Latin, Mandarin or Spanish
<b>FINE ARTS</b>	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)
<b>PHYSICAL EDUCATION</b>	Physical Education ( <i>Recommended</i> )	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
<b>ELECTIVES</b>	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 previous school's transcript to decide an appropriate starting level. To ensure proper placement, **new students must provide transcripts from their previous school**. This information is used to gauge their academic history, such as the math courses they have taken and their grades, to make a fair assessment of the best starting point.

### 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 2025-2026 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 by May 22, 2025 for Fall Semester and Dec. 18, 2025 for Spring Semester.**
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.

## 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	U. S. 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>.

# UPPER SCHOOL

## 2025 - 2026 Courses

ENGLISH	MATHEMATICS	SCIENCE
<p><b>Required:</b>  English 1  English 2  Junior/Senior English Seminars:</p> <ul style="list-style-type: none"> <li>• Critical Exploration of Children's Literature</li> <li>• "Ghosted": A Social, Cultural, and Linguistic Phenomenon Across Time and Place</li> <li>• Soundtrack of our Lives: The Role of Music in Fiction</li> <li>• Journey to the Underworld</li> <li>• American Dream, American Nightmare</li> <li>• Lost in the City: Understanding the Urban in Literature</li> <li>• The Song of Alexander</li> <li>• Wired Minds: Being Human in the Age of Screens</li> <li>• Craft of Poetry</li> </ul> <p><b>Electives:</b>  Beginning Journalism  Journalism Process 1  Journalism Process 2  Advanced Journalism  Creative Wtg: The Art of the Short Story  Creative Wtg: The Art of Nonfiction  Creative Wtg: Literary Ekphrasis</p>	<p>Algebra 1  Advanced Algebra  Geometry  Advanced Geometry  Algebra 2  Algebra 2/Trigonometry  Precalculus  Advanced Precalculus  AP Statistics  AP Calculus AB  AP Calculus BC</p>	<p><b>Lab Sciences:</b>  Biology  Chemistry  Physics  Human Anatomy &amp; Physiology  Genetics and Biotechnology  Introduction to Astronomy  Marine Biology  Organic Chemistry  Medical Science  Environmental Science  Advanced Biology  AP Biology  AP Chemistry  AP Physics 1  AP Physics 2  AP Physics C – Mechanics  AP Physics C – Electricity &amp; Magnetism  Intro to Engineering</p> <p><b>Non Lab Sciences:</b>  Computer Science A/B  Topics in Computer Science C/D  AP Computer Science  Technology Innovation: Design &amp; Build A/B</p>
SOCIAL SCIENCES	LANGUAGES*	ENRICHMENT
<p>Topics in World Civilizations  United States History Survey  AP United States History  **Introduction to U. S. Government  Sociology: the Basics  U.S. Foreign Policy in the Modern Age  Indigenous Peoples' History of the United States  Public History  Gender &amp; Difference in a Globalized World  Middle East History Through Its Religious Traditions  Introduction to Anthropology  Social Media: The Past, Present, &amp; Future of Modern Media Systems  Sports Entertainment: Media, Sports, and More in Culture &amp; Society  AP U.S. Government &amp; Politics  AP Comparative Government &amp; Politics  Microeconomics  Macroeconomics  Entrepreneurship  Elements of Entrepreneurship, Problem Solving &amp; Fabrication  Psychology: The Essentials</p>	<p>French 1  French 2  French 3  AP French Language &amp; Culture  Francophone Identities  Latin 1  Latin 2  Latin 3  Latin 4  AP Latin  Mandarin 1  Mandarin 2  Mandarin 3  Mandarin 4  Advanced Mandarin  AP Chinese Language &amp; Culture  Spanish 1  Spanish 2  Spanish 3  Spanish 4  Topics in the Hispanic World  Conversations in the Hispanic World  AP Spanish Language &amp; Culture  AP Spanish Literature &amp; Culture</p>	<p>The Farmyard Classroom  Garden to Table  Junior College Seminar  Senior College Seminar  Financial Literacy  Physical Education  Yoga  Yoga for Athletes  Dance 1  Dance 2  Choreography Lab  US Basketball  US Volleyball  Weight Training  Physical Conditioning for Athletes</p> <p>* Or placement by department  ** Beginning with the class of 2029, this class will be a graduation requirement.</p>

FINE ARTS		
Beginning Orchestra Strings Intermediate Orchestra Strings Advanced Orchestra Strings Beginning Band Intermediate Band Advanced Band Choir 3 Beginning Piano Intermediate Piano AP Music Theory and Composition Painting & Drawing Sculpture & Ceramics Intro to Studio Art Practice Advanced Studio Art Fiber & Textile Arts Fiber & Textile Arts - Intermediate Fiber & Textile Arts - Advanced	Photography 1 Photography 2 Photography 3 Beginning Yearbook Advanced Yearbook Intro to Film: History & Technique Photoshop and Illustrator Basics Beginning Digital Animation Intermediate Digital Animation US Digital Design I US Digital Design II US Digital Design III US Digital Design IV/V History of Animation Beginning Digital Painting & Illustration Intermediate Digital Painting & Illustration Advanced Digital Painting & Illustration	Dance 1 Dance 2 Choreography Lab Stagecraft A/B Theater Production 1 Theater Production 2 Theater Design Beginning Drama A/B Intermediate Drama 1 Intermediate Drama 2 Advanced Drama

## 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.

### "Ghosted": A Social, Cultural, and Linguistic Phenomenon Across Time and Place

Course Number 916

Course type: Academic course required for graduation

Grade Level: 11 & 12

Course Offered: Semester-long course

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.

## 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 literature. 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 Number 919

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.

## Lost in the City: Learning About Ourselves Through Urban Space in Literature

Course Number 944

Course type: Academic course required for graduation

Grade Level: 11 & 12

Course Offered: Semester-long course

By traveling through literature to the world's great cities over the last 150 years, students will come to understand the essential elements of a city. Breaking down these elements will allow for deep analysis of setting, inspiring larger realizations about the relationship between people and places. From early detective stories to American Modernism to contemporary urban fiction and more, the course will explore how the problems, concerns, and anxieties of city life are expressed through literature, as well as the ways that the great cities reflect our greatest hopes and aspirations and the increasing speed of the mechanisms of modernity. We will use downtown Tucson to engage psychogeography and derive and understand how this affects our own backyard.

## The Song of Alexander

Course Number 945

Course type: Academic course required for graduation

Grade Level: 11 & 12

Course Offered: Semester-long course

The Song of Alexander is an upper-level English seminar that uses the historical fiction novel “The Persian Boy,” by Mary Renault, to explore the life and legend of Alexander the Great. Students will delve into the complexities of gender, sexuality, and identity in the ancient world. The course combines literary analysis with historical context, using selections from primary sources to enhance understanding of the novel’s geographical and cultural background. Through discussions on mythmaking, cultural exchange, and queer history, students will gain a multifaceted perspective of a classic historical novel.

## Wired Minds: Being Human in the Age of Screens

Course Number 946

Course type: Academic course required for graduation

Grade Level: 11 & 12

Course Offered: Semester-long course

This semester-long course explores the way that technology interacts with identity. A variety of diverse written and multimodal texts will allow us to look critically at how writers past and present envision artificial intelligence and *Homo technologicus* - the human inseparable from its tech. Through discussion, creative projects, and analytical writing, students will interrogate how the modern world impacts what it means to be human.

## Craft of Poetry

Course Number 961

Course type: Academic course required for graduation

Grade Level: 11 & 12

Course Offered: Semester-long course

*Poetic form comes as a truth teller and intercessor from history itself, making structures of language, making music of feeling. – Eavan Boland*

This seminar class engages traditional and contemporary poetic forms (e.g. villanelles, sestinas, sonnets, ghazals, the duplex) using multiple modalities: close readings of model poems, student-led discussion, critical response, memorization, and creative mimesis. Designed for students who have read some contemporary poetry, are interested in writing, and wish to engage in advanced study of formal poetic architecture and prosody.

## 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.

## Beginning Journalism

Course Number 52

Course type: Performance/production-based elective course

Grade Level: First-year students, 9-12

Course offered: Year-long course

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	

Journalism Process 2: Publishing		Course Number 54
Course type:	Performance/production based elective course	Grade Level: 3rd-year students, grades 11-12
Course offered:	Year-long course	
Prerequisite:	B (83%) or better in Beginning Journalism or Journalism Process 1	

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: The Art of the Short Story		Course Number 907
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!

Creative Writing: The Art of Nonfiction (short forms)		Course Number 816
Course type:	Academic elective course	Grade Level: 11-12
Course offered:	Semester-long course; fall semester	

Whether it's labeled "flash," "micro," "poem" or "lyric essay," short form nonfiction is riding a wave of attention and publication. In this creative writing workshop, students will craft a series of these using structure, timing, sensory detail, and figurative language to communicate meaning and prompt reader emotion. Class sessions will include reading and discussing novel work by a diverse group of authors, hands-on writing exercises (including visual and/or video test hybrids), and peer workshoping. Final project to include a portfolio of your own work suitable for submission to literary journals.

## Creative Writing: Literary Ekphrasis

Course Number 909

Course type: *Academic elective course*

Grade Level: 11-12

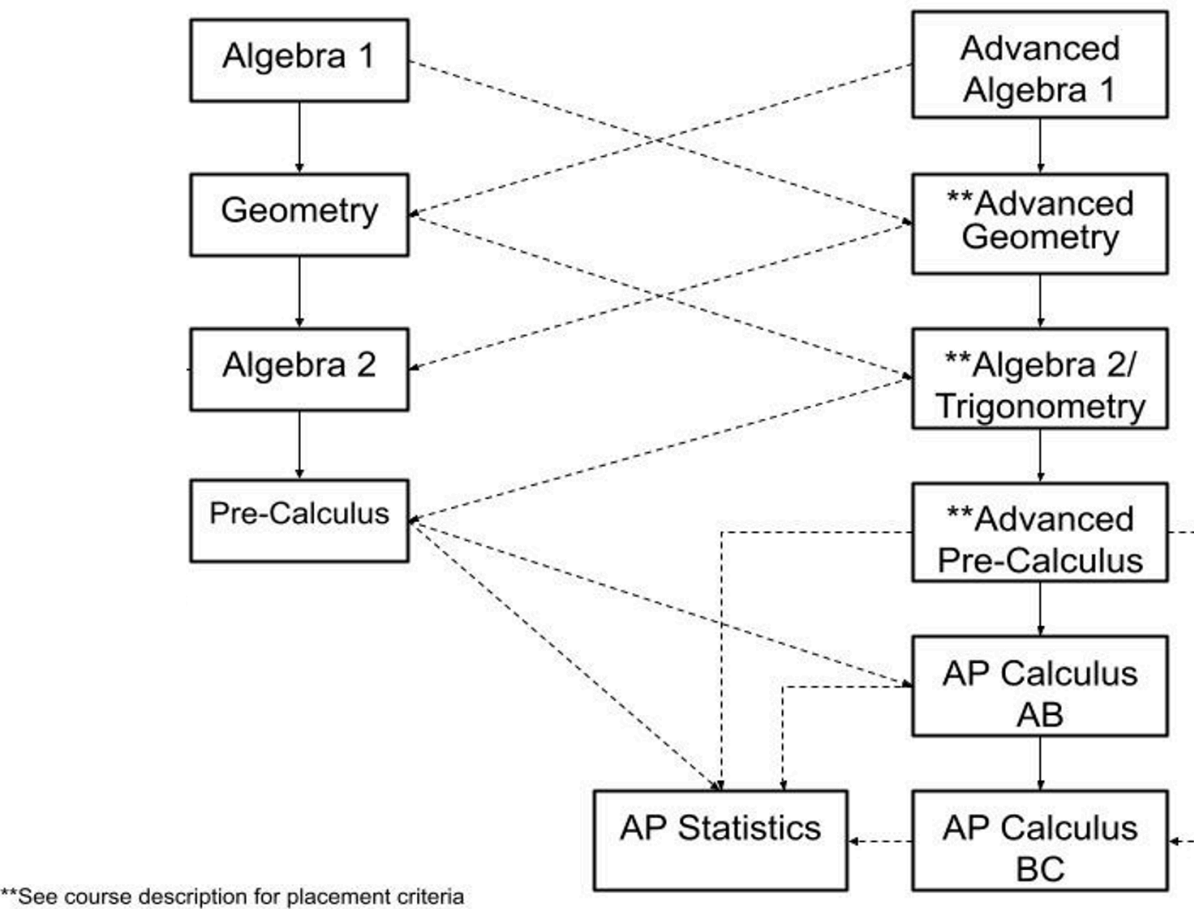
Course offered: *Semester-long course; spring semester*

*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		Course Number 421
Course type:	Academic course required for graduation	Grade Level: 9
Course offered:	Year-long course	
Prerequisite:	Successful completion of Pre-Algebra	

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 Number 478
Course type:	Academic course required for graduation	Grade Level: 8-9
Course offered:	Year-long course	
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		Course Number 423
Course type:	Academic course required for graduation	Grade Level: 9-10
Course offered:	Year-long course	
Prerequisite:	Successful completion of Algebra 1	

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		Course Number 419
Course type:	Academic course required for graduation	Grade Level: 9-10
Course offered:	Year-long course	
Prerequisite:	B (85%) or better in both semesters of Algebra (1 or B) and teacher recommendation	

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.

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

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:	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.

Precalculus		Course Number 428
Course type:	Academic elective course	Grade Level: 10-12
Course offered:	Year-long course	
Prerequisite:	Successful completion of Algebra 1 and Algebra 2/Trigonometry	

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:	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
Course type:	Academic elective course	Grade Level: 11-12
Course offered:	Year-long 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 Statistics students meet with the instructor for standard classes, and a zero hour lab once per week. Teacher recommendation required for placement.

AP Calculus AB		Course Number 433
Course type:	Academic elective course	Grade Level: 11-12
Course offered:	Year-long course	
Prerequisite:	Successful completion of Advanced Precalculus and teacher recommendation	

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.

AP Calculus BC		Course Number 435
Course type:	Academic elective course	Grade Level: 11 - 12
Course offered:	Year-long course	
Prerequisite:	Successful completion of AP Calculus AB and teacher recommendation	

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

## 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
Introduction to Astronomy	Technology Innovation: Design & Build A
Marine Biology	Technology Innovation: Design & Build B
Organic Chemistry	
Medical Science	
Environmental Science	
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

Grade Level: 9

Course offered: Year-long course

This course covers a comprehensive look into biology covering topics that span both microbiology and ecology. Students will participate in hands-on laboratory experiments and activities that promote a deeper understanding of the natural world. Topics covered range from the scientific method to cell biology, with an emphasis on structure and function and cellular energetics. Genetics and organism biology offer insights into classifications and differences between organisms. Finally, natural selection and ecology are to understand a larger picture of how different organisms fit into the world.

### Chemistry (Lab Science)

Course Number 513

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 (Lab Science)****Course Number 519***Course type: Science course/elective**Grade Level: 9-12**Course offered: Year-long course*

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: Science course/elective**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.

**Introduction to Astronomy (Lab Science)****Course Number 951***Course type: Science course/elective**Grade Level: 9-10**Course offered: Semester-long course*

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.

**Genetics and Biotechnology (Lab Science)****Course Number 950***Course type: Science course/elective**Grade Level: 10-12**Course offered: Semester-long course**Prerequisite: Biology*

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 DNA, 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.

Marine Biology (Lab Science)		Course Number 952
Course type:	Science course/elective	Grade Level: 10 -12
Course offered:	Semester-long course	
Prerequisite:	Biology	

Marine Biology is the study of marine organisms, their behaviors, and their 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 and ecology. The goal of this introductory course is to instill in our students the belief that marine biology is an exciting, relevant, and meaningful field of study. To this end, the use of hands-on investigations, experimentation, demonstrations, and inquiry are an integral part of the course.

Organic Chemistry (Lab Science)		Course Number 953
Course type:	Science course/elective	Grade Level: 11-12
Course offered:	Semester-long course	
Prerequisite:	Chemistry	

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:	Science course/elective	Grade Level: 9-12
Course offered:	Semester-long course	
Prerequisite:	No prerequisite required	

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:	Science course/elective	Grade Level: 11-12
Course offered:	Semester-long course	
Prerequisite:	Biology and Chemistry	

Environmental Science is an interdisciplinary field that explores the interactions between Earth's systems and the impact of human activities on the natural world. This course introduces students to key concepts in ecology, biology, chemistry, geology, and physics to develop a scientific understanding of environmental challenges. Through hands-on investigations, data analysis, and case studies, students will learn how to apply scientific methods to real-world environmental issues. Topics include ecosystem dynamics, human impacts, climate change, biodiversity loss, and environmental solutions.

Advanced Biology (Lab Science) College Dual Credit Course		Course Number 510
Course type:	Science course/elective	Grade Level: 11-12
Course offered:	Year-long course	
Prerequisite:	A- (90%) or better in Biology and B+ (87%) or better in Chemistry; this course is offered for Pima Community College dual credit (BIO 181IN/4 credits)	

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.

AP Biology (Lab Science)		Course Number 527
Course type:	Science course/elective	Grade Level: 11-12
Course offered:	Year-long course	
Prerequisite:	A- (90%) or better in Biology and B+ (87%) or better in Chemistry	

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 Number 529
Course type:	Science course/elective; students may opt to take the College Board's Advanced Placement Chemistry examination in May	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 (Lab Science)		Course Number 588
Course type:	Science course/elective	Grade Level 10-12
Course offered:	Year-long course	
Prerequisite:	Physics (preferred, additional preparatory work will be needed to start without Physics)	
Co-requisite:	Algebra 2 or Algebra 2/Trig	

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:	Science course/elective	Grade Level 10-12
Course offered:	Year-long course	
Prerequisite:	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.

AP Physics C - Mechanics (Lab Science)		Course Number 576
Course type:	Science course/elective	Grade Level 11-12
Course offered:	First semester elective	
Prerequisite:	Physics or AP Physics 1 (preferred)	
Co-requisite:	Calculus AB or higher	

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.

AP Physics C - Electricity and Magnetism (Lab Science)		Course Number 579
Course type:	Science course/elective	Grade Level 11-12
Course offered:	Second semester elective	
Prerequisite:	AP Physics C - Mechanics	
Co-requisite:	Calculus AB or higher	

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:	Science course/elective, 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.

<b>Computer Science A (Not a Lab Science)</b>	<b>Course Number 541</b>
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Course type: <i>Science course/elective</i>	Grade Level 9-12
Course offered: <i>First semester elective</i>	

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.

<b>Computer Science B (Not a Lab Science)</b>	<b>Course Number 571</b>
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Course type: <i>Science course/elective</i>	Grade Level 9-12
Course offered: <i>Second semester elective</i>	
Prerequisite: <i>Computer Science A (or sufficient background)</i>	

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.

<b>Topics in Computer Science C (Not a Lab Science)</b>	<b>Course Number 1009</b>
<b>Topics in Computer Science D (Not a Lab Science)</b>	<b>Course Number 1019</b>

Course type: <i>Science course/elective</i>	Grade Level 9-12
Course offered: <i>Semester-long elective</i>	
Prerequisite: <i>Computer Science A and B</i>	

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.

## AP Computer Science (Not a Lab Science)

**Course Number 563**

*Course type: Science course/elective*

*Grade Level 10-12*

*Course offered: Year-long course*

*Prerequisite: Computer Science A/B*

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: Science course/elective*

*Grade Level 9-12*

*Course offered: Semester-long courses*

*Prerequisite: No prerequisite required*

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.

# Upper School Course Offerings

## Social Sciences

### Topics in World Civilizations: Hierarchies, Networks and Culture Frames Course Number 309

Course type: Academic course required for graduation

Grade Level 9

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)

Grade Level 10

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

Grade Level 10

Course offered: Year-long course

Prerequisite: World Civilizations' instructor recommendation and/or interview

AP U.S. History (APUSH) is a rigorous course designed for motivated high school students eager to prepare for college and beyond. This course challenges students at a college-level pace with college-level expectations to analyze key events, themes, and figures and to understand diverse perspectives from the nation's past while sharpening critical thinking, research, and writing skills essential for academic success. With a focus on developing complex historical reasoning and argumentation alongside mastery of the historical material, this course is best suited for disciplined and prepared students interested in historical study and in academically challenging themselves.

## Advanced Upper School History Seminars

Introduction to U.S. Government		Course Number 486
Course type:	Social Science course/elective	Grade Level 11-12
Course offered:	Semester-long class	
<b>**PLEASE NOTE:</b> Beginning with the class of 2029, this will be a required class for graduation		

This semester-long course will give an overview of the major institutions of our government. Students will specifically look at the foundations, the branches (their interactions and powers), citizens' civil liberties, and our political ideologies and participation (who votes, who doesn't, and why). Crucial to the course is following current events related to the government/politics--such as primary season!-- and connecting them to the broader information on the foundations of our government. The course will be primarily discussion and project based, with regular written responses to prompts.

Sociology: the Basics		Course Number 814
Course type:	Social Science course/elective	Grade Level 11-12
Course offered:	Semester-long class	
Prerequisite:	No prerequisite required	

To what degree do you think you operate independently? Can you truly separate yourself and your actions from those of the society around you? How do people and groups interact, navigate, and make decisions within the structure and constraints of their social world? Often these social processes go unobserved or unacknowledged. Sociologists work to shed analytical light on how people experience and participate in society. In this course, we'll be analyzing social behaviors, human societies, and the interactions among societies. After a brief introduction of the basics, we'll explore culture, socialization, social interactions and institutions, as well as stratification.

This will be a discussion-based course that will include readings but also research, group projects and simulations, and written responses. Your final project will be a group project including both research and creativity on a topic of your choice.

U.S. Foreign Policy in the Modern Age		Course Number 815
Course type:	Social Science course/elective	Grade Level 11-12
Course offered:	Semester-long class	
Prerequisite:	No prerequisite required	

A new administration has just begun in the context of turmoil in different parts of the world. What is the U.S. response to these upheavals? What should it be? In this semester-long course, we'll debate the age-old question of how involved around the world the U.S. should be, all while we learn about the nuances necessary to global actions/interactions. You will learn about foreign policy through readings, exploration of current events, and (many) simulations of actual international situations. We begin the course focusing on how foreign policy in the U.S. is formulated distinctly from domestic policy, and then hone in on the consequences of U.S. foreign policy for both the U.S. and the rest of the world. In the process, we'll learn crucial foundational elements about the current regions involved in the various global conflicts around us.

This will be a discussion-based course that will include readings on politics and some history as well as current events. Assessments will be in the form of written responses, presentations, and group projects. Your final project will be a group simulation experience where you will engage in the U.S. foreign policy process and craft your own policy for a given situation.

<b>Indigenous Peoples' History of the United States</b>		<b>Course Number 370</b>
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 11-12</i>
Course offered:	<i>Semester-long class; fall semester</i>	
Prerequisite:	<i>U.S. History or AP U.S. History</i>	

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.

<b>Public History</b>		<b>Course Number 324</b>
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 11-12</i>
Course offered:	<i>Semester-long class; spring semester</i>	
Prerequisite:	<i>U.S. History or AP U.S. History</i>	

This one-semester course introduces students to the discipline of public history or "the many and diverse ways in which history is put to work in the world." This class will explore the way that people consume history beyond the classroom walls. This course will include required field trips and guest speakers in the field. Tucson will become our history textbook as we examine who has told the history of Tucson and how. The course is discussion and project based, culminating in a project which examines a topic in local history, conducting archival research and teaching their history to the "public".

<b>Gender and Difference in a Globalized World (College Dual Credit Course)</b>		<b>Course Number 487</b>
Course type:	<i>Social Science course/elective; eligible for Pima Community College dual credit (3 credits ANT 202/GWS202)</i>	<i>Grade Level 11-12</i>
Course offered:	<i>Semester-long class; Spring semester</i>	

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.

<b>Middle East History through its Religious Traditions</b>		<b>Course Number 348</b>
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 10-12</i>
Course offered:	<i>One semester elective</i>	
Prerequisite:	<i>No prerequisite required</i>	

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:	<i>Social Science course/elective</i>	<i>Grade Level 11-12</i>
Course offered:	<i>Semester-long course; Fall semester only</i>	
Prerequisite:	<i>No prerequisite required</i>	

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”.

Social Media: The Past, Present, and Future of Modern Media Systems		Course Number 812
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 9-12</i>
Course offered:	<i>Semester-long course</i>	
Prerequisite:	<i>No prerequisite required</i>	

Discover the past, analyze the present, and imagine the future of social media through study of how entertainment, technology, and culture intersect to shape the world. This seminar course focuses on student-driven discussion, research, and projects and invites students to examine the evolution of media as a socio-technical system, uncovering the forces that influence how we connect, consume, and create in the digital age. The course emphasizes critical media literacy, helping students become discerning consumers of content and responsible creators with an awareness of their digital footprint. By blending history, ethics, and innovation, students will gain the tools to navigate and influence the evolving media landscape confidently.

Sports Entertainment: Media, Sports, and More in Culture & Society		Course Number 813
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 9-12</i>
Course offered:	<i>Semester-long course</i>	
Prerequisite:	<i>No prerequisite required</i>	

Discover the dynamic intersection of sports, media, and culture in this interdisciplinary seminar course focusing on student-driven discussion, research, and projects and designed for students passionate about exploring how sports entertainment reflects and reshapes the world around us. From the global reach of professional sports to the storytelling of professional wrestling and the digital revolution of esports, this course offers a deep dive into the ever-evolving world of sports entertainment to inform students about the impacts of sports entertainment through the analysis of historical and contemporary case studies, investigation of globalization and media, and understanding social stratification and cultural transformation to think critically about the business, politics, and cultural impact of sports entertainment as not just a pastime, but as a powerful lens through which to view and influence the world.

AP U.S. Government and Politics		Course Number 495
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 11-12</i>
Course offered:	<i>Semester-long course; fall semester only</i>	
Prerequisite:	<i>U.S. History instructor recommendation and/or interview</i>	

Dive into the dynamic world of politics, policy, and power in AP U.S. Government and Politics (AP GOV), a college-level course designed to empower high school students with the knowledge and skills to succeed in higher education and active citizenship. This class provides an in-depth exploration of the principles, institutions, and processes that shape U.S. government and politics as students analyze foundational documents like the U.S. Constitution, landmark Supreme Court cases, and contemporary political developments. Through interactive activities, debates, and simulations, students will gain a deep understanding of topics such as civil rights and liberties, federalism, political ideologies, and the role of media in shaping public opinion.

AP Comparative Government and Politics		Course Number 496
Course type:	<i>Social Science course/elective</i>	<i>Grade Level 11-12</i>
Course offered:	<i>Semester-long course; spring semester only</i>	
Prerequisite:	<i>Completion of AP U.S. Government and Politics</i>	

Explore world politics with AP Comparative Government and Politics (APCG), a course designed for high school students who are curious about global political systems and seeking to develop analytical skills for college and beyond. This challenging course introduces students to the comparative study of politics, institutions, and policies across six diverse countries: the United Kingdom, Mexico, Nigeria, Iran, Russia, and China. Through interactive discussions, case studies, and hands-on projects, students will examine how governments operate, the challenges they face, and the ways they address pressing global issues. Students will explore themes like democratization, political ideologies, political economy, public policy, and the impact of globalization on societies worldwide.

Microeconomics	First Semester - Course Number 317
Macroeconomics	Second Semester - Course Number 318
Course type:	<i>Social Science course/elective</i> <i>Grade Level 11-12</i>
Course offered:	<i>First semester/Second semester electives</i>
Prerequisite:	<i>No prerequisite required</i>

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.

Elements of Entrepreneurship, Problem Solving, and Fabrication	Course Number 484
Course type:	<i>Social Science course/elective</i> <i>Grade Level 9-10</i>
Course offered:	<i>Semester-long course</i>
Prerequisite:	<i>No prerequisite required</i>

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 Number 389
Course type:	<i>Social Science course/elective</i> <i>Grade Level 11-12</i>
Course offered:	<i>Year-long course</i>
Prerequisite:	<i>Application, possible interview</i>

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

Course type: *Social Science course/elective*

*Grade Level 11-12*

Course offered: *Year-long course*

Prerequisite: *No prerequisite required*

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

## Languages\*

French 1		Course Number 221
Course type:	Academic course required for graduation; academic elective if taken as second language	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 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; academic elective if taken as second language	Grade Level: 7-12
Course offered:	Year-long course	
Prerequisite:	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; academic elective if taken as second language	Grade Level: 8-12
Course offered:	Year-long course	
Prerequisite:	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		Course Number 224
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 9-12
Course offered:	Year-long course	
Prerequisite:	B+ (87%) or better in French 3	

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.

Francophone Identities		Course Number 230
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 9-12
Course offered:	Year-long course	
Prerequisite:	3 years or more of French; B (83%) or better in the previous French class	

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 Number 201
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 8-12
Course offered:	Year-long course	
Prerequisite:	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 Number 202
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 8-11
Course offered:	Year-long course	
Prerequisite:	B (83%) or better in Latin 1 <b>OR</b> 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	

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; academic elective if taken as second language	Grade Level: 9-12
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		Course Number 199
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 11-12
Course offered:	Year-long course	
Prerequisite:	B (83%) or better in Latin 3	

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		Course Number 205
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 11-12
Course offered:	Year-long course	
Prerequisite:	B (83%) or better in Latin 4	

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 course required for graduation; academic elective if taken as second language	Grade Level: 9-12
Course offered:	Year-long course	
Prerequisite:	No prerequisite required	

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 course required for graduation; academic elective if taken as second language	Grade Level: 6-12
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.

Mandarin 3		Course Number 274
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 6-12
Course offered:	Year-long course	
Prerequisite:	Level determined by placement exam or teacher recommendation	

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.

Advanced Mandarin		Course Number 277
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 6-12
Course offered:	Year-long course	
Prerequisite:	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 course required for graduation; academic elective if taken as second language	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 course required for graduation; academic elective if taken as second language	Grade Level: 8-9
Course offered:	Year-long course	
Prerequisite:	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:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 8-12
Course offered:	Year-long course	
Prerequisite:	Prerequisite: C (73%) or better in upper school Spanish 1 <b>OR</b> students who have taken Spanish 1A 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 course required for graduation; academic elective if taken as second language	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 course required for graduation; academic elective if taken as second language	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 course required for graduation; academic elective if taken as second language	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.

Conversations in the Hispanic World		Course Number 276
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 10-12
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		Course Number 215
Course type:	Academic course required for graduation; academic elective if taken as second language	Grade Level: 10-12
Course offered:	Year-long course	
Prerequisite:	Prerequisite: B+ (87%) or better in Spanish 4 and/or by instructor's recommendation	

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 course required for graduation; academic elective if taken as second language	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
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 5- 12
Course offered:	<i>Year-long course</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 6-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Beginning orchestra or at least one year of playing experience on violin, viola, cello, or bass</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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		Course Number 286
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 6-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Two years orchestra experience or private study AND recommendation/approval of the orchestra teacher</i>	
Required:	<i>Participation in all on-campus performances is mandatory</i>	

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

Course Number (Zero Hour) 693  
Course Number (Regular School Day) 96

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 5-12

Course offered: Year-long course

Required: Some after-school and weekend commitments

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: Fine Arts course/elective; Performance/production-based 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: Fine Arts course/elective; Performance/production-based 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.

## Choir 3

Course Number 265

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 8-12

Course offered: Year-long course

Required: Some after-school and weekend commitments

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
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 6-12
Course offered:	<i>Year-long course</i>	
Required:	<i>Some after-school and weekend commitments</i>	
Course note:	<i>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.</i>	

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.

Intermediate Piano		Course Number 268
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 6-12
Course offered:	<i>Year-long course</i>	
Prerequisites:	<i>Permission of the instructor as determined through a short audition/interview process.</i>	
Required:	<i>Some after-school and weekend commitments</i>	
Course note:	<i>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.</i>	

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.

AP Music Theory and Composition		Course Number 194
Course type:	<i>Fine Arts course/elective</i>	Grade Level: 9-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Music experience (playing an instrument, singing in a choir), strong music reading skills</i>	

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.

## Painting & Drawing

Course Number 1051

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 9-12

Course offered: Year-long course

Prerequisite: No prerequisite required

This studio course focuses on the essential creative and critical thinking skills necessary for the creation and analytical appreciation of artwork. Painting & Drawing is a foundational course that will cover the universal formal art elements of line, shape, space, color, value, texture, and form as they apply to both the practices of painting and drawing. These elements will be part of an overarching class discussion of their significance to the creation of two-dimensional works of art. Students in this course will demonstrate self-regulated thinking in keeping a sketchbook throughout the year to be submitted for review at the end of each semester. In this sketchbook, students are able to explore the art elements outside of class projects. **Required materials: Sketchbook between 8x10 and 11x14 with at least 50 lb paper (80 lb preferable); case to hold drawing utensils and other small tools; any materials unable to be acquired by instructor.**

## Sculpture & Ceramics

Course Number 1052

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 9-12

Course offered: Year-long course

Prerequisite: No prerequisite required

This studio course focuses on the essential creative and critical thinking skills necessary for the creation and analytical appreciation of artwork. Sculpture & Ceramics is a foundational course that will cover the universal formal art elements of line, shape, space, color, value, texture, and form as they apply to the practice of sculpting. These elements will be part of an overarching class discussion of their significance to the creation of three-dimensional art. Students in this course will demonstrate self-regulated thinking in keeping a sketchbook throughout the year to be submitted for review at the end of each semester. In this sketchbook, students are able to explore the art elements outside of class projects.

**Required materials: Sketchbook between 8x10 and 11x14 with at least 50 lb paper (80 lb preferable); case to hold drawing utensils and other small tools; any materials unable to be acquired by instructor.**

## Intro to Studio Art Practice

Course Number 1053

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 9-12

Course offered: Year-long course

Prerequisite: Must have previously taken Painting & Drawing, Sculpture & Ceramics, Photography 2, US Digital Design I, or Intermediate Digital Painting & Illustration

This studio course continues to build the essential creative and critical thinking skills necessary for the creation and analytical appreciation of artwork. This course requires that students apply high level, self-directed skills and thought processes to the production of artwork. Students advance in their art curriculum to combine both the universal art elements with the art principles. In addition to synthesizing both these in their work, students will also be introduced to conceptual studio practice, in which art is created to express a certain idea or *concept*. Students in this course will demonstrate self-regulated thinking in keeping a sketchbook throughout to be submitted for review at the end of the semester. In this sketchbook, students are able to explore art concepts outside of class projects.

Students will also begin to develop a portfolio of work, consisting of 2D and/or 3D media, based on personal interest and concepts. This introduction to self directed concept development will assist in their progression to the Advanced Studio Art coursework. **Required materials: Sketchbook minimum 8x10, paper and style are students' choice; case to hold drawing utensils and other small tools; any materials unable to be acquired by instructor.**

## Advanced Studio Art Practice

Course Number 292

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 12

Course offered: Year-long course

Prerequisite: Three years of visual arts course work (Painting & Drawing, Sculpture & Ceramics, 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 8x10 and 11x14 with at least 50 lb paper (80 lb preferable).**

## Fiber and Textile Arts

Course Number 691

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 9-12

Course offered: Year-long course

Prerequisite: No prerequisite required

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: Fine Arts course/elective; Performance/production-based 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.**

## Fiber and Textile Arts -Advanced

Course Number 1054

Course type: Fine Arts course/elective; Performance/production-based course

Grade Level: 9-12

Course offered: Year-long course

Prerequisite: Fiber & Textile Arts - Intermediate

This studio course aims to develop skills in specific practices of Fiber Art. In this course, students will have the opportunity to choose a Fiber Art practice for each semester to focus on. Students will have ample class time to explore the different techniques involved in their practice, consider its historical significance relative to our contemporary understanding, and execute an intensive project featuring said practice.

**Required materials: Sketchbook or Binder to store any samples of techniques - minimum 8x10, paper and style are students' choice (2 inch binder is recommended); case to hold any small tools; any materials unable to be acquired by instructor.**

Photography 1	Course Number 93
Course type: Fine Arts course/elective; Performance/production-based course	Grade Level: 9-12
Course offered: Year-long course	
Prerequisite: No prerequisite required	

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 35mm 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: Fine Arts course/elective; Performance/production-based 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: 35mm DSLR camera, at least six megapixels.**

Photography 3	Course Number 95
Course type: Fine Arts course/elective; Performance/production-based course	Grade Level: 11-12
Course offered: Year-long course	
Prerequisite: A- (90%) or better in Photography 2	

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: 35mm DSLR camera, at least six megapixels. Traditional film and photographic paper.**

Beginning Yearbook	Course Number 23
Course type: Fine Arts course/elective; Performance/production-based course	Grade Level: 9-12
Course offered: Year-long course	
Prerequisite: No prerequisite required	

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:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 10-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Beginning Yearbook</i>	

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).**

Intro to Film: History & Technique		Course Number 302
Course type:	<i>Academic Elective</i>	Grade Level: 11-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>No prerequisite required</i>	

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.

Photoshop & Illustrator Basics for US		Course Number 293
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 9-12
Course offered:	<i>Fall semester only</i>	
Prerequisite:	<i>No prerequisite required</i>	

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.

Beginning Digital Animation		Course Number 270
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 9-12
Course offered:	<i>Spring semester only</i>	
Prerequisite:	<i>Photoshop &amp; Illustrator Basics for US</i>	

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.

Intermediate Digital Animation		Course Number 294
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 9-12
Course offered:	<i>Spring semester only</i>	
Prerequisite:	<i>Beginning Digital Animation</i>	

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: Fine Arts course/elective; Performance/production-based 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: Fine Arts course/elective; Performance/production-based 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.

## **US Digital Design III** **Course Number 497**

*Course type: Fine Arts course/elective; Performance/production-based course*

*Grade Level: 10-12*

*Course offered: Semester-long course*

*Prerequisite: Digital Design 3 (US Digital Design II) and placement from instructor*

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: Fine Arts course/elective; Performance/production-based 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 Number 492**

*Course type: Fine Arts course/elective; Performance/production-based 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.

<b>Beginning Digital Painting and Illustration</b>		<b>Course Number 55</b>
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	<i>Grade Level: 8-12</i>
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>No prerequisite required</i>	

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.

<b>Intermediate Digital Painting and Illustration</b>		<b>Course Number 56</b>
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	<i>Grade Level: 9-12</i>
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Beginning Digital Painting and Illustration or approval with a portfolio submission demonstrating either traditional or digital drawing or painting abilities</i>	

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.

<b>Advanced Digital Painting and Illustration</b>		<b>Course Number 295</b>
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	<i>Grade Level: 9-12</i>
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Intermediate Digital Painting and Illustration</i>	

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.

<b>Dance 1</b>		<b>Course Number 617</b>
Course type:	<i>Fine Arts course/elective or PE graduation credit</i>	<i>Grade Level: 7-12</i>
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>No prerequisite required</i>	

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.

<b>Dance 2</b>		<b>Course Number 618</b>
Course type:	<i>Fine Arts course/elective or PE graduation credit</i>	<i>Grade Level: 8-12</i>
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Dance 1 or approval from instructor</i>	

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:	<i>Fine Arts course/elective or PE graduation credit</i>	Grade Level: 8-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Audition or approval from instructor</i>	

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.

Stagecraft A/Stagecraft B		Course Numbers Stagecraft A - 167 Stagecraft B - 169
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 9-12
Course offered:	<i>Stagecraft A - 1st semester/Stagecraft B - 2nd semester elective</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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.

## 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.

Theater Production 1		Course Numbers 170
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 10-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Stagecraft A or B</i>	
Required:	<i>Some after-school and weekend commitments</i>	

Theater Production 2		Course Numbers 171
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 11-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Theater Production 1</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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

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.

Beginning Drama A/Beginning Drama B		Course Numbers Beginning Drama A - 156 Beginning Drama B - 157
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 9-12
Course offered:	<i>Beginning Drama a - 1st Semester/Beginning Drama B - 2nd Semester elective</i>	
Prerequisite:	<i>Audition or approval from instructor</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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.

Intermediate Drama 1		Course Numbers 158
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 10-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Beginning Drama A or B</i>	
Required:	<i>Some after-school and weekend commitments</i>	

Intermediate Drama 2		Course Numbers 159
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 11-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Intermediate Drama 1</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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.

Advanced Drama		Course Numbers 160
Course type:	<i>Fine Arts course/elective; Performance/production-based course</i>	Grade Level: 11-12
Course offered:	<i>Year-long course</i>	
Prerequisite:	<i>Intermediate Drama 2 or with instructor's approval</i>	
Required:	<i>Some after-school and weekend commitments</i>	

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.

## 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.)

# 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.

Physical Education		Course Number 652
Course type:	Elective course; can be used for PE graduation requirement	Grade Level: 9-12
Course offered:	Year-long course	
Prerequisite:	No prerequisite required	

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.

Yoga		Course Number 1031
Course type:	Elective course; can be used for PE graduation requirement	Grade Level: 8-12
Course offered:	Semester-long course	
Prerequisite:	No prerequisite required	

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.

Yoga for Athletes		Course Number 1037
Course type:	Elective course; can be used for PE graduation requirement	Grade Level: 9-12
Course offered:	Semester-long course	
Prerequisite:	No prerequisite required	

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

Dance 1		Course Number 617
Course type:	Performance/production-based elective course or PE graduation credit	Grade Level: 7-12
Course offered:	Year-long course	
Prerequisite:	No prerequisite required	

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.

Dance 2		Course Number 618
Course type:	Performance/production-based elective course or PE graduation credit	Grade Level: 8-12
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 or PE graduation credit	Grade Level: 8-12
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.

US Basketball		Course Number 1034
Course type:	Elective course; can be used for PE graduation requirement	Grade Level: 9-12
Course offered:	Fall semester only	
Prerequisite:	No prerequisite required	

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.

US Volleyball		Course Number 1035
Course type:	Elective course; can be used for PE graduation requirement	Grade Level: 9-12
Course offered:	Spring semester only	
Prerequisite:	No prerequisite required	

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.

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	
Prerequisite:	No prerequisite required	

In this class, students will focus on functional fitness and strength in the weight room.

Physical Conditioning for Athletes		Course Number 657
Course type:	Elective course; can be used for PE graduation requirement	Grade Level: 9-12
Course offered:	Year-long course	
Prerequisite:	Athletes who are currently/planning on being involved in competitive sports	

**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

Fall	Winter	Spring
Co-ed cross country	Boys and girls basketball	Co-ed golf
Boys and girls swimming		Co-ed tennis
Girls volleyball		Co-ed track
Boys soccer		Boys volleyball

# Upper School Course Offerings

## Enrichment

### 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*

Grade Level: 5-12

Course offered: *Elective during zero hour*

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 course 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.

### Senior College Seminar Course Number 724

Course type: *Non-credited, non-graded required course*

Grade Level: 12

Course offered: *First-semester required class 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.

## Financial Literacy

Course Number 479

Course type: *Academic Elective*

Grade Level: 11-12

Course offered: *Semester-long course*

Prerequisite: *No prerequisite required*

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.