

THE  
Gregory School

*A Tradition of  
Inspiring Excellence*

Upper School  
Curriculum Guide  
2020—2021

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## GRADUATION REQUIREMENTS

At least 26 units of credit are required for graduation. Upper school students are required to take a minimum of six courses each semester (seven for freshmen). Freshmen and sophomores must take at least five academic courses per semester. Juniors and seniors must take at least four academic courses per semester. The following credits are required:

Subject	Credits
English	4
Fine Arts	1
Languages	3 in the same language (at least 2 of that language in grades 9-12)
Mathematics	4 (at least 3 in grades 9-12)
Physical Education	1 (recommended in grade 9)
Science	4 (must include 3 lab sciences)
Social Sciences	4 (must include World Civilizations and U.S. History)

Arizona universities require a GPA of 2.0 (on a 4.0 scale) in each subject area listed above, except Physical Education.

Faculty monitors progress when a student takes more than the minimum required load of six courses in any given year. Students may petition to take a course for which they do not have the required prerequisites.

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.

## 2020-21 UPPER SCHOOL CURRICULUM OUTLINE

Ninth Grade Courses
<i>Freshmen must take at least seven courses per semester. Five courses must be from the list of required academic courses.</i>
<b>Required Academic Courses:</b> English 1 Math (placed by the department) Biology World Civilizations French, Latin, Mandarin or Spanish
<b>Required Electives:</b> Physical Education One Elective Course Study Hall (required during first quarter for freshmen and new students)

Tenth Grade Courses
<i>Sophomores must take at least six courses per semester. Five courses must be from the list of required academic courses.</i>
<b>Required Academic Courses:</b> English 2 Math (placed by the department) Chemistry Social Sciences* French, Latin, Mandarin or Spanish
<b>One or two Elective Courses</b>
<i>*Beginning in 2020, the full year of U.S. History required for graduation can be taken in grades 10-12.</i>

Eleventh Grade Courses
<i>Juniors must take at least six courses per semester. Four courses must be from the list of required academic courses. Five academic courses are recommended.</i>
<b>Required Academic Courses:</b> English 3 Math (placed by the department) Lab Science Social Sciences* French, Latin, Mandarin or Spanish (if requirement not yet met)
<b>One or two Elective Courses</b>
<i>*Beginning in 2020, the full year of U.S. History required for graduation can be taken in grades 10-12.</i>

Twelfth Grade Courses
<i>Seniors must take at least six courses per semester. Four courses must be from the list of required academic courses. Five academic courses are recommended.</i>
<b>Required Academic Courses:</b> English 4 or AP English Math (if requirement not yet met; placed by the department) Science Social Sciences* French, Latin, Mandarin or Spanish (if requirement not yet met)
<b>One or two Elective Courses</b>
<i>*Beginning in 2020, the full year of U.S. History required for graduation can be taken in grades 10-12.</i>

## **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 the desired course is offered. The teacher will approve or disapprove the petition, and give it to 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 that is most appropriate to his or her level of skill and knowledge upon enrollment. The math department, in consultation with the admission office and registrar, considers each new student's test scores and academic background to decide an appropriate starting level. New students will be contacted by a school official to schedule math placement exams.

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

The goal of language placement is that each student enrolls in the course that is most appropriate to his or her level of skill and knowledge upon enrollment. It is essential that every student have the necessary foundation for the level in 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. New students will be contacted by a school official to schedule language placement exams after students select courses for the 2018-19 academic year.

## **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 teachers of the course(s) dropped and added sign a course change form, and a parent signs.

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.

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**

Gregory School middle school students will receive credit for upper school courses they take during grades six through eight if they continue studying the next level in that department as an upper school student. 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 GPA.

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 grades and credits are not added to the Gregory School transcript. The transcript from the previous school is kept on file.

## 2. Courses taken elsewhere for credit:

*Students at The Gregory School must take each REQUIRED course at The Gregory School. Exceptions may be made for approved courses. Students may also retake courses which they did not pass at The Gregory School with approved courses taken elsewhere.*

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

### a. Courses taken elsewhere for remediation or acceleration:

Courses taken elsewhere must be pre-approved by administration. If necessary, the administration will request a course description listing topics covered, texts used, and a grading scheme for the course.

If a course is approved and repeated at another institution for remediation (i.e., the student did not earn credit in the course taken at The Gregory School), the student must provide official documentation of the final grade. The Gregory School acknowledges credits issued for the course, and those credits are counted toward graduation requirements as they were given by the institution. The grades and credits are not added to the Gregory School transcript. The documentation is kept on file.

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. The credit is counted toward graduation requirements, if s/he passes the exam with a grade The Gregory School considers to be a passing grade in the course. The grades and credits are not added to the Gregory School transcript. Student must provide official documentation of the final grade. The documentation is kept on file.

If a course that is not a prerequisite for another Gregory School course is approved and taken at another institution for acceleration, the school acknowledges credits, and those credits are counted toward graduation requirements. The grades and credits are not added to the Gregory School transcript. Student must provide official documentation of the final grade. The documentation is kept on file.

If a course is approved and taken as an independent study, the student may be required to take The Gregory School exam for that course. Credit is given if the grade on the exam is one The Gregory School considers a passing grade for the course, and the student's grade on the exam is the grade s/he receives in the 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 TGS 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. Courses taken elsewhere for elective credit:

Courses taken elsewhere must be pre-approved by administration. The student must provide official documentation of the final grade for the course. The school acknowledges any credit issued for the course, and the credit is counted toward graduation requirements. The grade and credit are not added to the Gregory School transcript. The documentation is kept on file.

### **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 Gregory School faculty member willing to help design and supervise an independent study in that area of interest, and then submit a proposal to the Academic Committee for review.

The guidelines for independent studies are as follows:

1. Independent study courses are generally limited to one semester;

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

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

1. Name of the course;
2. Semester in which the course will be offered;
3. Rationale for the course, including personal statement of what the student hopes to gain;
4. A syllabus which 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 to TGS Administration.

## ELL STUDENTS

ELL (English language learner) students are students born in non-English-speaking countries. Course requirements and grading policies are adjusted as follows:

1. For their first year in the U.S., ELL students take ESL in addition to English (exceptions may be made based on language proficiency). This is not graded Pass/Fail. After the first year, teachers may recommend additional ESL course work.
2. ELL students who have been in school in the United States for less than three years may be exempted from the three-year foreign language requirement if they choose.
3. In courses other than English and Languages, ELL students are placed as appropriate and have the same graduation requirements as other Gregory School students.

## ADVANCED PLACEMENT COURSES AT THE GREGORY SCHOOL

The Gregory School upper school curriculum values critical thinking, reading, and writing, which means that coursework emphasizes close reading, presentations, projects, and class discussions. While all Advanced Placement (AP) courses meet the criteria of the College Board AP Course Audit, 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 list on 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, frequently require more out-of-class work than non-AP classes; students must take this into consideration when choosing courses. Some AP courses require additional labs.**

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 in order 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	
Art History	Physics 1
Biology	Physics: Electricity/Magnetism
Calculus AB	Physics: Mechanics
Calculus BC	Spanish Language and Culture
Chemistry	Spanish Literature and Culture
Computer Science	Statistics
English Literature and Composition	United States Government and Politics
French Language and Culture	United States History
Latin Literature	

## 2020 - 2021 COURSES

### ENGLISH

English as a Second Language  
 English 1  
 English 2  
 English 3  
 English 4  
 AP English (Literature & Composition)  
 Intermediate Creative Writing  
 Advanced Creative Writing A/Advanced Creative Writing B  
 Beginning Journalism  
 Journalism Process 1  
 Journalism Process 2  
 Advanced Journalism  
 Beginning Yearbook  
 Advanced Yearbook

### FINE ARTS

Intermediate Band  
 Advanced Band A/Advanced Band B  
 Advanced Band  
 Choir 2A/Choir 2B  
 Choir 2  
 Beginning Guitar  
 Intermediate Guitar  
 Advanced Guitar  
 Advanced Music Theory, History & Composition  
 Studio Art 1A/Studio Art 1B  
 Studio Art 2  
 Studio Art 3  
 Advanced Studio Art  
 Fiber & Textile Arts  
 Artists & Their Stories A/Artists & Their Stories B  
 AP Art History  
 Photography 1  
 Photography 2  
 Photography 3  
 Digital Design 2  
 Digital Design 3  
 Digital Design 4  
 Beginning Digital Animation  
 Beginning Digital Painting & Illustration  
 Intermediate Digital Painting  
 Dance 1  
 Dance 2  
 Choreography Lab  
 Stagecraft A/Stagecraft B  
 Theater Production 1

Theater Production 2  
 Theater Design  
 Beginning Drama A/Beginning Drama B  
 Intermediate Drama 1  
 Intermediate Drama 2  
 Advanced Drama

### LANGUAGES

French 1  
 French 2  
 French 3  
 AP French Language & Culture  
 Francophone Literature & Cinema  
 French for Immersion Students  
 Latin 1  
 Latin 2  
 Latin 3  
 Latin 4  
 AP Latin Literature  
 Beginning Mandarin  
 Intermediate/Advanced Mandarin  
 Spanish 1  
 Spanish 2  
 Spanish 3  
 Spanish 4  
 Conversation/Spanish 5  
 AP Spanish Language & Culture  
 AP Spanish Literature & Culture

### MATHEMATICS

Algebra 1  
 Geometry  
 Advanced Geometry  
 Algebra 2  
 Algebra 2/Trigonometry  
 Precalculus  
 Advanced Precalculus  
 Elements of Calculus  
 Statistics  
 AP Statistics  
 AP Calculus AB  
 AP Calculus BC  
 Linear Algebra

### PERSONAL DEVELOPMENT

The Farmyard Classroom  
 Garden to Table  
 Mindfulness & Meditation  
 Introduction to Leadership & Innovation

Advanced Leadership  
 Junior College Seminar  
 Senior College Applications Seminar  
 Upper School Physical Education  
 Yoga  
 Dance 1  
 Dance 2  
 Choreography Lab  
 Physical Conditioning for Athletes

### SCIENCE

Biology  
 Chemistry  
 Physics  
 Environmental Science  
 Physical Geography of the Southwest  
 Organic & Biochemistry  
 AP Biology  
 AP Chemistry  
 AP Physics 1  
 AP Physics C - Mechanics  
 AP Physics C - Electricity & Magnetism  
 Introduction to Engineering  
 Computer Science A  
 Computer Science B  
 Computer Science C  
 Computer Science D  
 AP Computer Science  
 Technology Innovation: Design & Build A  
 Technology Innovation: Design & Build A

### SOCIAL SCIENCES

Topics in World Civilizations  
 United States History Survey  
 Global Social Issues  
 Roman History  
 History of World Sports  
 Gender & Diversity Studies in World History  
 Middle East History through its Religious Traditions  
 Advanced Themes in U.S. History Seminar  
 AP U.S. Government & Politics  
 Microeconomics  
 Macroeconomics  
 Psychology & Literature  
 Advanced Psychology

## COURSE OFFERINGS 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

## ENGLISH

### English 1

English 1 provides students with an introduction to academic writing necessary for high school and college, including a formal study of grammar, college level vocabulary, sentence and paragraph construction as well as essay writing. This course is a formal 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, including the literary genres of fiction, poetry, and drama. Appropriate literary terms are studied and learned to support both an appreciation of and understanding of what constitutes great literature and how to analyze it with a critical eye.

Grade level: 9

Course type: Academic course required for graduation

Course number: 11

### English 2

English 2 builds upon students' ninth grade coursework in expository and argumentative writing and focuses on critical reading and thinking skills within an American literature-based curriculum. Works of American literature are organized chronologically to emphasize historic and thematic progressions. The end of the year goal for each student will be to evaluate a text, analyze literature and explore related thematic topics, demonstrate logic and organization in writing and speaking, and write clearly and coherently.

Grade level: 10

Course type: Academic course required for graduation

Course number: 12

### English 3

English 3 begins to look closely at the thematic concept of "identity," as it applies to the genre, craft, and essential questions of the works selected. The works range from the current play being performed by the Utah Shakespeare festival to classic and contemporary selections, including non-fiction, which explore the works through the lens of the question, "Who am I?" While the junior critical paper will be the primary focus in the last quarter, all other papers are designed to help students look closely at the lens they have chosen for this major writing unit, which closes out the junior year.

Grade level: 11

Course type: Academic course required for graduation

Course number: 13

### English 4

English 4 builds upon the in-depth analytical skills exercised during the literary and junior critical paper units. Students continue to engage in the scholarly discourse of the Socratic seminar and other presentational techniques. In an effort to develop strong opinions with valid scholarly support, students read and evaluate articles on the works they are exploring, encouraging them, always, to become even more comfortable with the argumentative discourse of the previous year. Works range in genre and explore both classic and contemporary literary examples.

Grade level: 12

Course type: Academic course required for graduation

Course number: 14

### AP English (Literature and Composition)

AP English is a writing-intensive, college-level course intended to prepare students to bypass the usual required college freshman English course by performing well on the AP English Literature and Composition examination. This course concentrates on advanced critical reading, writing, and analytical skills, examining a range of genres with an emphasis



on close examination of texts, interpretation, and writing about literature, including poetry, fiction, non-fiction, and drama. Students planning to take the AP examination have a chance in the spring to practice the test-taking skills needed for the exam. This course is taken in place of English 4.

Grade level: 12

Course type: Academic course required for graduation

Course number: 40

Prerequisite: B+ (87%) or better in English 3

### **Intermediate Creative Writing**

The next level in the creative writing program is open to 9th and 10th grade students who are interested in serious pursuit of the craft of writing. Intermediate Creative Writing will focus on the short story and novella, with a long poetry unit in the spring. Students will be encouraged to write fiction in all genres and styles. There will be more study of the technical elements of fine prose, with more 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.

Grade levels: Grades 8-10

Course type: Academic elective course

Course number: 686

### **Advanced Creative Writing A/Advanced Creative Writing B**

In Advanced Creative Writing, upperclassmen work on a variety of writing projects large and small in multiple genres, developing their individual writing process. Students practice reading at the level of craft, analyzing the decisions writers make. Students write in and out of the classroom, frequently sharing their work with each other and learning how to effectively workshop each other's drafts. Advanced Creative Writing A begins with a focus on pure description, then moves into the writing of creative nonfiction, and poems. If Juniors and Seniors have successfully completed the first semester, they may elect to take the second semester course, Advanced Creative Writing B, which offers writers the opportunity to create a long-term project of their choosing, fashioned after the independent study model.

Grade levels: 11-12

Course type: Academic elective course

Course number: Advanced Creative Writing A -687/Advanced Creative Writing B - 688

Course offered: First semester/Second semester elective

**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**

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 Adobe InDesign layout software, the application used for the production of the school newspaper.

Grade levels: First-year students, grades 9-12

Course type: Performance/production based elective course

Course number: 52

### **Journalism Process 1 and 2**

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.

#### **Journalism Process 1: Story Development**

Grade levels: Second-year students, grades 10-12

Course type: Performance/production based elective course

Course number: 53

Prerequisite: B (83%) or better in Introduction to Journalism or Beginning Journalism

#### **Journalism Process 2: Publishing**

Grade levels: Third-year students, grades 11-12

Course type: Performance/production based elective course

Course number: 54

Prerequisite: B (83%) or better in Journalism Fundamentals 1 or Journalism Process 1 or A- (90%) or better in English 3

#### **Advanced Journalism**

This class is for 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.

Grade levels: 11-12

Course type: Performance/production based elective course

Course number: 31

Prerequisite: B (83%) or better in Introduction to Journalism and A (93%) in one or two years of Journalism Fundamentals or Journalism Process

#### **Beginning Yearbook**

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 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.

Grade levels: 9-12

Course type: Performance/production based elective course

Course number: 23

Required: Camera (high resolution digital camera strongly recommended)

#### **Advanced Yearbook (Second-, third-, and fourth- year staff members)**

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 layout, design, and theme of the book. This class is graded pass/fail.

Grade levels: 10-12

Course type: Performance/production based elective course

Course number: 24

Prerequisite: Beginning Yearbook

Required: Camera (high resolution digital camera strongly recommended)

### **FINE ARTS**

#### **Intermediate Band**

Intermediate Band is designed for middle and upper school 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 must provide their own instruments. Private lessons outside of school with an instructor specializing in the student's instrument are strongly encouraged. Students will have several required performances throughout the school year, and students will want (and need) to bring their instruments home regularly, since personal at-home practice outside of class meetings is expected. This course is performance-based and school concerts and other performances are included in the grading rubric.

Grade levels: 5-12

Course type: Performance/production based elective course

Course number: 97

Course offered: First semester/Second semester elective

Prerequisite: At least one year of instrumental experience, prior Beginning Band, or permission of the Instructor as determined through a short audition process.

Required: Some after-school and weekend commitments

### **Advanced Band A/Advanced Band B**

Advanced Band A and B are individual one-semester courses; students may take one or both. Students must have had at least two years of previous experience playing an instrument, and they must have the recommendation and signed approval of the band teacher. An audition may be requested. Students will gain experience in playing more challenging and difficult music from classical transcriptions to film music and jazz. In most cases students will need to provide their own instrument, and private lessons outside of school with an instructor specializing in the student's instrument are strongly encouraged. The students are encouraged to audition for the Arizona Regional Festival as a soloist or in a small ensemble (participation is voluntary). Students will want and need to bring their instruments home regularly, since personal at-home practice outside of class meetings is expected. This course is performance-based; participation in all on-campus performances is mandatory, and performances are included in the grading rubric.

Grade levels: 8-12

Course type: Performance/production based elective course

Course numbers: Advanced Band A - 99/Advanced Band B - 100

Course offered: First semester/Second semester elective

Prerequisite: Two years band experience or private study AND recommendation and signed approval of the band teacher.

Required: Some after-school and weekend commitments

### **Advanced Band**

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. An audition may be requested. Students will gain experience in playing more challenging and difficult music from classical transcriptions to film music and jazz. In most cases students will need to provide their own instrument, and private lessons outside of school with an instructor specializing in the student's instrument are strongly encouraged. The students are encouraged to audition for the Arizona Regional Festival as a soloist or in a small ensemble (participation is voluntary). Students will want and need to bring their instruments home regularly, since personal at-home practice outside of class meetings is expected. This course is performance-based; participation in all on-campus performances is mandatory, and performances are included in the grading rubric.

Grade levels: 9-12

Course type: Performance/production based elective course

Course number: 98

Prerequisite: Two years band experience or private study AND recommendation and signed approval of the band teacher.

Required: Some after-school and weekend commitments

### **Choir 2A/Choir 2B**

Choir 2A and 2B are individual one-semester courses; students may take one or both. Emphasis 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. Students are encouraged to audition for the Arizona Regional Choral Festival, and the choir will most likely participate in at least one other choral festival.

Grade levels: 9-12

Course type: Performance/production based elective course

Course numbers: Choir 2A - 86/Choir 2B - 87

Course offered: First semester/Second semester elective

Required: Some after-school and weekend commitments

### **Choir 2**

Emphasis in Choir 2 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. Students are encouraged to audition for the Arizona Regional Choral Festival, and the choir will most likely participate in at least one other choral festival.

Grade levels: 9-12

Course type: Performance/production based elective course

Course number: 85

Required: Some after-school and weekend commitments

### **Beginning Guitar**

Open to all middle and upper school students, this course is intended as an introduction to the acoustic classical guitar, with an emphasis on the basic techniques required to play simple tunes and strum common chords. The course will also introduce common music notation and standard music theory, including rhythm concepts, music reading, tuning and performance of simple tunes and songs. Live solo and group performances are a part of the class expectations and grading rubric. No previous musical experience is required, and instruments for the class will be provided.

Grade levels: 6-12

Course type: Performance/production based elective course

Course number: 76

Required: Some after-school and weekend commitments

### **Intermediate Guitar**

Open to middle and upper school students, this course will build and develop classical acoustic guitar skills and concepts introduced in the beginning course. There will be emphasis on performing in mixed groups using contemporary performance techniques, standard music notation and a broad range of music styles common to the guitar. Live solo and group performances are a part of the class expectations and grading rubric.

Grade levels: 6-12

Course type: Performance/production based elective course

Course number: 77

Prerequisite: Beginning Guitar or permission of the instructor as determined through a short audition process.

Required: Some after-school and weekend commitments

### **Advanced Guitar**

This course will build and develop classical acoustic guitar skills and concepts introduced in the intermediate course. There will be an emphasis on performing in groups using contemporary performance techniques, standard music notation and a broad range of music styles common to the guitar. Advanced classical guitar ensemble repertoire will be explored, along with solo playing. This course is performance-based, so live solo and group performances are a part of the class expectation and grading rubric. Instruments for the class will be provided.

Grade levels: 6-12

Course type: Performance/production based elective course

Course number: 689

Prerequisite: Intermediate Guitar and Audition, or Permission of the Instructor as determined through a short audition

Required: Some after-school and weekend commitments

### **Advanced Music Theory, History and Composition**

This yearlong course is designed for the student to learn skills of music theory and beginning composition, in addition to aural skills, dictation, and sight singing, through a historical context. Students learn the basics of music notation and score analysis along with knowledge of basic tonal harmony in the eighteenth century common practice period style. The ultimate goal of the course is to develop a student's ability to recognize, understand, analyze, and describe the aspects and processes of music that is heard or seen on a score. Students engage in a variety of written, vocal, and composition exercises which highlight the many aspects of musical composition and analysis. The focus is on learning the foundational principles of music theory that lead to aptitude in analysis and beginning composition. Students can elect to take the AP Music Theory exam in May.

Grade levels: 9-12

Course type: Academic elective course

Course number: 695

Recommended: Student ability to read music and/or play an instrument.

### **Studio Art 1A/Studio Art 1B**

Beginning Art 1A and 1B are individual one-semester courses; students may take one or both. The entire year develops visual literacy, creative thinking and an individual approach to concepts presented. During the first-semester course, students learn and apply the elements and principles of art and design using a variety of two-dimensional media techniques. Drawing and design skills and techniques are emphasized. During the second semester, students may also apply elements and principles to three-dimensional compositions. Sculptural media such as wood, wire, foam core, found objects, papier mache, and polymer clay may be used to create original sculptures of various dimensions. Work for both semesters is assessed on demonstration of concept understanding, creativity, composition, craftsmanship, and communication skills.

Grade levels: 9-12  
Course type: Performance/production based elective course  
Course numbers: Studio Art 1A - 120/Studio Art 1B - 121  
Course offered: First semester/Second semester elective

### **Studio Art 2**

Art 2 continues to advance skills in observation, imagination, and memory. Students also expand and advance techniques and skills introduced in Level 1 Studio Art. Students continue to be assessed based on the criteria of concept understanding, creativity, composition, craftsmanship, and communication. In this course, students are expected to demonstrate a more individual and sophisticated connection to their artwork.

Grade levels: 10-12  
Course type: Performance/production based elective course  
Course number: 123  
Prerequisite: Studio Art 1A or 1B

### **Studio Art 3**

This course is designed for serious art students who are interested in developing a portfolio for college or personal exploration. Students continue to advance in sophisticated use of media and concepts, individual project proposals, thoughtful critique, and careful reflection. Students at this level may qualify for the National Art Honor Society.

Grade levels: 11-12  
Course type: Performance/production based elective course  
Course number: 126  
Prerequisite: Studio Art 2

### **Advanced Studio Art**

The Advanced Studio Art course is intended for highly motivated students interested in the serious study of art. Course emphasis is placed on the quality, concentration, and breadth of work and the development of a college level portfolio. Students at this level may qualify for the National Art Honor Society.

Grade level: 12  
Course type: Performance/production based elective course  
Course number: 75  
Prerequisite: Three years of visual arts course work (studio art and/or photography)

### **Fiber and Textile Arts**

In this one-semester course, students will understand the differences and similarities between the fiber and textile arts and will design and create a variety of sustainable works in these areas.

Projects will include choices in upcycled wearable art, weavings, printed textiles, jewelry, and a variety of choice utilitarian textile pieces. Students will explore the rich and significant history of fiber and textile arts and deepen their understanding of the importance of creation, not just consumption. Students will demonstrate the critical thinking skills needed for sewing, applique, embroidery, weaving, fabric painting and printing along with innovative thinking to use these to design objects unique in aesthetics and function.

Grade levels: 9 -12  
Course type: Performance/production based elective course  
Course number: 691  
Course offered: One semester elective

### **Artists and Their Stories A/Artists and Their Stories B**

This is a one-semester and/or year-long course, offered in two complete, yet complementary semesters. Through the study of iconic, historically significant artworks and the stories behind them, students will understand how the visual arts have influenced their current world and reflect universal concepts and themes. Students will demonstrate the objective and subjective thinking skills needed for the analysis and appreciation of artwork. Students will discover at least one artist with whom they personally connect and design creative ways to understand and celebrate the life of their chosen artist. This course surveys significant themes and innovations in the world of art from ancient to modern times. The following are a few examples of questions that will also be addressed: What makes some artworks worth millions of dollars? Did men rule the art world? What current research shows that cave paintings demonstrate a high level of thinking, not merely a tally of a hunt? Why could two year olds really not paint the paintings in modern collections? Why is modern art not contemporary? How can I read an artwork even if I know nothing about it?

Grade levels: 9 -12  
Course type: Academic elective course  
Course number: Artists and Their Stories A - 690/Artists and Their Stories B - 694  
Course offered: First semester/Second semester elective

## AP Art History

This course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, visit galleries, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

Grade levels: 11 - 12 (Underclassmen may petition for this course)

Course type: Academic elective course

Course number: 692

## Photography 1

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. There is an emphasis on alternative processes within the course as well.

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 tutorials, and class participation. Students will be expected to participate in two shows that will require them to produce finished works of art.

Grade levels: 9-12

Course type: Performance/production based elective course

Course number: 93

Required: 35mm DSLR camera, at least six megapixels

## Photography 2

This course is designed to teach students to apply all they have learned in the beginning level course to their own personal, artistic works. The course is comprised of more in-class critiques and discussions. Students are responsible for keeping a personal blog, which consists of, but is not limited to, notes about their photographs, the world around them, and all that inspires them. The first part of the class is comprised of short assignments which refer back to the basics of photography and give the students the chance to strengthen and perfect these skills to a higher, more personal level of photography. Students are then given assignments to encourage creativity. It is the student's responsibility to keep up with and manage their work time wisely during the duration of the course. Students will be expected to participate in two shows that will require them to produce finished works of art.

Grade levels: 10-12

Course type: Performance/production based elective course

Course number: 94

Course offered: First semester or full year

Prerequisite: A- (90%) or better in Photography 1

Required: 35mm DSLR camera, at least six megapixels

## Photography 3

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. It is comprised of more in-class critiques and discussions. We will also be introducing traditional film and work on a number of projects that combine digital and traditional printmaking. It is the student's responsibility to keep up with and manage their work time wisely during this course. The goal for advanced photography students is to prepare them for college and/or a professional career in photography, as well as all that the art world around them has to offer. 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.

Grade levels: 11-12

Course type: Performance/production based elective course

Course number: 95

Course offered: First semester or full year during Zero Hour Day 2

Prerequisite: A- (90%) or better in Photography 2

Required: 35mm DSLR camera, at least six megapixels

## Digital Design 2

Digital Design 2 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 in to digital images and vice versa.

Grade levels: 8-12

Course type: Performance/production based elective course

Course number: 61

Prerequisite: Beginning Digital Design, Digital Design 1 or approval from instructor based on portfolio

### **Digital Design 3**

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 purpose. Students will continue to develop their creativity, knowledge of design and color to build their projects.

Grade levels: 9-12

Course type: Performance/production based elective course

Course number: 62

Prerequisite: Intermediate Digital Design, Digital Design 2 or approval from instructor based on portfolio

### **Digital Design 4**

Along with refining their skills in Photoshop and Illustrator and other 3D modeling software, 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.

Grade levels: 10-12

Course type: Performance/production based elective course

Course number: 58

Prerequisite: Digital Design 3 and placement from instructor

### **Beginning Digital Animation**

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 (animation that has key frames with in between frames filled in by adjusting motion rates). 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.

Grades: 9-12

Course type: Performance/production based elective course

Course number: 82

Prerequisite: Digital Design 2 with approval from instructor, or approval with a portfolio submission demonstrating digital abilities in Photoshop and Illustrator

### **Beginning Digital Painting and Illustration**

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.

Grade levels: 8-12

Course type: Performance/production based elective course

Course number: 55

Prerequisite: Digital Design 1 or higher with approval from instructor

### **Intermediate Digital Painting**

This course will be a continuation in the use of Photoshop and other digital software as a means of creating visual art and illustration. Course will reinforce skills like building textures, the creation of deep space, and 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 in their opinions into contemporary issues.

Grade levels: 9-12

Course type: Performance/production based elective course

Course number: 56

Prerequisite: Beginning Digital Painting and Illustration with approval from instructor, or approval with a portfolio submission demonstrating either traditional or digital drawing or painting abilities

### **Dance 1**

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, develop balance, coordination, flexibility, strength and endurance.

Grade levels: 7-12

Course type: Performance/production based elective course; can be used for fine arts credit or PE graduation requirement

Course number: 617

### **Dance 2**

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 builds 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.

Grade levels: 8-12

Course type: Performance/production based elective course; can be used for fine arts credit or PE graduation requirement

Course number: 618

Prerequisite: Dance 1 or approval from instructor

### **Choreography Lab**

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 theatre elements: costumes, make-up, set design, and props.

Grade levels: 8-12

Course type: Performance/production based elective course; can be used for fine arts credit or PE graduation requirement

Course number: 619

Prerequisite: Audition or approval from instructor

### **Stagecraft A/Stagecraft B**

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.

Grade levels: 9-12

Course type: Performance/production based elective course

Course numbers: Stagecraft A - 167/Stagecraft B - 169

Course offered: First semester/Second semester elective

Required: Some after-school and weekend commitments

### **Theater Production 1 and Theater Production 2**

These one-year 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**

Grade levels: 10-12

Course type: Performance/production based elective course

Course number: 170

Prerequisite: Stagecraft A or B

Required: Some after-school and weekend commitments

### **Theater Production 2**

Grade levels: 11-12

Course type: Performance/production based elective course

Course number: 171

Prerequisite: Theater Production 1

Required: Some after-school and weekend commitments

### **Theater Design**

Theater Design is an advanced course in backstage work with 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.

Grade levels: 11-12

Course type: Performance/production based elective course

Course number: 172

Prerequisite: Passing grade in one or two years of Theater Production or with instructor approval

Required: Some after-school and weekend commitments

### **Beginning Drama A/Beginning Drama B**

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 competition.

Grade levels: 9-12

Course type: Performance/production based elective course

Course numbers: Beginning Drama A - 156/Beginning Drama B - 157

Course offered: First semester/Second semester elective

Required: Some after-school and weekend commitments

### **Intermediate Drama 1 and Intermediate Drama 2**

These one-year 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 competition.

#### **Intermediate Drama 1**

Grade levels: 10-12

Course type: Performance/production based elective course

Course number: 158

Prerequisite: Beginning Drama A or B

Required: Some after-school and weekend commitments

#### **Intermediate Drama 2**

Grade levels: 11-12

Course type: Performance/production based elective course

Course number: 159

Prerequisite: Intermediate Drama 1

Required: Some after-school and weekend commitments

### **Advanced Drama**

This one-year 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 the exploration of various directing styles. Skills covered in class include the in-depth study of directing, textual analysis, and 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 competition.

Grade levels: 11-12

Course type: Performance/production based elective course

Course number: 160

Prerequisite: Intermediate Drama 2 or with instructor's approval

Required: Some after-school and weekend commitments

**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 for acting, singing and dancing is by audition. (No course credit awarded.)

## LANGUAGES

Native speakers of Spanish or French may take advanced courses in their native languages. They will take a test to be placed in the appropriate class. They could also take one of the languages that is new to them.

### French 1

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. We will learn about Francophone culture and French-speaking countries. We use primarily the present tense.

Grade levels: 8-12

Course type: Academic course required for graduation

Course number: 221

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

### French 2

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

Grade levels: 8-12

Course type: Academic course required for graduation

Course number: 222

Prerequisite: 8th graders 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 1B in middle school will be placed in French 1 or French 2 as determined by department

### French 3

By third year French, a student is able to maintain a conversation about a wide variety of topics. More emphasis is given to reading and writing than in the past two years. Vocabulary and composition topics are varied. Students examine the culture, literature, and music of French-speaking Europe, Africa, Polynesia, North America, and the Caribbean. They read short selections from the French-speaking world. Tenses/moods covered: conditional, future, and subjunctive. As a final assessment, students give a presentation and do a discussion with French speakers from the community.

Grade levels: 9-12 (or 8th graders who are native speakers or have done an immersion program)

Course type: Academic course required for graduation

Course number: 223

Prerequisite: C (73%) or better in French 2

### AP French Language and Culture

This course is designed for students who want to further develop their language skills and would consider taking 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 read the novel *Candide* by Voltaire. Students occasionally watch movies, listen to podcasts, and they write frequently in 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.

Grade levels: 9-12

Course type: Academic elective course

Course number: 224

Prerequisite: B+ (87%) or better in French 3

### **Francophone Literature and Cinema (Francolit)**

The goal of this class is to continue developing vocabulary, reading, writing, listening, and speaking skills in the context of literature, cinema, and culture. We will read, write, and speak about the films and literary works in French. We will read poetry of Labé, La Fontaine, Baudelaire, Ronsard, Rimbaud, Apollinaire, and several African women poets. We will read short stories by authors such as Roch Carrier and Guy de Maupassant, and a Molière play. Students will learn how to talk and write about literature and films critically. We will do some grammar review and conversational practice. We will watch a number of movies and perhaps make our own film!

Grade levels: 9-12

Course type: Academic elective course

Course number: 229

Prerequisite: B (83%) or better in French 3 or higher

### **French for Immersion Students**

The course is designed for students who are native speakers of French or who have spent at least four years in an immersion program and have reached an intermediate or high level of proficiency in French. We will continue to develop reading, writing, listening, grammar, and speaking skills, with emphasis on storytelling and the two past tenses. Students also study geography, develop vocabulary, and discuss cultural topics in the French-speaking world. Upon successful completion, and if the student continues to study French in upper school, they will be given one upper school credit for the course per year. Students with an immersion background will take a placement test for this class.

Grade levels: 5-9

Course type: Academic elective course

Course number: 262

Prerequisite: An intermediate or high level of French, as determined by a placement test

### **Latin 1**

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. Our 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.

Grade levels: 8-12

Course type: Academic course required for graduation

Course number: 201

Prerequisite: Students who have taken Latin 1A and Latin 1B in middle school will be placed in Latin 1 or Latin 2 by department

### **Latin 2**

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.

Grade levels: 8-10

Course type: Academic course required for graduation

Course number: 202

Prerequisite: C (73%) or better in Latin 1 **OR** students who have taken Latin 1A and Latin 1B in middle school will be placed in Latin 1 or Latin 2 by department

### **Latin 3**

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, epigrams of Martial, philosophy of Lucretius, history of Livy, and elegies of Propertius and Tibullus, et al. This course is a wonderful examination of Roman culture through great literature.

Grade levels: 10-11

Course type: Academic course required for graduation

Course number: 203

Prerequisite: C (73%) or better in Latin 2

#### **Latin 4**

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.

Grade levels: 11-12

Course type: Academic elective course

Course number: 199

Prerequisite: B (83%) or better in Latin 3

#### **AP Latin Literature**

AP Latin Literature 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.

Grade Levels: 11-12

Course type: Academic elective course

Course number: 205

Prerequisite: B (83%) or better in Latin 4

#### **Beginning Mandarin**

Beginning Mandarin is an introductory course in Chinese. Emphasis is on speaking, listening, reading, and writing. Students will learn and explore the writing system and pinyin system, known as Chinese Romanization. Students 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 oneself, others, and family members, to describe someone, to ask someone's age and birthday, to tell time, dates, months, explain daily routines, to express likes and dislikes, to 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. Students will also be able to demonstrate basic knowledge and culture of the Chinese-speaking countries and regions.

Grade levels: 6-12

Course type: Academic elective course

Course number: 258

Course offered: To be determined - may be offered during zero hour

#### **Intermediate/Advanced Mandarin**

This course is an elective course designed for students who want to further their study of Mandarin Chinese. Students who have had prior instruction in Mandarin Chinese are required to take a placement assessment in order to be enrolled in this class. The objective of the course is to facilitate communication in Mandarin Chinese, both oral and written communication. The course will include the study of Chinese stories, Chinese culture, festivals, customs, comparisons of cultural differences, etc. Students will participate in individual, paired, and group activities, scenarios, games, oral presentations, etc. Field trips will be organized for students to have substantial comprehensive practice in the language and a deeper understanding of the Chinese culture.

Grade levels: 6-12

Course type: Academic elective

Course number: 263

Prerequisite: Level determined by placement exam

#### **Spanish 1**

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, 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.

Grade levels: 8-9

Course type: Academic course required for graduation

Course number: 211

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 2**

Spanish 2 continues the four-skill approach begun in Spanish 1 through the continued use of the direct method and develops the student's ability to begin to express abstract concepts such as desires, doubts, and possibilities, through the use of the subjunctive mood. Emphasis is also on commands, the contrast of the two past tenses (the preterit and the imperfect), and the future tense. Cultural content is enhanced through the use of video material and short readings. Students at this stage are writing short compositions in Spanish on a variety of cultural and personal topics.

Grade levels: 8-12

Course type: Academic course required for graduation

Course number: 212

Prerequisite: C (73%) or better in upper school Spanish 1 **OR** students who have taken Spanish 1A and Spanish 1B in middle school will be placed in Spanish 1 or Spanish 2 by department

### **Spanish 3**

In Spanish 3, 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, 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.

Grade levels: 9-12

Course type: Academic course required for graduation

Course number: 213

Prerequisite: C (73%) or better in Spanish 2

### **Spanish 4**

Spanish 4 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. The study of some Spanish and Latin American literature, along with different aspects of Hispanic culture such as painting, music, festivals, places of interest, and cultural differences are highlights of the course. 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 review of grammar presented to date, as well as the introduction of more advanced grammatical topics. The course is also designed as a preparation for taking AP Spanish Language and Culture course.

Grade levels: 10-12

Course type: Academic elective course

Course number: 214

Prerequisite: C (73%) or better in Spanish 3

### **Conversation/Spanish 5**

This Conversational Spanish Class 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.

Grade levels: 10-12

Course type: Academic elective course

Course number: 250

Prerequisite: B (85%) or better in Spanish 4 and/or instructor's recommendation

### **AP Spanish Language and Culture**

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

Grade levels: 10-12

Course type: Academic elective course

Course number: 215

Prerequisite: B+ (87%) or better in Spanish 4 or with instructor's recommendation

### AP Spanish Literature and Culture

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.

Grade levels: 11-12

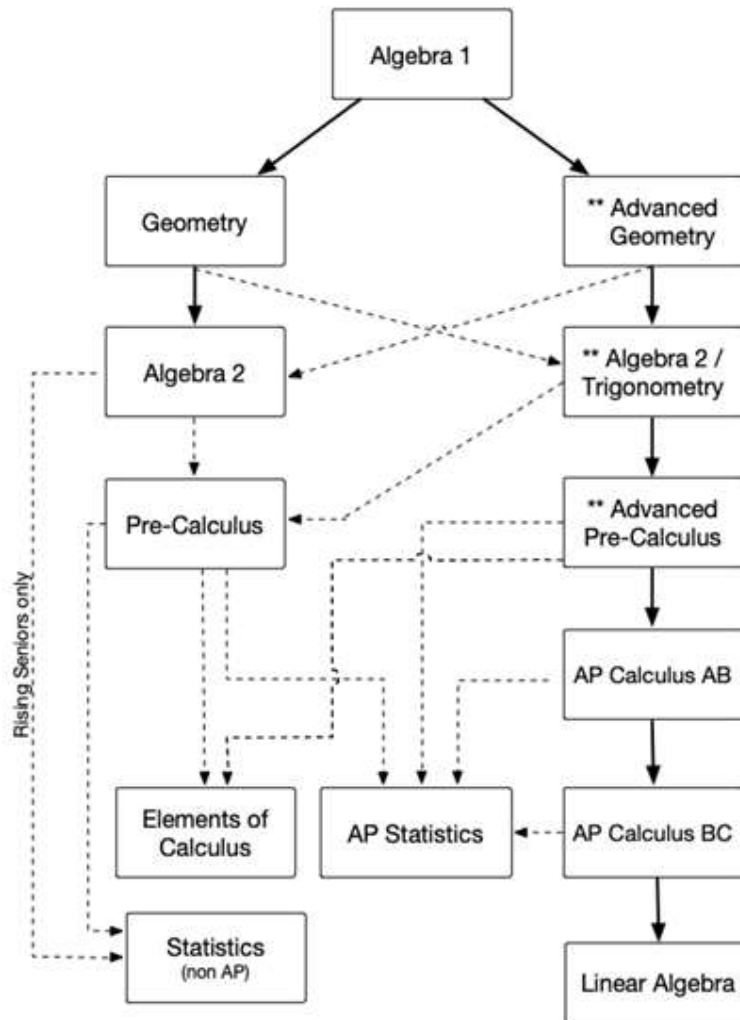
Course type: Academic elective course

Course number: 216

Prerequisite: B+ (87%) or better in AP Spanish Language

## 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.



**\*\* See course description for placement criteria.**

## **Algebra 1**

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

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

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

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

Grade level: 9

Course type: Academic course required for graduation

Course number: 421

Prerequisite: Successful completion of Pre-Algebra

## **Geometry**

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

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

Grade levels: 9-10

Course type: Academic course required for graduation

Course number: 423

Prerequisite: Successful completion of Algebra 1

## **Advanced Geometry**

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.

Grade levels: 7-10

Course type: Academic course required for graduation

Course number: 419

\*\*Prerequisite: B (85%) or better in both semesters of Algebra (1 or B) and teacher recommendation

## **Algebra 2**

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 and exponential. 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).

Grade levels: 9-11

Course type: Academic course required for graduation

Course number: 425

Prerequisite: Successful completion of both Algebra 1 and Geometry

### **Algebra 2/Trigonometry**

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. We examine functions and their inverse functions as they relate to modeling real world applications, graphing and solving equations. We 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, we will examine periodic functions by applying trigonometric principles. This course will include an applied Statistical Unit to prepare students for the “new SAT.”

Grade levels: 9-11

Course type: Academic course required for graduation

Course number: 424

\*\*Prerequisite: B+ (87%) or better in both semesters of Geometry, B (85%) or better in both semesters of Algebra 1, and teacher recommendation

### **Precalculus**

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 we 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.

Grade levels: 10-12

Course type: Academic elective course

Course number: 428

Prerequisite: Successful completion of Algebra 2 or Algebra 2/Trig

### **Advanced Precalculus**

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. Course type: Academic elective course

Course number: 430

Prerequisite: B+ (87%) or better in both semesters of Algebra 2/Trig and teacher recommendation

### **Elements of Calculus**

This course will introduce students to the basic ideas of differential and integral calculus. 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.

Grade levels: 11-12

Course type: Academic elective course

Course number: 464

Prerequisite: Successful completion of Precalculus or Advanced Precalculus and teacher recommendation

### **Statistics**

Statistics is the science of data analysis and inference. Through the lens of sports, this course will explore data, plan studies (observational and experimental), and generate statistical inferences based on data. Topics covered will include interpreting/displaying categorical and numerical data, probability, variation in data, normal distributions, z-scores, confidence intervals and linear regression. Computer software will be routinely used to analyze large data sets found on sports data websites. Students will conduct classroom experiments, and carry out individual and projects.

Grade level: 12

Course type: Academic elective course

Course number: 439

Prerequisite: Successful completion of Algebra 2, Algebra 2/Trig, Precalculus, or Advanced Precalculus

### **AP Statistics**

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. This course meets three times per week. Teacher recommendation required for placement.

Grade levels: 11-12

Course type: Academic elective course

Course number: 441

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 Calculus AB**

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. This course will meet three times a week. Teacher recommendation required for placement.

Grade levels: 11-12

Course type: Academic elective course

Course number: 433

Prerequisite: Successful completion of Advanced Precalculus and teacher recommendation

### **AP Calculus BC**

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. This course meets three times per week. Teacher recommendation required for placement.

Grade level: 12

Course type: Academic elective course

Course number: 435

Prerequisite: Successful completion of AP Calculus AB and teacher recommendation

### **Linear Algebra**

Linear algebra is the study of vectors, vector geometry, multivariate linear functions, geometric transformations and the approaches used to solve multiple linear systems of equations. Course topics will include vectors and vector spaces, linear functions, elementary row operations, matrices, matrix operations, determinants, eigenvalues and eigenvectors, matrix symmetry, linear transformations, multivariate regression and clustering algorithms. This course will explore the applications of linear algebra through case studies and examples of applications in environmental science, computer science, engineering, statistics and finance. Students will have the opportunity use computer software for matrix manipulation.

Grade levels: 12

Course type: Academic elective course

Course number: 422

Course note: Can be taken concurrently with either AP Statistics, AP Calculus AB or AP Calculus BC with teacher recommendation

Prerequisite: Successful completion of AP Calculus AB or AP Calculus BC

## **PERSONAL DEVELOPMENT**

### **The Farmyard Classroom - Interdisciplinary Studies of Real Life**

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 the tending and care 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 of 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.

Grade levels: 5-12

Course type: Academic elective course

Course number: 659

Course offered: Elective during zero hour

### **Garden to Table - The TGS Dining Hall Connection**

Growing one's own food is an act of empowerment. Eating the food you have grown is pure joy! In this upper school class we will work in both the greenhouse and the TGS community garden to explore traditional and alternative ways of growing crops. We will build upon the aquaponics system already in place and do our best to expand it into a greens producing mini farm. We will also grow crops in our soil based garden. As we explore these different growing systems, we will consistently test and document our process to create current and future success. In an effort to make gardening a common everyday occurrence we will create several small vegetable gardens in planters throughout campus. We could create an herb garden outside the dining hall, grow lettuce near the riparian area, and sunflowers in the science courtyard.

The produce harvested from both growing systems will go directly to the dining hall, where everyone will enjoy the "fruits of our labors." We will also cook with and eat the veggies and herbs we grow in this class. During peak season, we will host several farmer's markets where we will sell vegetable starts, fresh eggs from the farmyard, and any surplus vegetables from our gardens. As a creative expression, this class will add to the garden mural by designing and painting their own section of the mural.

Grade levels: 9-12

Course type: Academic elective course

Course number: 666

Course offered: A - H block

### **Mindfulness and Meditation**

In this semester-long course, we will explore mindfulness and meditation practices through activities and reflection. We will learn many different ways to practice mindfulness and will grow and deepen our practices over time. While practicing mindfulness of sound, breath, emotions, thoughts, and sensations, we will learn which practices work best for us as individuals and find ways to apply these practices to our daily lives. We will also examine the connections between mindfulness practice and stress, anxiety, attention, focus, relationships, and our brains.

Grade levels: 9-12

Course type: Elective course

Course number: 693

Course offered: One semester elective

### **Introduction to Leadership and Innovation**

Introduction to Leadership and Innovation offers eighth grade and upper school students the opportunity to begin their understanding of leadership through the development and application of individual leadership skills. The course is based upon the notion that learning how to lead others begins with learning how to lead one's self.

The three interrelated phases of the course content are:

1. **Developing Skills to Lead Yourself:** Goal Setting and Effective Time Management; Skills of Organization and Self-Management; Avoiding Procrastination; Stress Management; Confidence Building; The Sixteen Habits of Mind; Growth vs, Fixed Mindsets; Problem-Solving and Decision-Making; Creativity and Innovation.
2. **Developing Skills to Lead Others:** Articulating; Active Listening; Verbal and Non-Verbal Communication; Written Communication; Public Speaking and Presentation Skills; Social Style Analysis; Finding Common Ground, Developing Rapport and Relationship Building; Emotional Intelligence; Behavior Analysis Through Choice Theory; Stewardship and the 6 C's.
3. **Exploration of personal leadership philosophies and values.**

Grade levels: 8-12

Course type: Academic elective course

Course number: 341

Course offered: First semester elective during zero hour

### **Advanced Leadership**

In Advanced Leadership, students will extend their development of leadership skills, as they engage in learning activities in which they analyze positive and negative attributes of various styles of leadership including Authoritarian Leadership; Democratic Leadership; Servant Leadership; Transformational Leadership; Transactional Leadership; and Charismatic Leadership. Students will evaluate their own leadership philosophies and values as they study the careers

and achievements of business and political leaders and well-known agents of change in society, who exemplify one or a combination of the above leadership styles.

The underlying objectives of the course are to empower students with the confidence and abilities to engage in leadership opportunities beyond and outside of their Gregory School experience, and to support their individual development as engaged citizens who are capable of leading and becoming innovative agents of change.

Grade levels: 8-12

Course type: Academic elective course

Course number: 343

Course offered: Second semester elective during zero hour

### Junior College Seminar

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 things related to the college process including exploring various types of colleges and universities, generating a personalized list of colleges to consider, previewing college applications, developing a resume, planning for college visits, and reviewing standardized test options. Students can expect to finish this seminar with a sense of self-reflection, a list of well-researched college options, an essay rough draft, a standardized testing plan in place, and with an action plan for the summer leading into senior year.

Grade level: 11

Course type: Non-credited elective course

Course number: 735

Course offered: Second semester elective meeting once per week

### Senior College Applications Seminar

Every senior is registered for this seminar-style course which provides dedicated and structured time on the college application process. The course meets twice weekly with the goal of completing applications for the early application deadlines and before semester final exams, students will work in both small groups and independently on college exploration, resume development, review of standardized testing results, the Common Application and school specific applications, essay writing and scholarship research. Each senior works closely with the college counselor to develop polished applications and to nurture communications with college admissions offices.

Grade level: 12

Course type: Non-credited required course graded on a Pass/Fail scale

Course number: 724

Course offered: First semester elective meeting twice per week

### **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. Student and parents must write and sign a letter requesting the exemption to be kept in student's file.

### Upper School Physical Education

The goal of this year-long 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 in proper stretching and strengthening techniques, 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 each class meeting. This course is graded on a pass/fail basis.

Grade Levels: 9-12

Course type: Elective course; can be used for PE graduation requirement

Course number: 652

### Yoga

This year-long class will help students to learn, explore, and enjoy an ancient practice backed by modern science with benefits beyond compare. 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.

Grade Levels: 9-12

Course type: Elective course; can be used for PE graduation requirement

Course number: 656

### **Dance 1**

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, develop balance, coordination, flexibility, strength and endurance.

Grade levels: 7-12

Course type: Performance/production based elective course; can be used for fine arts credit or PE graduation requirement

Course number: 617

### **Dance 2**

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 builds 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.

Grade levels: 8-12

Course type: Performance/production based elective course; can be used for fine arts credit or PE graduation requirement

Course number: 618

Prerequisite: Dance 1 or approval from instructor

### **Choreography Lab**

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 theatre elements: costumes, make-up, set design, and props.

Grade levels: 8-12

Course type: Performance/production based elective course; can be used for fine arts credit or PE graduation requirement

Course number: 619

Prerequisite: Audition or approval from instructor

### **Physical Conditioning for Athletes**

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 sport skills to develop a strong, complete and whole athlete. This will cater to the specific skills that each athlete desires to develop. The main coaches on campus will supervise the development of each athlete. 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 sport drills

Grade levels: Grades 9-12

Course type: Elective course; can be used for fine arts credit or PE graduation requirement

Course number: 657

Prerequisite: Athletes who are currently/planning on being involved in competitive sports

### US Interscholastic Athletics

Fall	Cross Country (Boys' and Girls') Swimming (Boys' and Girls') Volleyball (Girls') Golf (Girls') Soccer (Boys')	Winter	Basketball (Boys' and Girls')	Spring	Golf (Boys') Tennis (Boys' and Girls') Track (Boys' and Girls') Volleyball (Boys')
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## SCIENCE

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)

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

Grade level: 9

Course type: Academic course required for graduation

Course number: 511

### Chemistry (Lab Science)

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, gases, 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.

Grade level: 10

Course type: Academic course required for graduation

Course number: 513

Prerequisite: Algebra 1

### Physics (Lab science)

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, College Physics), 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 students learn to express what they have learned in a variety of ways. They learn about the importance of modelling 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.

Grade levels: 9-12

Course type: Academic elective course

Course number: 519

### Environmental Science (Lab Science)

Environmental Science is the multidisciplinary study of all aspects of the Earth's physical and biological environments. In this course, basic principles from the 3 major scientific disciplines, biology, chemistry and physics will be introduced within the context of the environment to better understand the relationships between the atmosphere, hydrosphere biosphere and lithosphere. Students will be able to identify interactions between physical and biological components

of the environment, will be introduced to concepts of scaling in space and time, and will apply the Conservation Laws in class exercises to better understand ecosystem structures. The impact of water, energy and humans in altering the global and local environment will be investigated through experimentation.

Grade levels: 9-10

Course type: Academic elective course

Course number: 587

Prerequisite: Algebra 1 (or concurrent enrollment)

### **Physical Geography of the Southwest** (Lab science)

Physical Geography is the study of the spatial characteristics of natural phenomena associated with the Earth's hydrosphere, biosphere, atmosphere, and lithosphere. This course will focus on the Physical Geography of the Southwest (California, Nevada, Utah, Colorado, New Mexico and Arizona); a region that is rich in many natural resources and is biologically diverse; yet it is limited in water resources and at risk of extreme weather under current climate change scenarios. The students learn about the processes that make the Southwest and the Sonoran Desert a unique ecosystem through lectures, laboratory exercises, field trips and analyses of case studies. Additional content focuses on the impact of urbanization on the local ecosystem and natural resources.

Grade levels: 10-12

Course type: Academic elective course

Course number: 580

Prerequisite: Biology

### **Organic and Biochemistry** (Lab science)

Organic and Biochemistry is a full year course that includes lecture and laboratory components. The first semester of this course covers topics in Organic chemistry including classification and identification of organic functional groups, nomenclature of organic compounds, the relationship between structure and physical/chemical properties, and chemical reactions (and basic mechanisms) of organic compounds. The second semester uses these principles to explore more complex biochemical systems. Specific topics in Biochemistry include a study of carbohydrates, lipids, proteins, enzymes, nucleic acids, and metabolism.

Grade levels: 11-12

Course type: Academic elective course

Course number: 552

Prerequisite: Chemistry

### **AP Biology** (Lab science)

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. AP Biology meets three times per week (once during zero hour.) Students are expected to take the Advanced Placement examination in May.

Grade levels: 11-12

Course type: Academic elective course

Course number: 527

Prerequisite: A- (90%) or better in Biology, and B+ (87%) or better in Chemistry

### **AP Chemistry** (Lab science)

#### **Dual Credit General Chemistry I/Dual Credit General Chemistry II** (Lab science)

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. AP Chemistry students meet with the instructor three times per week (once during zero hour.)

This course may also be offered as Dual Credit General Chemistry through Pima Community College for eligible students. Students who opt for the dual credit option will meet with the instructor four times per week (twice during zero hour.)

#### **AP Chemistry**

Grade levels: 11-12

Course type: Academic elective course; students may opt to take the College Board's Advanced Placement Chemistry examination in May

Course number: 529

Prerequisite: A- (90%) or better in Chemistry, and Algebra 2 or Algebra 2/Trig

**Dual Credit General Chemistry I/Dual Credit General Chemistry II** (College Dual Credit Course)

Grade levels: 11-12

Course type: Academic elective course; students may earn credit through Pima Community College

Course numbers: Dual Credit General Chemistry I - 581/Dual Credit General Chemistry II - 582

Course offered: First semester/Second semester elective

Prerequisite: Passing score on Pima Community College Math and Chemistry Placement Assessments

### **AP Physics 1** (Lab science)

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 systems, fields, force interactions, change, conservation, and waves. 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, both AP Physics C Mechanics and AP Physics C Electricity and Magnetism.

Students are expected to take the Advanced Placement examination in May.

Grade levels: 11-12

Course type: Academic elective course

Course number: 588

Prerequisite: Physics (preferred)

Co-requisite: Algebra 2 or Algebra 2/Trig

### **AP Physics C - Mechanics** (Lab science)

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 introductory 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.

Grade levels: 11-12

Course type: Academic elective course

Course number: 576

Prerequisite: Physics

Co-requisite: Calculus AB or higher

### **AP Physics C - Electricity and Magnetism** (Lab science)

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.

Grade levels: 11-12

Course type: Academic elective course

Course number: 579

Course offered: Second semester elective

Prerequisite: Physics

Prerequisite or Co-requisite: AP Physics C - Mechanics, and Calculus BC

### **Introduction to Engineering** (Lab science; College Dual Credit Course)

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.

Grade levels: 11-12

Course type: Academic elective course; eligible for University of Arizona dual credit

Course number: 578

Prerequisite: Concurrent enrollment in Precalculus or higher math

### **Computer Science A** (Not a lab science)

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.

Grade levels: 9-12

Course type: Academic elective course

Course number: 541

Course offered: First semester elective

### **Computer Science B** (Not a lab science)

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.

Grade levels: 9-12

Course type: Academic elective course

Course number: 571

Course offered: Second semester elective

Prerequisite: Computer Science A (or sufficient background)

### **Computer Science C** (Not a lab science)

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 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.

Grade levels: 10-12

Course type: Academic elective course

Course number: 540

Course offered: First semester elective

Prerequisite: Computer Science B

### **Computer Science D** (Not a lab science)

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.

Grade levels: 10-12

Course type: Academic elective course

Course number: 539

Course offered: Second semester elective

Prerequisite: Computer Science C

### **AP Computer Science** (Not a lab science)

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.

Grade levels: 10-12

Course type: Academic elective course

Course number: 563

Prerequisite: Computer Science B



### **Technology Innovation: Design and Build** (Not a lab science)

This course is designed to give you, the student, the opportunity to explore and discover new knowledge, to gain expertise in some new skill, and to share that skill with your fellow classmates. It is the quintessential hands-on course. Each student or group of students will define a project to be developed over the course of the academic year. Learning objectives are set by the students and guided by the teachers. Designing, building and creating are the cornerstones of the class. Projects should therefore aim to produce a physical prototype, but students are otherwise free to choose whatever project they are passionate about and to pursue the skills necessary to see that project to completion, from initial concept to final product. Students are encouraged to share with classmates the skills and techniques they develop during the course of their project - the class is meant to build a collective wisdom. This class is graded pass/fail.

Grade levels: 9-12

Course type: Performance/production based elective course

Course numbers: Tech Innovation A (first semester) - 557/ Tech Innovation B (second semester) - 558

Course offered: Full year; First semester/Second semester elective

## **SOCIAL SCIENCES**

### **Topics in World Civilizations: Commodities, Trade Routes, and Revolutions**

The backbone of this course is Europe's interactions with the world. Beginning in ancient times, extending through the Scientific and Industrial Revolutions, and finally tiptoeing into the 20<sup>th</sup> century, students will investigate topically the ways in which world cultures interacted through the exchange of significant commodities and how that interaction fundamentally altered and created the modern world we know today.

Grade level: 9

Course type: Academic course required for graduation

Course number: 309

### **United States History Survey**

This course introduces students to the nature and practice of writing history and teach critical reading, writing, research, and analytical skills that are necessary for The Gregory School graduates to excel in college and the world beyond. The survey course covers United States history from the pre-Columbian era to the 2000s. The course will follow a survey textbook, *America, A Narrative History*, with collaborative projects, including four research projects per year. The specific content and readings are decided upon by the instructor according to expertise and interests, but in every class students experience how history is made, understood, revised, and debated. Themes include cultural encounters and adaptation; 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).

Grade level: 10-12

Course type: Academic course required for graduation

Course number: 314

### **Advanced Upper School History Seminars:**

#### **Global Social Issues**

In today's world, nations are linked by networks of communications, travel, and trade, which means that issues that were once local are now global. This course examines a range of current social issues from a global perspective, rooting out the impacts of the issues themselves as well as the movements addressing them. We'll dig into issues such as climate change, social inequality (and injustice), governance and corruption, migration, and global media, all the while honing in on the (often youth-driven) social movements that have sprung up around the globe to tackle them. What do these trends tell us about where we are? What is the impact of the peoples' movements on these trends?

The course is centered on a text as well as current events and is both discussion and project based. Some of our major projects will be research oriented, others will be focused on problem solving.

Grade levels: 10-12

Course type: Academic elective course

Course number: 381

Course offered: One semester elective

#### **Roman History**

This is a one semester survey course covering Rome's rise from a small village to a world power, its subsequent decline in the west, and the eastern empire to the time of Justinian in the 6th century. This course is designed to augment the

overall history curriculum in the high school, and to give students a better understanding of the origins of western civilization. It will also help to enhance the experience of Latin students, particularly those who go on to AP Latin, who would like to gain a greater understanding of, and background in Roman History. This is a discussion based class, and will draw from primary sources and a text. Assessments will consist of research papers, presentations, and debates.

Grade levels: 10-12

Course type: Academic elective course

Course number: 382

Course offered: One semester elective

### **History of World Sports**

In this one semester course we will look at the development of sports from ancient to modern times, and the role they play in social movements. Often, sports are ahead of society in general in dealing with cultural issues. To that end, we will explore gender and diversity, race, media, the olympic movement, and international politics through the lens of sports. Sources will be collected readings and videos.

Grade levels: 10-12

Course type: Academic elective course

Course number: 368

Course offered: One semester elective

### **Gender and Diversity Seminar in World History** (College Dual Credit Course)

This course raises awareness about the under-explored history of women and minorities. 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 and contemporarily.

Grade levels: 11-12

Course type: Academic elective course; eligible for Pima Community College dual credit (3 credits ANT 202)

Course number: 371

Course offered: First semester elective

### **Middle East History through its Religious Traditions**

This course surveys the history and religions of the ancient Near East from 1200 BCE to 700 AD, highlighting the influences of the major religious traditions in the region. This primarily with focus on “the People of the Book” meaning the Judeo-Christian-Islamic traditions. Through your 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 worshipping of one deity emerged, how religious traditions affected social and political structure of society, how art and architecture was affected by new religious traditions, among other themes.

Grade levels: 10-12

Course type: Academic elective course; eligible for Pima Community College dual credit (3 credits REL 119)

Course number: 348

Course offered: Second semester elective

### **Advanced Themes in U.S. History Seminar** (College Dual Credit Course)

An advanced, writing intensive college-level course that will require weekly essays, extensive reading, research and class discussions. Course would be designed for juniors or seniors who previously passed the U.S. history core survey class (number 314 or equivalent) with a B+ average or higher. The class explores major themes in U.S. history such as immigration, civil rights, music and art that students get to choose and develop projects around. This class may be offered for dual credit at Pima Community College for 6 units.

Grade level: 11-12

Course type: Academic elective course, eligible for Pima Community College credit (6 credits, HIS 141/2)

Course number: 315

Prerequisite: B+ (88%) in United States History

### **AP U.S. Government and Politics**

AP U.S. Government and Politics prepares students for the AP exam in U.S. Government and Politics by simulating a university-level political-science course. Students will examine the U.S. governmental system, extending beyond a narrow focus on institutions to study all relevant aspects of politics, including how external factors influence public-policy decisions. Crucial to the course is following current events related to the government / politics and connecting them to the broader information on the foundations of our government. In the process, the course exposes students to political-science terminology and aims to help students develop their skills of comprehension, analysis, judgment,

organization, synthesis, and explanation, both written and verbal, with an emphasis on participation in class discussion.

Grade level: 12

Course type: Academic elective course

Course number: 369

Prerequisite: B+ (87%) or better in second semester junior history course, or by petition

## **Economics:**

### **Microeconomics and Macroeconomics**

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.

#### **Microeconomics**

Grade levels: 11-12

Course type: Academic elective course

Course number: 317

Course offered: First semester elective

#### **Macroeconomics**

Grade levels: 11-12

Course type: Academic elective course

Course number: 318

Course offered: Second semester elective

## **Psychology:**

### **Psychology and Literature**

This upperclassmen course is designed to familiarize students with basic psychological theories through the study of works that embody such themes as guilt, vengeance, justice, loneliness, loss, and the journeys that encompass our psychological growth toward self-knowledge. While literature invites us to present a “thesis,” psychology requires a “diagnosis” to support our findings. Students will approach psychologists such as Freud, Jung, Skinner, and Rogers to understand how the study of psychology can enrich our understanding of contemporary and classic works, as well as to better know ourselves and those we love. In addition to psychology texts, we will explore *Catcher in the Rye*, *In the Lake of the Woods*, *Streetcar Named Desire*, *Everything That Rises Must Converge: Short Stories*, *The Boy who was Raised by a Dog*, *Medea*, *Ordinary People*, and *The First Time She Drowned*. This is a two-part, two-semester course. Students must take semester one in order to continue into the spring semester, but they may opt to take only semester one of the course. The first four texts will make up semester one. The remaining works will be explored in semester two.

Grade levels: 10-12

Course type: Academic elective course

Course number: Full-year option - 46/First semester only option - 383

Course offered: First semester or Full-year elective

Prerequisite for second semester: Must take first semester

### **Advanced Psychology**

This upperclassmen course is designed to follow the introductory Psychology and Literature course. Using a college level text and project based-learning, students will explore such topics as:

- Neurological and Biological Foundations
- Stress and Health Psychology
- Sensation and Perception
- States of Consciousness
- Learning
- Memory
- Thinking, Language, and Intelligence
- Motivation and Emotion

- Personality
- Psychological Disorders
- Therapy
- Social Psychology
- Thanatology

Students may opt to take A.P. Psychology exam after taking this course; review sessions will be available one month in advance of the A.P. testing schedule

Grade levels: 11-12

Course type: Academic elective course

Course number: 377

Prerequisite: While it is recommended that students take Psychology and Literature as a prerequisite, seniors in good standing (who could not fit Psychology and Literature into their course load during 2019-20) may opt to take this advanced level course instead.