



Rowland Hall

EXTRAORDINARY LEARNING

COURSE CATALOG
2022–2023



Credit Key

Throughout this booklet you will find the following annotations following each course. The labeling is meant to identify the credits a student can acquire by completing said course. A key to those symbols are listed below:

ENG

English Course Credit

STEM

Science, Math, Technology Course Credit

LANG

World Language Course Credit

PHYS

Physical Fitness Course Credit

HIST

History/Social Science Course Credit

ART

Visual and Performing Arts Course Credit

REG / ETH / REQ

Fulfills other Required Course Credit

Upper School Special Programs

Interim

In order to ensure our students are truly citizens of their world, Rowland Hall encourages student travel and experiential learning in a number of ways, including the Upper School’s Interim program.

Interim provides local, national, and international learning experiences outside the Upper School classroom. The week-long program during spring trimester provides hands-on activities and experiences that promote self-reliance, responsibility, and teamwork as well as an opportunity to build relationships outside of the traditional school setting.

Benefits of Interim include: the opportunity for students to be immersed in their language of study, a new culture or region; experiential learning in an academic area such as the sciences, history or arts; outdoor adventures where students challenge themselves physically, learn about the natural world and their relationship to nature; a chance to recognize a community’s needs and assets through community service; the opportunity to learn and practice new skills; the ability to exercise organizational and leadership skills in new settings; the enjoyment of meeting and getting to know students from other grades, and the enhancement of respect for others outside the classroom.

Trips have included white water rafting the Yampa river, cultural and linguistic experiences in Spain, China, and Montreal, volunteering with Utah’s Navajo population and traveling to historic cities in the United States with a focus on United States history and architecture. Numerous local opportunities are also available for students, for instance, engaging in filmmaking, acquiring a greater understanding of the restaurant industry, exploring environmental issues, and learning about sports nutrition and sports psychology by interacting with medical professionals at the Orthopedic Specialty Hospital.

Project Action: Winged Lions Engage, Reflect/Respond To, and Build Their Community

Project Action is an opportunity to develop a sense of purpose, express personal values, apply learning, foster leadership, and live the mission of Rowland Hall. Project Action is an opportunity for students between their sophomore and senior years to engage, reflect, respond, and build on the mission-centered concept of community engagement. In short, to embrace being community builders. Through Project Action, students align themselves with a community-building opportunity in order to fill a need in the community they have identified.



The work in this project may be strictly local or connected to a global issue acted upon locally. Project Action is an opportunity for students to reflect on what matters to them, how they can stay involved with communities that have supported them, and identify new communities, spaces, or relationships where they can build their passions and live their self-identified values more fully.

ENGLISH

English Department Overview

The purpose of the English curriculum is to help students improve their reading and writing skills, practice communicating their ideas in multiple rhetorical formats, and hopefully come to understand themselves and their world more clearly. Students gain confidence in their ability to read critically by asking questions of a variety of texts—fictional and nonfictional, historical and contemporary, canonical and non-canonical. As a department, we focus on process as well as product; students practice skills sequentially as they move through the curriculum. At each level, they are encouraged to reflect upon their work and to set goals specific to their improvement. Finally, the English curriculum emphasizes critical thinking as students learn to formulate research questions, gather credible research, responsibly handle source material, and synthesize information.

English 9

Students enhance their reading and writing skills by studying canonical and contemporary works of world, British, and American literature. Through these works, with their varied voices and perspectives, we examine thematic questions common to people of different languages, historical periods, and cultures. Students practice skills of literary analysis in close reading exercises, critical essays, and assessments and practice critical thinking skills in small-group and whole-class discussion. Students also learn to identify grammatical features of sentences and sentence structures, and they practice punctuation skills that will help them become better editors of their own writing in the upper school and beyond. Additionally, the class reinforces research skills in writing and in public speaking tasks.

[ENG 1.0](#)

English 10

In this course, students explore the literature of Britain and the postcolonial diaspora. The basic assumption of the course is that British literature is inherently diverse and exciting. By reading both contemporary postcolonial voices and canonical British voices, students will think about cross-cultural encounters and talk about how literature defines and highlights differences between people and cultures as well as provides understanding across different perspectives. Students will talk about these ideas and texts as a community in both large and small groups where the main goal will be conversation and understanding new perspectives. Students will have the opportunity to write in many registers, both creative and academic. They will be encouraged to experiment formally while also receiving a solid foundation in the structured analytical writing that will prepare them for AP English classes in their Junior and Senior years if they choose. With a firm emphasis on developing an effective writing process, the course empowers students to choose their own topics and structures, identify their purpose, develop their voice, and solve writing problems through their drafting and revision process.

[ENG 1.0](#)



English 11 American Literature

Students explore ways in which American writers -- fiction and nonfiction -- have engaged with their immediate community and used their work to shape our society. Throughout the year, students expand their knowledge so that they can participate in this world of ideas and explore the subtleties of these texts. As students sharpen their ability to ask questions and draw inferences, they see how language is a powerful tool. By drafting and editing their own writing, students work to refine their critical thinking skills and to produce polished essays -- creative and analytical. During their junior year, students undertake an interdisciplinary research project that requires them to gather scholarly sources and synthesize this information in order to compose a nuanced analysis of a vintage ad.

ENG 1.0

English 11 AP English Language and Composition

Students in AP English learn to read critically and to analyze the rhetorical and stylistic devices at work in a wide variety of challenging texts, including creative, persuasive, and expository essays. Specific to this AP course, students examine how writers use the nuances of language as a tool to craft their message for a particular audience and to achieve their desired purpose. Students also practice research skills through reading, annotating, and synthesizing essays on a range of historical and contemporary issues. In addition to formal analysis, students also work on developing their own voice, structuring an argument, and crafting personal narratives that speak to important transformational moments in their lives. Like their peers in American Literature, AP students undertake an interdisciplinary research project that requires them to gather scholarly sources and synthesize this information in order to compose a nuanced analysis of a vintage ad. AP students then extend their knowledge of the rhetoric of advertising by creating their own print advertisement and presenting it to professionals in the field.

ENG 1.0

AP Literature and Composition

This course challenges seniors to engage with contemporary and historical texts on many levels: personal, creative, rhetorical, and theoretical. Students will recognize that they build persuasive interpretations by asking complex questions of texts. Thus, they explore their speculations through student-led class discussions, individual presentations, research tasks, team teaching, informal discussion posts, timed writings, and formal analytical essays. Students will develop fluency in reading fiction, drama, and poetry as they develop confidence in their ability to articulate compelling analyses and express their insights with precision and subtlety.

ENG 1.0

English 12: Composition and Collaboration

English 12 prepares seniors to write across the curriculum, with an emphasis on literary analysis, personal narrative, professional writing, and rhetoric. Through studying short literary works (essays, short stories, and poems), students hone their analytical skills on a variety of texts by a wide range of authors. Through a long-term, collaborative, interdisciplinary professional-writing project, they develop their abilities to work in groups, to persuade audiences through their writing, and to support arguments using library research. And through creative assignments, they exercise their imaginative self-expression and love of language.

ENG 1.0



Creative Writing / Literary Magazine (elective, open to grades 9-12)

Students may enroll in creative writing as a full-year course for one or more years during high school. Taught by well-known published poet and poetry advocate Joel Long, students work and explore various forms in poetry, fiction, nonfiction, or drama. Through an extensive series of exercises and visits by guest writers, students hone their craft and find pleasure and insight in the creative process.

In the latter part of the school year, students produce the school's literary magazine, *Tesserae*. The publication is a consistent winner of the National Council of Teachers of English Programs to Recognize Excellence in Student Literary Magazines, in which over 400 schools compete. *Tesserae* has also won the Magazine Pacemaker Award from the National Scholastic Press Association, "in recognition of general excellence and outstanding achievement by a high school magazine in a national competition."

ENG 0.33

HISTORY/SOCIAL SCIENCES

History Department Overview

People love history. One of the oldest disciplines in the world, history offers them stories, asks them questions, and poses to them dilemmas they struggle to reconcile as they work to understand themselves and the world around them. To this end, the design of our program and approach to teaching fosters a continued fascination with the past.

Students develop skills related to research, writing, and use of evidence that empower them to harness a strong factual foundation to offer nuanced and sophisticated interpretations of the past. In each course required by the department, students translate reading and classroom work into projects interpreting questions about specific historical eras.

Rowland Hall requires three years of history instruction for all students. As seniors, students are encouraged to apply their historical knowledge to the present in Political Science or to choose an elective as a capstone experience.

In the Upper School, ninth-grade students take a foundational course in the historical discipline in the Fall Semester, which provides them with a strong grounding for historical analysis, research, and argumentation by cultivating a core set of academic skills that will foster success throughout their Upper School experience. In the Spring Semester, ninth-grade students choose between a variety of topically-focused courses that expand on and apply these historical thinking skills. Sophomores choose between two survey courses: Europe and the Atlantic World or AP European History. In all these courses, students explore more geographically- and temporally-focused narratives while also examining how historians have offered competing interpretations of those varied pasts. In their 11th-grade year, all students explore the history of the United States in either US History or AP US History. Both courses begin in the pre-Columbian world and move forward in time to the late twentieth century. They ask questions related to the formation of national identity, the development of an American political and social context, and the ways that the United States has encountered the world in the course of its history. Paired with their Junior-year English class, all students also complete an interdisciplinary research project examining a vintage advertisement from the mid-20th century. Seniors may enroll in a rotating selection of history electives, which provide a detailed look at specific topics within the discipline. Recent offerings include: Disability History, Political Science: Legislative Activism, and Topics in Art History.

Historical Foundations I: Worldviews and Empire

This course introduces students to the discipline of history—its methods, theory, and disciplinary practices—by exploring major global religions in their respective chronological and geographical contexts and critically



examining how those faith traditions interacted with political power. Situating faith traditions such as Hinduism, Buddhism, Confucianism, Judaism, Christianity, Islam, and Indigenous traditions, in time, space, and place, students will grapple with the major political, intellectual, social, and economic currents that shaped and were shaped by these global religions. Through this study, students will become familiar with the evidence that historians use to access, construct, and analyze the past, learning to critically interrogate both primary source evidence in a variety of forms (written, artistic, architectural, etc.) and secondary source arguments (drawn from chapters, articles, and monographs) that scholars have offered about the significance of this past. Through this content, students will not only gain a foundation for the subsequent study of history at Rowland Hall, but also essential skills that will help them become strong students across the curriculum. In the Fall Semester, students work explicitly on the skills of materials management, critical active reading, engaged listening and well-organized note-taking, substantive engagement in class discussions, and persuasive writing, working to apply these habits of mind to the historical content of this course as well as their other ninth-grade courses. In the Spring Semester, students will build on those critical reading, research, and writing skills as they explore a more specialized, elective-style topic about the global past and also conduct an interdisciplinary research project (coordinated with their English classes) focused on historical mythology.

HIST 0.5

Historical Foundations II: Modern Japan – This course focuses on the modern history of Japan, specifically from the period leading up to the Meiji Restoration of 1868 to the turn of the 21st century. In terms of content, we will cover such important topics as the early formation of the modern Japanese nation-state (as opposed to the military dictatorship that preceded it); the re-opening of diplomatic relationships with Europe and the United States and the political, cultural, and economic consequences thereof; the growth of Japan's empire in East Asia, along with the emergence of militarism leading up to the Pacific War (WWII); the aftermath of Japan's defeat; and the subsequent economic boom, plus political and cultural developments of the "long postwar" period. The course will be organized into thematic units, with our schedule featuring alternating weeks: the first of these will feature an intensive focus on historical narratives (e.g. textbook readings) that will help familiarize them with the general facts of a give historical topic, and will be followed by a week in which students focus on primary source materials in a wide range of media including literature, visual arts, government documents, film and television, and so on. These sources will represent multiple perspectives on historical events and their repercussions, examining not only the narratives of "official history," but the differing reactions to and impacts upon various sectors of the Japanese as well as foreign (especially colonial) populations. The course will thus build on the skills-training of the fall Historical Foundations course, giving students the opportunity to apply skills they learned in the fall to sources in an expanded range of media, and of increased complexity.

HIST 0.5

Historical Foundations II: Big History – Big History studies the past from the origins of the universe to the present day and beyond. Historical and scientific data inform an evidence-based framework about how the world has evolved from the Big Bang to today and how humans have used collective learning to further the growth of human civilization. Students explore how both historians and scientists engage in the study of our world and our place within it. While focusing on three essential skills — thinking across scale, integrating multiple disciplines, and making and testing claims — students practice the broader critical thinking, writing, and research skills learned in the first semester Historical Foundations course as they explore what factors have shaped our past and inform our present. Students approach learning in the course with a combination of thought-provoking readings, project-based exploration, class and small-group discussions, and specially-designed online learning modules.

HIST 0.5



Historical Foundations II: Modern Latin America – Modern Latin America surveys the societies from Mexico and the Caribbean south through Central and South America. Starting with an overview of what scholars have discovered about the origins of agrarian civilization in the Americas and West Africa, students then explore the indigenous peoples in the 14th and 15th centuries CE and their contact with, and in many cases colonization by, Europeans. The course then studies the Spanish conquest while questioning the narratives of heroism associated with it; the wars of independence and the nation-building that followed; popular struggles and narratives of modern, Latin American and national identity; and late twentieth-century political movements. While students will learn about key individuals and significant dates and events, the course does not emphasize memorization, but rather contextualizes such information within broader historical narratives: cultural, economic/material, political, and so on. The course also works to foster students' ability to recognize, critique, and produce historical arguments—that is, to read a text not only to extract the relevant factual information, but to see how that information is organized into an argument, and to help students produce such arguments themselves.

HIST 0.5

Europe and the Atlantic World

Europe and the Atlantic World is a survey of the roots and development of civilization on the European continent, as well as its interactions with the world. We explore the values, systems of trade and economic development, and political change that created the European modern world. The course's primary goals are to develop: (a) an understanding of some of the principal themes in European history, (b) the ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. In order to accomplish these goals, students will critically read, evaluate, and discuss their textbook, primary sources, and academic articles which help scholars to make sense of the European past. In terms of critical thinking and writing, students will apply the comparative method, assess change over time, and synthesize multiple primary sources into persuasive evidence-based arguments.

HIST 1.0

AP European History

AP European History covers the period from ~1350 through the Cold War era and both prepares students for a university level European history course and for success on the Advanced Placement European History exam. The course's primary goals are to develop (a) an understanding of some of the principal themes in modern European history, (b) the ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. In order to accomplish these goals, students will critically read, evaluate, and discuss their textbook, primary sources, and intellectual, and cultural developments of the European past. In terms of critical thinking and writing, students will apply the comparative method, assess change over time, and synthesize multiple primary sources into persuasive evidence-based arguments. Students will frequently practice these writing skills on document-based questions, long essays, and short answer questions. In the course of mastering the temporal history of the European past, students will also explore different historical approaches, assess divergent interpretations of the past, and develop methods of researching and evaluating historical evidence.

HIST 1.0

United States History

This course examines the history of North America from its pre-Columbian indigenous past, through the foundation of the British colonies, and into the experience of the United States through the late-20th c. The



primary goal is to establish a basis for a thoughtful engagement with American history as a whole. This basis includes the on-going impact of indigenous people, the reasons for the founding of American colonies by Britain, the goals and cultures of those colonies, the rise of a variety of social and economic structures (such as Puritanism and slavery), and the increasing diversity of the American colonies compared to Britain. Other topics of the course include the American Revolution, the dynamic and complex society of the early republic, the years leading to the sectional conflict we know as the Civil War, Reconstruction, the Gilded Age, and the massive changes that accompanied the transition to the 20th century. In that century, the course will examine the growth of industrial economics, the rise of mass and popular culture, two world wars, a depression and the unprecedented social changes associated with various movements for civil and political rights. The course employs a course reader, scholarly articles and chapters by scholars in the field, primary source materials, art, and material culture to convey not only the intellectual concepts of the past but also the lived experience of each period.

HIST 1.0

AP United States History

AP United States History seeks to prepare students for university-level courses in United States history and success on the Advanced Placement United States History exam. In pursuit of that goal, the course requires students to master the temporal, social, cultural, economic, and political histories of pre-Columbian indigenous peoples, the British North American colonies, and the United States. Students will grapple with historical concepts such as contingency, agency, and positivism as analytic tools. In addition, students will learn to integrate competing narratives grounded in race, class, gender, region, party, religion, and immigrant status. Chronologically, the course begins before the advent of European contact with the Americas and ends in the last decade of the 20th century. The course employs a textbook, monographs by scholars in the field, primary source materials, art, and material culture to convey not only the intellectual concepts of the past but also the lived experience of each period.

HIST 1.0

SOCIAL SCIENCE YEAR-LONG ELECTIVE

AP Psychology

The AP Psychology course is designed to provide students with a broad overview of the diverse field of psychology and prepare students for the AP Psychology examination. The course explores psychological facts, principles, and theories within each of the major subfields of psychology including, but not limited to, research methodology and statistics, biological bases of behavior, learning, cognition, memory, development, personality theory, and abnormal behavior. Additionally, all students work in small groups in order to carry out a year-long empirical research project of their own design. The project requires an in-depth literature review of past research, formulation of a testable hypothesis, construction of an experimental research design, collection of empirical data, statistical analyses and interpretation of that data, and a final written report utilizing APA guidelines. AP psychology can be taken as a science or history elective in a student's senior year.

HIST 1.

**HISTORY/SOCIAL SCIENCE SEMESTER-LONG ELECTIVES**

Note: These courses do not replace the United States History graduation requirement.

Political Science: Campaigns and Elections (*Fall Semester*)

This elective examines the most fundamental aspect of our democracy: voting. However, instead of focusing only on individual candidates or choices, this course will study the societal and institutional forces that affect election results. While emphasis will be placed on the 2020 presidential race, the course will broadly explore what political science and history can teach us about the American electoral system. Topics include: voting rights, voter behavior, campaign management, finance laws, advertising, party politics, polling science, media coverage, balloting, and the Electoral College. As a blended history and political science course, students will read and write extensively to prepare for our in-class student-led discussions. During the semester, students will also work on a variety of projects including: collaboratively building a timeline about the history of a specific electoral subtopic, writing a research paper evaluating the efficacy of a specific campaign strategy, and participating in a mock campaign. This class is perfect for anyone who's interested in politics, history, or civic engagement.

HIST 0.5

Political Science: International Relations (*Spring Semester*)

This elective provides a comprehensive introduction to global politics, focusing in particular on its historical evolution, its key concepts, major theoretical frameworks, main actors and institutions, and the global architecture of power. The 21st century is characterized by increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. This course will explore those challenges from three departure points: international relations theory, comparative government analysis, and the role of US foreign policy. As a blended history and political science course, students will read and write extensively to prepare for our in-class student-led discussions. During the semester, the course will emphasize case-study analysis on a wide range of issues, including: globalization and trade, weapons of mass destruction, climate change, human rights law, and more. Students will also work on a variety of projects including: collaboratively building a timeline about the history of a specific global problem, writing foreign policy position papers, and participating in a Model UN simulation. This class is perfect for anyone who's interested in politics, history, or global engagement.

HIST 0.5

Macroeconomics and Globalization (*Fall Semester*)

Is globalization just a catchy phrase or the new normal of the 21st century? This course will focus on the major themes of economics, consumerism, and economic culture with an emphasis on the relationship between globalization, inequality, and social justice. Students will study a variety of macroeconomic theories and analyze their practical application as they consider the ties that define our global world.

HIST 0.5

Japanese Cinema (*Spring Semester*)

In this course, we will not only learn about Japanese film, but also consider "Japanese film" as a rhetorical construct. We will examine the conventional narrative of Japanese cinema's significance—Japan as a "case study" in cinema production outside the world of Hollywood—but also push back against its tendency to isolate Japanese film from its global historical context. We will thus start by studying the films themselves, getting a



comprehensive overview of the conventional “canon” of Japanese master filmmakers (Ozu, Mizoguchi, Kurosawa), as well as genres like the yakuza (gangster) film, the Japanese New Wave of the 60s, and anime classics as well as more avant-garde animation. At the same time that we analyze the films as art objects, and learn the techniques of film analysis, we will also consider them as historical artifacts, looking deeply into their cultural, historical, and material context. To address the problem of the “othering” of Japanese film, we will study its historical origins in connection to the emergence of film techniques and technologies around the world. Finally, we will explore the story of Japanese film’s “Japanization”: the interpretation of Japanese movies by Western and Japanese writers alike as embodying something culturally specific.

Please note that many films will contain material that may cause discomfort to some students: as well as historically-based depictions of physical or military violence, avant-garde films in particular often incorporate sexualized violence. Students who are uncomfortable with this are encouraged to consider carefully their personal boundaries, but are welcome to take the class, as content warnings will be provided for each film.

HIST 0.5

MATHEMATICS AND COMPUTER SCIENCE

Mathematics Department Overview

The Mathematics Department believes that mathematics is an essential tool for seeking truth, making sense of, and contributing to the positive change in the world around us. In order for students to view mathematics in this way it is necessary to engage them in authentic work whose goals are to solve genuine problems we encounter in our communities, the nation, and the world. It is our goal to nurture students’ interests and talents and, in collaboration with teachers from other disciplines, help them understand how their unique identities can contribute to gaining insights and solving important problems we face. For some of our students these contributions may lie in deep mathematical studies, for some they may be in applying mathematics in other scientific fields, for others yet they could be in understanding how data contributes to deepening or solving the social injustices present in our world. At Rowland Hall we seek to offer all our students pathways that will bolster their identities as quantitative thinkers. We seek to instill in our students a willingness to take risks and engage in productive struggle. By persevering through and overcoming initial failures, our students develop a sense of confidence in their ability to solve challenging problems. When our students make claims, we expect them to support these claims with evidence and sound mathematical reasoning; engaging in both written and oral justification are essential practices for developing deep and lasting understanding. We strive to provide classroom experiences which lead to the creative and curious mindsets that motivate and sustain the purposeful effort needed to succeed.

To this end, the Mathematics Department offers courses that aim to support the students as they grow into the mathematicians that match their goals and ambitions: creators, users, appreciators. Through the conversations with their teachers and advisors, each student will develop their personal journey through one of the pathways we offer:

- *Data science track, STEM track, and Advanced mathematics track*

Computer science at Rowland Hall is much more than learning a coding language. Computer science teaches students design, logical reasoning, and problem-solving - all valuable beyond the computer science classroom. Computer science encourages students to solve problems through abstraction, algorithmic thinking, and utilizing the design process. This fosters a growth mindset, learning from failure, and a process-focused curriculum. Computer science courses can tap into students’ interest in technology, helping them become technology innovators, and design technical solutions to problems in science, math, social studies, the arts, and literacy. Topics of computer science classes include proficiency and literacy in hardware, software, computer programming (coding), physical computing (engineering and robotics), data analysis, design, digital citizenship and computational thinking.



Integrated Math 1

Prerequisite: Successful completion of 8th grade math and placement by the US Mathematics Department.

In 9th grade the study of linear relationships stems naturally from data investigations and can be used to model a variety of relationships in the world around us. Lines are the building blocks of geometry and studies of transformations can be used to explain many of the algebraic properties of lines. Study of measurement, area, and volume lead seamlessly to the study of polynomials, and our focus will be on quadratic and cubic relationships. As part of our data investigations students will begin the study of statistics by exploring the different ways of graphically and numerically summarizing their data. Upon successful completion of Math 9, students will take Integrated Math 10. (IM 10 will replace Algebra 2 in 2022-23)

STEM 1.0

Integrated Math 2

Prerequisite: Successful completion of Integrated Math 1 or placement by the US Mathematics Department.

In this class the students continue building their function repertoire by digging more deeply into polynomial functions, then comparing their growth to exponential functions. Students will become confident in their understanding of growth rates for different function families. The study of dilations and similarity will yield a development of trigonometric functions. Through the modeling of natural and social phenomena, the students will develop intuitive understanding of inverse functions and begin to develop ideas of statistical inference.

STEM 1.0

Advanced Algebra

Prerequisite: Placement by US Mathematics Department based on teacher recommendation, placement test, and a student interview.

This course is designed for ninth grade students who intend to complete AP Calculus BC as juniors. The honors course covers the material in the Algebra 2 course in greater depth, and additionally covers sequences, transformations of functions, logarithmic functions, and trigonometric graphs and equations. The advanced course includes a rigorous development of mechanics and solution techniques along with a greater focus on theory and analysis. Themes of limits, rates of change, and optimization are woven into the curriculum throughout the year. Writing about mathematics and modeling using technology are heavily emphasized.

STEM 1.0

Precalculus

Prerequisite: A grade of B in Integrated Math 2 or Algebra 2.

Precalculus emphasizes the study of functions. The year begins with modeling linear and quadratic phenomena, followed by the development of exponential and logarithmic functions from the modeling perspective as well. Students will spend the majority of the second semester on rational and trigonometric functions. The goal of Precalculus is to develop a deep conceptual understanding and procedural fluency in these topics. The students will be asked to perform calculations accurately, but also to explain why the procedures they perform yield the desired results. Reasoning and justification are necessary ingredients of this course. The course focuses on encouraging students to become competent and confident problem solvers. Group activities give students the opportunity to work cooperatively as they think, talk, and write about mathematics.

STEM 1.0



Applied Mathematics

Prerequisite: Successful completion of Math 2 or Algebra 2.

In order to be a conscientious citizen of today's world it is necessary to employ your mathematical thinking in understanding, analyzing, and modeling situations that arise in everyday life. This class will allow you to use your mathematical skills in understanding and resolving issues you care about: immigration, health care, climate change, voter suppression, poverty, homelessness, etc. Learning about an issue, studying data, and developing solutions to the problems as you see them is the focus of this class. This course invites discovery and exploration. The visualization and exploration capabilities of technology encourage the student to actively participate in the learning process, to develop an intuitive understanding of mathematical concepts, and to solve applied problems using actual data. Students learn how to use algebraic functions they studied previously as a modeling language for describing observed patterns and behaviors. Students have opportunities to collect and interpret data, to make conjectures, and to construct mathematical models.

STEM 1.0

Advanced Topics in Precalculus

Prerequisite: B+ in Advanced Algebra and teacher recommendation

This is a rigorous, accelerated course designed for tenth grade students who intend to go directly to AP Calculus BC in eleventh grade. Throughout the course students will be expected to work cooperatively as they embrace challenging concepts and articulate their observations. Students will study relations and functions with their accompanying graphs and situations that they model. These will include exponential, logarithmic, trigonometric, and parametric functions as well as their inverses. The course integrates the analysis of functions and their behavior with the ideas of calculus through the lens of change. Calculus topics such as differentiation, integration, and their applications will be studied in depth. Students will complete several projects, some focusing on mathematical explanations, others on modeling. Each project will utilize some form of appropriate technology and polished written communication of results. Students will use technology as an aide to visualization and understanding of the ideas under consideration. Students will not take an AP exam for this course in the spring. The AP Calculus BC exam will be taken at the end of the following year.

STEM 1.0

Data Science

Prerequisite: Successful completion of Applied Mathematics, Precalculus, or teacher recommendation.

Data Science is an interdisciplinary field that combines ideas from data analysis, computer science, and mathematics to extract meaning from data. This course will focus on practical application of data analysis so that the students develop concrete and applicable skills through hands-on activities. The students will learn how to use RStudio to analyze the data, to find and communicate meaning in data, and to think critically about arguments based on data. In this class, students will use Participatory Sensing to collect data relevant to them (transportation, recycling, water, neighborhood stress/chill maps, daily habits, etc). Students will learn how to use programming language to access data, to access data, create meaningful visual representations, construct predictive models, and ultimately assess the significance of their findings using simulation.

STEM 1.0



AP Calculus AB

Prerequisite: A grade of B+ or higher in Precalculus and teacher recommendation.

AP Calculus AB is a full-year, advanced placement elective. This course is primarily concerned with developing students' understanding of the concepts of calculus and of its methods and applications. It emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. AB Calculus requires students to implement all mathematical concepts covered in previous high school classes. Competency in geometry formulas, rational, radical, polynomial, exponential, logarithmic, and trigonometric functions is expected. The first month of calculus is dedicated to the study of limit theory which leads to both differentiation and integration and their basic formulas. Topics include definition of the derivative using limits, the fundamental differentiation formulas, tangent lines, rates of change, related rates, and applying calculus to principles of physics i.e. velocity and acceleration. More advanced techniques of differentiation and integration are studied, which is followed by the calculus of exponential growth, logarithms, and differential equations. Volumes of revolution is the concluding topic and one of the highlights of the year. Preparation for the AP Calculus AB examination is one of the main objectives of the class.

STEM 1.0

AP Calculus BC

Prerequisite: A score of 3 or above on the AP Calculus AB examination or a grade of B+ in AP Precalculus, and teacher recommendation.

This rigorous and challenging course provides the equivalent to two semesters of college calculus (Calculus I and II at the University of Utah, for example). Preparation for the AP Calculus BC examination is the primary focus for this course. As a result, students will spend the majority of their time grappling with difficult problems in a cooperative setting where they can have meaningful, mathematical conversations with their classmates and present at the board. A graphing calculator is required to enhance concept connections and to support solutions. In addition, an approved graphing calculator is required for the AP exam. Demonstrations in class will be performed with the TI-84. This course builds upon and extends the topics in the AP Calculus AB curriculum. Topics include limits, the definition of the derivative, and the Fundamental Theorem of Calculus, and several techniques of integration. Differential and integral calculus will be applied to related rates, optimization, and motion (linear and curvilinear) problems. In addition, solving differential equations, finding area and volume, and the analysis of parametric, polar, and vector-valued functions are introduced. And finally, students explore numerical methods of approximation including Newton's method, Riemann sums, trapezoidal approximations, Euler's method, and Taylor series.

STEM 1.0

Advanced Topics in Statistics

Prerequisite: A score of 4 or above on AP Calculus AB examination, or concurrent enrollment in AP Calculus BC and teacher recommendation.

Advanced Topics in Statistics offers students a challenging, calculus-based introduction to statistics that emphasizes the development of the mathematical ideas which support statistical analysis. The class provides a detailed introduction to probability theory, and students will understand and articulate how chance provides the foundation for all statistical inference. The course is centered around four broad themes: (1) producing data, (2) exploring and summarizing data, (3) probability, and (4) statistical inference, with the main emphasis on probability and inference. Throughout the course students will work with real data, and significant emphasis is placed on interpreting and critiquing numerical results within the context of the dataset. At the end of the course



students will be able to communicate quantitative information, generate useful data from well-designed experiments and well-drawn samples, and draw inferences about a larger population based on experimental or observational results. While this course has significant overlap with the AP Statistics curriculum, it does not target the AP exam as the capstone experience. Significantly more emphasis is placed on the mathematical framework that supports statistics and we will engage more deeply in fewer, but more advanced topics than a student would see on the AP exam.

STEM 1.0

Calculus

Prerequisite: Successful completion of Precalculus

In this course the students will take a hands-on, exploratory introduction to calculus. The majority of the time will be spent exploring the major ideas of calculus: continuity, limiting processes, rates of change, and area under the curve through interactive applets and applied problems. Students will focus on conceptual understanding rather than technical manipulation. The goal is for each student to notice that the ideas of calculus arise naturally, and be able to state them clearly. The student will collect evidence for why these results are reasonable. Finally, the student will know what to do with these results; they should be able to apply them, whether in science or mathematics itself. At the same time, students will continue to build their proficiency with the families of functions they have encountered in their precalculus class. They will also continue to develop a deeper understanding of algebraic principles which will ensure they are prepared for the challenge college coursework brings in their freshman year. Using mathematical software, both graphing and algebraic, will be an integral part of the course.

STEM 1.0

Advanced Topics in Mathematics

Prerequisite: Successful completion of AP Calculus BC or teacher recommendation.

Secondary school mathematics often leaves little room for a student to get to know the fields of modern mathematics. In this one semester course, we will explore topics which are the objects of study of current mathematical research based on the students' interest. We will take a broad stance and include work in both applied and theoretical mathematics. We will use mathematical software to model real world phenomena. We will work on topics in graph theory, cryptography, number theory, as well as geometry and topology. The course will culminate with an independent research project students will share with their peers and wider audience through a paper and an oral presentation.

STEM 1.0

Personal Finance

Prerequisite: Open to students in Grade 12.

Personal finance is a one semester elective that provides students with the opportunity to explore many of the significant financial decisions made over the course of a human life. Financial behavior will be presented as existing along a spectrum that ranges from pure saving to pure consumption. Students will be encouraged to use goal setting and budgeting to adopt a financial identity along this continuum that is sustainable, responsible and enjoyable. Over the course of the semester students will acquire proficiency with spreadsheets, revisit exponential functions to better understand the math governing compound interest, and learn to consume and communicate quantitative information through graphs and tables. Students will frequently present the results of their



investigations and will prepare a summative project. Please note this is a one semester course and does not count as a required math credit toward graduation.

Math and Art

Prerequisite: Open to students in Grade 12.

Your teachers may have insisted that math is beautiful, or that it is a form of art. While those are true statements (although as always, the beauty is in the eye of the beholder), you may better appreciate those statements if you produce some mathematical art. Or art inspired by mathematics. Or art explained by mathematics. In this course we will choose among such topics as panoramic photographs, straight cut origami (or just plain old origami), create new worlds with paper, fabrics, or crocheting (New worlds, you say? What new worlds? Ones of love, and loss, or forever searching. It's up to you), or investigate close cousins of Cootie Catchers. Please note this course is a one semester course and does not count as a required math credit toward graduation.

Robotics (*trimester and/ or full year option*)

Prerequisite: No experience necessary.

If you are excited about math, science and technology and want to build robots, choose an all year or trimester-long Robotics course. We will design, build and program robots that will take part in a variety of challenges. Regardless of your engineering or coding background, you will build skills to succeed. In addition to using Arduino systems and designing our own bots, we will learn how to compete in the FIRST Technology Challenge competition where you will have a chance to meet and compete against other robotics teams from around the country. Take your STEM skills to the next level with us in Robotics next year!

STEM 0.33 STEM 1.0

Exploring Computer Science (*trimester*)

Prerequisite: Freshmen & Sophomores – background and experience not necessary

This course introduces students to the field of computer science through an exploration of engaging and accessible topics. Rather than focusing on a particular language or software, students learn conceptual ideas of computing and how certain tools or languages might be utilized to solve certain problems. The goal of the class is to develop in students the computational practices of algorithm development, problem solving, programming, and interface design. The course also explores the limits of computers and ethical and societal issues. Completion of this course provides the background and experience students need to take AP Computer Science Principles.

STEM 0.33

Introduction to Java (*trimester*)

Prerequisite: Freshmen & Sophomores – background and experience not necessary

Java Fundamentals is a one trimester course for students wishing to build experience with the Java programming language, either as a preparation for the AP Computer Science A class, or as an exploration in and of itself. Java fundamentals will explore the fundamentals of data types, operators, control structures, and basic class design using Processing language and Java as well as inquiry based learning.

STEM 0.33



AP Computer Science Principles

Prerequisite: Juniors and Seniors preferred - Sophomores with approval

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understanding of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. AP Computer Science Principles will give students the opportunity to use current technologies like Android app development and processing (java) programming language to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

STEM 1.0

AP Computer Science A (Java)

Prerequisite: Sophomores through Seniors. AP CSP, Introduction to Java, or Teacher approval.

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

STEM 1.0

SCIENCE

Science Department Overview

The science department aims to help all students develop as critical thinkers, flexible problem solvers, and responsible citizens. Core courses in physics, chemistry, and biology highlight fundamental physical and biological concepts, providing the foundation necessary to choose from a range of options in the junior and senior years. In all classes, students focus on both the content and the practices of science. Opportunities to ask questions, conduct experiments, and analyze data are provided on a regular basis. We hope that students will become confident in evaluating evidence, constructing arguments, and applying their knowledge to novel situations.

Science Foundations: Physics

Prerequisites: None

This course is a survey of Newtonian mechanics and helps students to understand how the universe works on a macro level. Topics of study include interactions of matter, energy, velocity, acceleration, force, energy, momentum and light. Topics will be approached from both conceptual and mathematical perspectives. Students learn material through laboratory experiments, demonstrations, and lectures. Students conduct lab investigations in which they collect and analyze data, and then use data to support scientific claims.

STEM 0.5



Science Foundations: Chemistry

Prerequisites: None

This course serves as an introduction to chemical concepts and techniques and helps students understand how the universe works on a micro level. Topics of study include the nature of matter, atomic theory, chemical bonding, chemical reactions, and states of matter. Most topics are approached from both qualitative and quantitative angles. Students learn about matter through demonstrations, laboratory experiments, simulations, and lectures. Students conduct lab investigations in which they collect and analyze data, and then use data to support scientific claims.

STEM 0.5

Vertebrate Physiology

Prerequisites: Biology

Why do some animals hibernate and others remain active all winter? Could understanding hibernation make it possible for us to send people to Mars? How can an emperor penguin incubate eggs for weeks on end in the depth of the antarctic winter without dying of starvation? How did somebody dressed in wool and fur survive the antarctic winter storms for several days to collect a penguin egg? How do salmon migrate between salt and freshwater? How does the bar-tailed godwit fly 7,000 miles non-stop from Alaska to New Zealand? What effect does day length have on our sleep wake cycles? These are the kinds of questions we will ask in vertebrate physiology.

Just like camouflage to hide from predators or sharp fangs to catch prey, physiology is an adaptation caused by natural selection. In vertebrate physiology we will study how animals such as fish, amphibians, reptiles, mammals, and birds have adapted to maintain internal conditions in a variety of external environments. Internal conditions include temperature, osmotic balance, blood chemistry, and the storage and release of energy. We will compare different types of thermoregulation including ectotherms such as fish, reptiles, and amphibians, and endotherms such as birds and mammals. We will evaluate responses to environmental variables such as the changes in salinity experienced by salmon as they migrate between fresh and saltwater environments. We will study live models such as fish and pigeons, and consider examples from our own region such as marmots that hibernate and pika that spend the winter awake eating haystacks that they built during the summer.

STEM 0.5

Climate Science

Prerequisites: None

Climate Science students will study the Earth's climate past, present, and predicted future. We will conduct our own research on the effect of temperature on different living systems such as lilacs, insects, and aquatic ecosystems. Students will share their research with citizen science projects such as the National Phenology Network and GLOBE. Using living systems, and examples from our own region, we will study the carbon cycle and biogeochemical processes that determine the carbon balance in the biosphere, ocean, and atmosphere. We will use chemistry and physics to evaluate the properties of carbon dioxide and other greenhouse gases. Once students understand how human activities and natural processes impact Earth's climate, we will examine how climate change affects different parts of the world including the Great Basin, the Arctic, island nations, and coastal states. We will work with local groups to better understand climate science, policy options, and policy debates so that students are prepared to engage with climate questions that we will face for the foreseeable future.

STEM 0.5



Utah Earth Sciences

Prerequisites: None

Utah Earth Science is a place-based class that will use examples from Utah geography to understand Earth systems. The state of Utah has a diverse array of geographic features that represent different periods in Earth's history, different climate zones, and a range of aquatic and terrestrial ecosystems. In this class, the laboratory will be our own landscape: mountains, valleys, rivers, lakes, and the cycles that connect them. By using our own landscape to study Earth systems, students will cultivate a sense of belonging and stewardship for the places where they live.

STEM 0.5

Applied Chemistry: Food Science

Prerequisites: Chemistry

Students will explore how basic scientific principles underlie everyday aspects of food and cooking, from fruits, grains, and meats to sauces and candies. Lessons will alternate between presentation of basic chemistry as well as applications and relevance of basic chemistry to food and cooking, and interactive activities and demonstrations given by local-area and in-house chefs and peer-driven collaborations/discussions. Topics may include Molecules, moles, flavor, and pH, Energy, temperature, and heat, Phase transitions, Diffusion and Gelation, Heat Transfer, Fermentation, and Candy.

STEM 0.5

Advanced Topics in Biology

Prerequisites: Biology

Advanced Topics in Biology is a second-year biology course that builds on the idea of biology as a unique way of inquiring into, seeing, and knowing the living world. By diving into core areas such as foundational biochemistry, cell biology, molecular biology, genetics, physiology, ecology, and evolution, this course crystallizes the value of understanding nature at various levels of organization. As forever students in a community of inquirers, we develop an appreciation of recurring themes amidst the staggering diversity and complexity of living things, the inextricable connection between the history of the Earth and the history of life on Earth, the bidirectional interactions between biotic and abiotic factors, exchange of matter and energy flow, and emergent properties. Additionally, we appreciate biology as an intrinsically interdisciplinary form of human knowledge; biology enriches and is enriched by methods and advancements in other STEM disciplines. In this course, students will engage in independent and guided research projects that span the gamut from fundamental research to real-world applications; students will connect principles and concepts to authentic experiences, and clinical and environmental challenges at the community and global level. Learning will be facilitated through the use of diverse media and rich classroom discourses, lectures, videos, model building, demonstrations, and hands-on experiments, that emphasize qualitative, quantitative, and ethical aspects of the *doing* of science. Students will develop the ability to define problems after examining them from various sides, collaborate within teams to synthesize pertinent information, design experiments and clinical trials, gather and analyze data, use logic and sound reasoning to draw valid conclusions, and communicate all aspects of the afore-mentioned process in oral and written formats.

STEM 1.0



Advanced Topics in Chemistry

Prerequisites: Chemistry

What is energy? What are the different types of energy? How does energy flow determine if chemical reactions will occur or not? As a reaction proceeds, what controls the speed? What happens when you mix two compounds? What kind of solutions, properties, or reactions result? How are acid and base reactions essential to so many aspects of life?

AT Chemistry is a second-year chemistry course that will endeavor to answer these questions and much more! The course will investigate these topics through collaborative experimental labs and discussion. Furthermore, real world applications and current scientific research on the topics will be highlighted and discussed. Students who take this class should have strong math skills and a firm understanding of the topics explored in the 10th-grade chemistry.

STEM 1.0

Physics

Prerequisites: Integrated Math 2 or Algebra 2

Physics is an algebra-based, college preparatory, laboratory course that is a mathematical survey of Newtonian mechanics, electricity and magnetism, and modern physics. The course is centered on several laboratory activities that ultimately lead to fundamental concepts of physics. Students are introduced to a problem that relates to a physical phenomenon. They will proceed to solve the problem through experimentation and analysis of data, and will form a conclusion from this lab work. Through this process related scientific laws and theories are introduced. STEM 1.0

Honors Physics

Prerequisite: be enrolled in, or completed Precalculus or Applied Mathematics

Honors Physics is a college level laboratory course that is a mathematical survey of Newtonian Kinematics. The course is designed for students who are academically competitive, independent thinkers and learners, and can meet with all expectations of the program. Students enrolled in the course are typically Juniors and Seniors who are motivated and mathematically strong.

STEM 1.0

Advanced Topics in Physics

Prerequisite: Successful completion of a year of Physics or Honors Physics. Must be enrolled in AT Precalculus or a higher mathematics course.

Advanced Topics Physics is a full year, laboratory based physics course that will focus on key concepts of Fluid Dynamics, Thermodynamics, Electrostatics and Circuits, Magnetism and Induction, Optics, and Modern Physics. Through inquiry based learning and laboratory activities, students will build on their understanding of physics and in the scientific process. This course will provide the students with a venue to use their advanced mathematical skills in problem solving and project building. AT physics will require that the student be very comfortable with algebra, trigonometry, and basic calculus topics of integration and derivations.

STEM 1.0



Research Science: Layered Materials in Batteries

Prerequisite: AT Chemistry.

Recommended Prerequisites/Corequisites: Computer Science, and/or Statistics.

Note: The class size is limited to 10 students.

Research Science is a highly interdisciplinary course where students will perform scientific research on a specific topic. Students will work collaboratively in a laboratory setting to advance the current understanding of the relationship between structure and properties in layered materials for battery applications. Students will gain experience in simulation environments, computer programming, data analysis and interpretation, mathematical modeling, engineering, and materials chemistry. Furthermore, students will gain first-hand experience in the research process, as well as experience the successes, failures, and unexpected tangents.

STEM 1.0

WORLD LANGUAGES

World Language Department Overview

The principal goal of the World Languages Department is to help students reach a superior level of communicative competence as it pertains to the four main language skills of reading, writing, speaking, and listening. The five C's (communication, cultures, connections, comparisons, and communities) mentioned in ACTFL's Standards for Foreign Language Learning: Preparing for the 21st Century also help to inform and guide the program.

Chinese I

This beginning Chinese course is intended for students with no prior knowledge of any Chinese dialect or written Chinese. This course will introduce the Chinese Pinyin Romanization system: tones, rules of phonetic spelling, and pronunciation; Chinese characters: creation and evolution, stroke order, structure, the writing system, and calligraphic techniques. Reading and writing skills are introduced and students develop basic skills in listening, speaking, reading, and writing.

LANG 1.0

Chinese II

Students continue to develop and master the essential linguistic skills required for listening, speaking, reading, and writing. The structure of the class focuses on learning the basic grammar and vocabulary elements by studying language in authentic contexts using simplified Chinese characters and Pinyin. Oral/aural drills, role-playing skits, group activities, conversation, multimedia resources, and realia are used to reinforce individual and collaborative effort. Students also develop an introductory understanding of the history and culture of China.

LANG 1.0

Chinese III

Students will further develop the four essential linguistic skills of listening, speaking, reading, and writing by expanding the grammatical structures and vocabulary studied in Chinese I and Chinese II. The ongoing mastery of vocabulary and grammar introduced at each level is essential for future success in Chinese. Oral/aural drills,



oral presentations, role-playing skits, question and answer practice, conversation, compositions, group activities, multimedia resources, and realia are utilized to reinforce grammar concepts and sentence structure. Individual and collaborative efforts are essential factors for the development of proficiency. Students also continue to explore the history and culture of China.

LANG 1.0

Chinese IV

This advanced course will further develop the four essential linguistic skills of listening, speaking, reading, and writing for students. We will emphasize the grammatical structures while expanding the vocabulary studied before. The topics will move to more abstract subject matter. In addition to spoken style, more written style expressions are gradually introduced at this level. Chinese history and culture are also integrated.

LANG 1.0

AT Chinese

AT Chinese Language and Culture is a full academic year course for qualified students who finished Chinese IV or equivalent courses. The goal of this course is to help students reach the second-year college level of proficiency and to succeed on the AP Chinese and Culture exam across the three communicative modes: interpretive, interpersonal, and presentational if they choose to take it. In addition to communication, the course also addresses the other four goals of the Standards of Foreign Language Learning in the 21st Century: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of learners, and the use of the language within the broader communities beyond the traditional school environment.

LANG 1.0

French I

French I is designed to give students an understanding of basic sentence structure. This sentence structure will include elementary negations as they fit into usage with the three basic first-year verb tenses: the present, the passé composé, and the futur proche. The three verb groups will be taught extensively as well as a wide variety of irregular verbs. How to form questions with the above tenses will be included. Vocabulary will include everyday nouns from a variety of situational settings, including numbers, family, clothing, countries and nationalities, sports, places in town, food, household items, and transportation. Students will also learn adjective agreement and placement. Through the above-mentioned vocabulary, the class will study cultural aspects of the Francophone world and geography. By the second semester, the class will be taught mostly entirely in French, and the students will be required to use only French in the classroom.

LANG 1.0

French II

All classes of French II are in the target language. French I or MS French material is reviewed for the first quarter after which the following tenses are introduced and practiced: the imperfect, the conditional, the pluperfect and the future tense in conjunction with all of these tenses “si clauses” are taught. Direct and Indirect pronouns and simple relative pronouns are studied. Adverbs are added as well. A great deal of oral practice through dialogues, skits, and games in class emphasizes the use of these tenses. Vocabulary builds up throughout the year, example being professions, food, studies, body and illnesses, and the environment. The students will learn about the 13 French regions with research and presentations.

LANG 1.0



French III

A review and reinforcement of French II takes place during the first trimester. Students will learn to use the comparative and the superlatives. The subjunctive and the gerond are studied in the second semester. Students will learn useful words for essay writing and will also hone their essay writing skills in the target language. Students will learn about the History of France through readings, and with a focus on specific places or people. Study of vocabulary will take a more holistic approach by understanding the origins of words, the meaning of prefixes, the cognates and false cognates, synonyms and antonyms, the nominalisation of verbs or adjectives, as well as the different spoken French around the world. Readings are introduced through magazine articles, *Les Malheurs de Sophie* de La Comtesse de Ségur, short stories by Maupassant, *Le Petit Prince* by St-Exupéry, poetry by Rimbaud, and Verlaine.

LANG 1.0

French IV / Advanced Topics French

Advanced Topics French is composed of two one-year revolving courses so that students may choose to take two years of literature without rereading anything. Essay writing and discussions are principal components of the course. Students will also prepare for the AP French test. Students study the following works either in part or in whole:

- *La Chanson de Roland*
- *Les Fables* de La Fontaine
- *La Belle et la Bête* de Jeanne-Marie LePrince de Beaumont
- *Les Contes* de Perrault
- Plays de Molière ou Beaumarchais
- Philosophical tales de Voltaire
- *La Peste* d'Albert Camus

LANG 1.0

Spanish I

At this level, the focus is on systematic development of the four basic language skills of listening for comprehension, speaking, reading, and writing to reinforce the structure of the language. The goal is to move students toward “communicative competence.” These four language skills are presented within the context of everyday life and the Spanish-speaking world (including the US) and its culture. The classroom format for Level I includes the following: interactive activities, oral question and answer segments, short dialogues, skits, etc. The students are expected to speak in Spanish during the class period with infrequent exceptions as of the spring of Level 1. The grammatical structures for simple present and past are presented along with basic vocabulary and idioms. All grammar will be sequenced throughout the language levels. Mastery of this material is essential for progression to the next language level.

LANG 1.0

Spanish II

The focus continues to include the four language skills (listening for comprehension, speaking, reading, and writing) with an increased emphasis on the more complex grammatical structures. This course includes a review of the simple present and past as well as the progression to the imperfect past, the future and conditional, and the compound structures of present perfect and past perfect. Grammar is used as a tool to achieve communication competence. In addition to similar teaching techniques (interactive activities, question and answer segments, and so forth) students at Level II have the opportunity to increase their language learning



through participation in conversation topics and projects. For example, students have the opportunity to do an interview of a native speaker and later in the year to participate in an interdisciplinary study of and presentation on a South American country. There is also a community activity with a neighborhood school. At this level, students are expected to be speaking in Spanish during the class with infrequent exceptions.

LANG 1.0

Spanish III

This course continues to introduce students to the Spanish language with more advanced grammatical structures and vocabulary, while continuing to review past structures learned in previous Spanish classes. Communication is stressed by focusing on the four language learning skills: listening, speaking, reading, and writing. Emphasis is placed on using the language in a number of real world and practical situations. Students will continue to develop an appreciation and understanding of the Spanish-speaking world and its varied traditions and histories, particularly through various reading texts (short stories, poetry, and articles on cultural aspects). The class is conducted entirely in Spanish.

LANG 1.0

Spanish IV

Spanish IV is an advanced, college-level course, and prepares students for AP Spanish or an upper-level university Spanish class. It is taught entirely in Spanish. Special focus is placed on reading, writing, and class discussion. Through the study of Spanish and Latin American fiction, history and current events, students will be encouraged to look beyond the superficial and delve deeply into the rich complexities of the many cultures that make up the Spanish-speaking world. Recent topics include: The Spanish Civil War, Understanding Poverty Through Literature, The Impact and Importance of La Virgen de Guadalupe in Mexican Society, and Understanding Catalonia's Relationship with the Rest of Spain. Throughout the year, advanced grammar and idiomatic expressions are also taught and reviewed in order to give students the tools they need to communicate their ideas more clearly, accurately and confidently.

LANG 1.0

AP Spanish

The further development of the four language-learning skills will continue to be stressed in preparation for taking the AP Exam in May. Students will continue to acquire a deeper appreciation and understanding of the Spanish-speaking world and its varied traditions and histories. They will read, interpret, analyze and discuss current affairs articles, as well as works of fiction (including the novel *Rosaura a las diez* by Marco Denevi). A variety of authentic materials is used throughout the school year, including podcasts, audio-visual sources, news websites (BBC Mundo, El País), Américas Magazine, and selections from Andrés Oppenheimer's *Basta de historias*. Students will continue to sharpen their writing skills and are given ample opportunity to write in a number of styles, including formal emails and persuasive essays. The class is conducted entirely in Spanish.

LANG 1.0



FINE ARTS

Art Department Overview

Through both experiential and rigorous programming, the art curriculum at Rowland Hall inspires students to use art to respond and care for the world around them. Working collaboratively to build something larger than themselves through ensembles and events, artists inherently develop compassion that spirals out of the school and into the world. Students learn through direct experience that curiosity, imagination, vulnerability, and failure, are catalysts for growth. The Rowland Hall Arts Department fosters an inclusive school environment grounded in trust, wherein students honor and respect themselves, their community, and the spaces they inhabit.

US Dance Ensembles (Beginning, Intermediate, and Advanced)

Prerequisite: Instructor permission or audition

All three courses cover the same curriculum on a spiraling continuum. As the student develops, the depth of the curriculum does as well. Each is a full year course. Dancers must audition each year for placement. Students study dance technique in depth. Emphasis is placed on both proficiency and fluidity in a variety of traditional and contemporary styles. All students collaboratively create two cumulative large-scale, high quality productions each year that are thematically unified. The theme is chosen or evolves from the following rotating curricula:

- Improvisational research
- Daily practice of technical skill and anatomy
- Exploration of compositional structure
- Explorations of personal and collective voice through writing, movement, research, and dialogue
- The study of production elements

ART 1.0

Advanced Topics: Music Theory and Composition

Music Theory and Composition is a year-long course open to students who have a grasp of reading musical notation, usually through study of an instrument. In the class, students will develop foundational skills in written and aural identification and analysis of music, with the goal of understanding the most common harmonic and rhythmic patterns of classical, jazz, and popular music. Students will demonstrate mastery of each musical concept with dictation, score analysis, and short composition exercises. As the year progresses, the class will focus more on arranging, orchestration, and composing in a variety of styles. Through collaborative composing and feedback processes, students will develop personal voice, expression, and technique as composers. At the end of the class, students will give a concert to the school community featuring their original compositions.

ART 1.0

Lincoln Street Choir

Choir is open to any student with a love of singing. In rehearsals and preparation for a variety of performances for the community, singers will develop healthy vocal technique, strong notational skills, and ensemble responsiveness. Students have the opportunity to choose and arrange repertoire, perform on instruments, and take leadership roles in the ensemble, based on interest and ability. Repertoire ranges from classical choral music to contemporary a cappella, in a variety of styles. Performances over the course of the school year may include music department concerts, chapel services, collaborative fine arts concerts, regional festivals and competitions, and other opportunities in the local community. This course will meet outside the normal class and period times.

ART 1.0



Chamber Orchestra

Prerequisite: Instructor permission

Chamber orchestra is open to all classical and folk musicians with experience reading music. In chamber orchestra, students develop musical independence, communication, and expression, while improving instrumental technique and music theory skills. Students perform a variety of classical, folk, and popular music as a large group, as well as form trios, quartets, and other ensembles. Performances over the course of the school year may include music department concerts, chapel services, fine arts concerts, solo/ensemble festivals, and other events on and off-campus. Students are encouraged to continue private instruction outside of class while enrolled. Instruments included in the ensemble in past years have focused on string instruments (violin, viola, cello, and bass), but have also included the flute, clarinet, oboe, French horn, piano, harp, acoustic guitar, and percussion.

ART 1.0

Advanced Chamber Ensemble (ACE)

Prerequisite: Audition required

Student-driven advanced chamber music class with emphasis on musicality, phrase, intonation, and ensemble skills. Students should be able to play concertos, sonatas, and etudes of high level. There will be three to four performances with competition in spring. Repertoire for performances will cover various genres. Rehearsals are flexible and scheduled by students with the faculty coach. Expectations of high-level playing are balanced with sensitivity to student academic workload and schedule.

ART 1.0

Jazz Band

Prerequisite: Instructor permission

Jazz Band students develop their musicianship through practicing, studying, and performing a wide variety of jazz, funk and rock music. In addition to improving their music literacy and instrumental technique, members of this class learn music vocabulary and compositional strategies for improvising melodies in a variety of musical styles. As members of an ensemble, jazz band students nurture their listening skills and learn to perform supportively and symbiotically with the other members of the band. The Jazz Bands participate in at least one concert at the end of each term and also perform at various functions in and outside of the Rowland Hall community throughout the year. Jazz band students are asked to practice at least 150 minutes a week outside of class and are strongly encouraged to study privately with an experienced professional on their instrument.

ART 1.0

Studio Art (trimester)

The goal of these sequential studio art classes is to provide an understanding of, and experience in a variety of art media and techniques. Studio Art offers opportunities for students to learn and explore drawing, painting, printmaking, assemblage, sculpture, computer design, and color theory through a variety of projects. Each class strives to create a challenging and positive environment that places concepts, materials, tools, and understanding in the hands of the student. Art historical perspectives are continually reinforced as are conceptual issues presented through contemporary art. Collaboration with other disciplines is embraced when appropriate.

ART 0.33



Advanced Studio Art (11 or 12) (trimester)

Advanced Studio Topics, a class taken in the junior or senior year provides a challenging yearlong opportunity to explore concepts and techniques in the visual arts. Students enrolled are introduced to a wide variety of art-making media in a structured environment. They are challenged to find individual solutions to projects that meet the criteria of well-rendered, well-conceived, thoughtful artistic study and practice. The resulting student works demonstrate a year of technical and conceptual achievement, and in some cases, provides the individual artist a foundation on which to pursue more self-guided discovery in AP Studio Art.

ART 0.33

AP Studio Art (12) (full year)

Students approved by the visual art instructor, art department chair and the Assistant Head of the US may enroll in this course.

AP Studio Art is a class offered to art students in grade twelve who are thinking about careers in visual art and the pursuit of visual art at the university level. Students pursue individual solutions to projects that require a growing level of creativity, and confidence. The goals of this one year of AP Studio Art are twofold: to prepare motivated students for the Advanced Placement Studio Art exam and submission of a comprehensive portfolio of work in May, and to provide the serious student of art a rich and rewarding experience that delivers a better understanding of the demands made by strenuous studio practice and consistent creative thought.

ART 1.0

Acting: Shakespeare in Performance (Trimester 1)

The focus will be on Shakespeare in performance. Students will learn how to take Shakespeare's plays from page to stage. They will be introduced to Original Practices, scansion, and classical techniques specific to Shakespeare and his contemporaries. Students will study, rehearse, and perform monologues and scenes from Shakespeare's plays and be introduced to contemporary adaptations and modern practitioners of his work. Students will learn how to analyze the universal themes in Shakespeare's works and how to bring these universal themes into performance.

ART 0.33

Acting Techniques: Contemporary and Modern Plays (Trimester 2)

Students will learn how to apply various acting techniques to modern and contemporary plays through scene study and development. This is a course that will dive into craft techniques that students will encounter in a University setting and give them a space to discover and explore the application of these techniques. This class will also emulate a conservatory-style course with rigorous training in voice and movement. Students will learn how to craft a performance from their first encounter with text through performance. Students will learn how to pull from a number of different techniques in order to find their own voice as an actor

ART 0.33

Theatre Workshop (Trimester 3)

Theatre Workshop will offer students a unique opportunity to collaborate with educational and professional artists in Salt Lake City. This class may take on several forms depending upon what local artist is available in the Spring. Past classes have collaborated with faculty and students at the University of Utah and professional local playwrights. The focus of this class will be the development of new work, both written and performed. This class



will offer a very unique window for students who are interested in pursuing theatre in college and in the professional world.

ART 0.33

Technical Theater I (*trimester*)

Students will be introduced to basic practical skills in theatre tech, which will include understanding tools and their functions, set construction, prop construction, operation of sound board, and operation and programming of the light board. Students will learn how to be part of a running crew for a show and will be expected to be involved in the Fall Production and/or the Spring MS Production in a variety of roles. Students will learn critical theatre safety protocol. Students will learn how technology in the theatre has evolved and be presented with new technologies that they will encounter in college. Advanced/repeat students will be expected to take on roles as mentors and crew leads. Juniors and Seniors who are interested in continuing their technical theatre education at a university will be given the opportunity to assemble a portfolio of their work.

ART 0.33

Theater Production (*Fall Semester*)

Open to all beginning to advanced actors, Theater Production is a class that occurs after school, outside of the regular class period rotation. The production may either be a musical or a straight play. Students who decide to be a part of the production will be expected to be at rehearsals Tues-Th from 3-5, unless otherwise noted. This class is open to both experienced and non-experienced actors. There will also be technical needs such as prop building, set construction, costume design/construction, stage management, sound and light board operator, so students interested in being involved are encouraged to sign up as well.

ART 0.5

Pop Music Production (*trimester*)

This course is for instrumental and/or vocal students who would like to compose, perform and record their music. Though the course is not restricted to any single musical style or genres, emphasis is given to popular varieties such as rock, pop, hip-hop, alt rock, blues, punk and folk. Students will develop their performance skills through learning and performing music by their favorite artists as well as composing their own original compositions. In addition to performing, Pop Music Production students learn to compose, record and produce their music using Garageband, Logic, Band-In-a-Box and other sound-capturing, composition and production software. Students must have at least one year of instrumental or vocal training to enroll in this course.

ART 1.0

Ceramics (*trimester*)

Ceramics is offered 9th through 12th grade and spans course work from exploratory to advanced topics for upperclassmen who choose to focus. The ceramics courses in the Upper School are an inclusive space wherein students of all levels come together to learn and mentor one another in the same room. Skills in coil building, slab building, wheel turning, ceramic art history and individualized aesthetic building through compositional projects are primary. Classical ceramic traditions are explored as a platform for using many approaches to individual processes. The ceramic arts are showcased all year as part of The Larimer Center Gallery.

ART 0.33



Groundwork Practice: (trimester)

About GroundWork: The goal is to build holistic fitness for all participants. GroundWork is equal parts sweat and rehabilitation, setting up participants to feel mentally, physically, and emotionally empowered in class and after. Alignment exercises and movement meditation mark the beginning of class urging participants to take inventory of the body's needs and goals. As the body builds more capacity, GroundWork urges myofascial line release, power and strength building, greater flexibility, and cardiovascular endurance at the climax of class. The practice over time provides students the ability to build safe and fulfilling ways to create their own curated private daily practice for training toward personal goals while grounding their bodies in a group practice that is supportive and community driven.

ART 0.33

ADDITIONAL PROGRAMS/CLASSES

Introduction to Debate

Intro to Debate is a one-trimester beginning level course offered in the fall for students who are new to high school or have never debated before. After completing this course, students will have a set of portable argumentation and advocacy skills that they can use in a variety of experiences throughout the curriculum at Rowland Hall. Students will initially learn and practice structured speeches with emphasis on verbal and nonverbal delivery skills (organization, projection, inflection, eye-contact, hand gestures, and more). Students will then build a foundation for effective argumentation and advocacy (claim/warrant/evidence) by participating in official public forum and policy debate formats. This class is for students who want to explore debate and may choose to participate in tournaments as a member of the debate team (in a beginner's division).

Advanced Debate

Debate fosters critical thinking and communication skills for the 21st century while providing students with the forum to nurture their sense of advocacy and intellectual purpose. Advanced Debate is the official course for students who want to be on the debate team and is offered in the fall and winter trimester (the team's competitive season is October-March). Students from any grade level may enroll in this class so long as they have completed Intro to Debate or competed in Middle School. Students should re-enroll in this class every year they want to compete for the team. The course emphasizes "Public Forum" and "Policy" debate events, but other styles are available to explore and independent research and practice is encouraged. Students will be eligible for all local tournament opportunities and a variety of national trips depending on performance and debaters are expected to compete at least once a month.

Independent Debate

See Instructor for Prerequisites

Independent debate is for students who want to participate in the program but don't have room in their school schedule. Students with varying experience levels and goals would meet with the instructor to hear announcements, register for tournaments, and receive small amounts of coaching. Students would supplement this time with independent work. Students would apply for academic credit at the end of each trimester and would receive a grade if their level of participation warranted it.



Student Council

Student Council is a leadership course designed for all students elected into office during the spring of the preceding year. Either through programming and event planning or through project implementation students will engage with a leadership curriculum designed to strengthen their understanding and capacity in leadership. In addition to regularly scheduled classes all members of the Student Council are expected to participate in after school activities and programs.

Publications (*trimester*)

The express purpose of this student-run class is the production of the school newspaper and yearbook. The publications staff will plan, design, write, photograph, edit, and publish these documents with the guidance of the faculty advisers. Students will gain experience in journalism, design, technology, and photography and will be influential in investigating and reporting on issues relevant to the school community.

HEALTH

Wellness 9

Wellness 9 is required for all 9th grade students as part of the First Year Experience. During this transitional year, this course supports our incoming students with opportunities to explore the myriad considerations that contribute to healthy life choices, including physical fitness. It is aimed at cultivating an expanded sense of self and the ability to harness blossoming competencies. By the end of the course, students will have designed a plan—a strong foundational starting point—for the years ahead which will consider all aspects of a balanced life.

REQ

Health Education Overview (two trimesters required)

Health classes provide students with a solid base of information upon which to make life decisions filtered through the lens of values provided by individual families. The information provided is research-based, reflects current best practices, and discussion is open. Questions are encouraged and entertained insofar as they are appropriate to the direction of the class, fit the maturity level of the students, and aid in dispelling common myths or stereotypes, or misinformation. An overarching theme of the class is personal responsibility and risk reduction, and how these themes apply to the choices one makes, as well as how each choice can alter the course of the student's life, and the lives of those around them. Therefore, students are encouraged to learn with an eye toward gaining a deeper understanding in order to recognize the role of personal responsibility in making strong, self-empowered decisions regarding their health, and the health of those around them.

Health I: Healthy Lifestyles (*10th grade*)

The Healthy Lifestyles course is required of all sophomores, and is developmentally appropriate. The course covers the following: positive self-esteem, physiology of stress, stress management, depression and suicide, coping strategies, principles of exercise and fitness, the importance of sleep, gender roles, abstinence, sexual respect, contraception, healthy and abusive relationships, sexually transmitted diseases, drugs and their effects on the individual, as well as the impact on family and society. A key strand that flows through all of the topics is the importance of one's personal responsibility for one's own choices and actions. The essential question is, what choices do I make when I am in charge of myself?

REQ



Health II: Adolescent Issues (11th grade)

Adolescent Issues is a required course taken during the junior year. The course covers general life skills for college, reproductive anatomy, identity development, positive relationships, and maintenance of healthy relationships, escaping abusive relationships, responsible sexuality, abortion, HIV/AIDS, sexual assault/date rape, body image, and available community resources. The following are discussed using gender and cultural theory: issues of power and control, gender construction/performativity, LGBTQCH+ issues, social binaries, body image/disorders, violent masculinity/submissive femininity, and the influence of pop culture and media on all of the above. A key strand that flows through the course is the power of making positive choices to enact change on both the personal and political levels. The essential question is, who do I choose to be, and how does that choice intersect with the world around me?

REQ

RELIGION & ETHICS

World Religions

During the first semester of their 10th grade year, all Rowland Hall students are enrolled in World Religions, a graduation requirement. This course is grounded in the academic and cultural study of some of the worldviews, practices, and content of global and local religious traditions. Students will reflect deeply on the word "religion" and their own relationship to it, identify diversity and commonality within and among religious traditions, and critically examine the relationships between religion and contemporary society. The course will include live lectures and discussions during advisory and class meeting times, asynchronous reading and writing assignments, and an experiential study of sacred places through field study, interviews, and film during the 10th grade Beyond the Classroom day.

REG

Ethics

This one-trimester required course fulfills the graduation requirements for Ethics, and is strongly recommended to be taken during the 11th or 12th grade year. This course familiarizes students with major ethical systems of thought, with an emphasis on developing personal frameworks for understanding ethical dilemmas and making ethically informed decisions. We will engage with the work of ancient, modern, and critical ethicists using case studies from current events and our own lives. Throughout the semester, we will focus on the following questions: What is ultimately real and valuable? How can we make sense of our experiences? What is the right thing to do? What is a just society?

ETH

**PERSONAL FITNESS AND SPORTS****Personal Fitness**

Achieving and maintaining a consistent level of physical fitness will always be a goal of the Upper School. In the 9th grade, students will be given a strong foundational starting point while taking the Wellness 9 course.

Concurrent to this course, all students are encouraged to join at least one of our exceptional athletic teams.

Beyond athletics, currently two faculty- and student-driven opportunities have flourished over the past few years: Friday Hikes and Ultimate Frisbee. These activities are advertised to students, faculty, and staff and are offered, weather-permitting, as after-school offerings. We also offer personal conditioning/weight training opportunities during and after the school day for interested students.

Athletic Teams

Rowland Hall is classified as a Division 2A school in Region 17 of the Utah High School Activities Association (UHSAA). Our Upper School Winged Lions have won 34 state championship titles since 2007, as well as 82 region championships. Added to that are the numerous individual region and state titles in track and cross country, tennis, golf, and swimming, the UHSAA Sportsmanship Award, the Deseret News All Sports Award as the school with the most 2A state championships in 2007, a prestigious award that our program consistently places in the top five annually for 2A schools. Individual teams within our program have been recognized each year by the Utah Interscholastic Athletic Administrators' Association as recipients of the top GPA award in their sport, as well as our overall athletics program being awarded the ULAAA Directors Cup based on academic as well as athletic achievements in 2013-2014, 2017-2018, and 2018-2019, as well as being ranked in the top five annually in 2A for this prestigious recognition.

UPPER SCHOOL ATHLETIC TEAM OFFERINGS

All fall sports teams begin practices/contests prior to the first day of US classes.

FALL (August – October)

Girls Cross Country
Boys Cross Country
Boys Golf
Girls Soccer
Girls Swimming
Boys Swimming
Girls Tennis
Volleyball (Girls)

WINTER (Nov - Feb)

Girls Swimming
Boys Swimming
Boys Basketball
Girls Basketball

SPRING (March - May)

Boys Track & Field
Girls Track & Field
Softball (Girls)
Boys Tennis
Boys Soccer
Girls Golf

**ADVANCED COURSES**

Rowland Hall offers a full range of Advanced Placement (AP) and Advanced Topics (AT) classes. Students should be aware that AP and AT courses carry increased homework requirements, possibly summer work, and all students enrolled in AP classes are required to take the AP exam.

Rowland Hall's advanced courses are designated by the "AP" or "AT" label on the student transcript and are viewed by college admissions professionals during the college application process as the most challenging courses taught at Rowland Hall. AP exam scores are not required by any college or university in the admission process. Students may submit AP exam scores to the college they attend for consideration for Advanced Placement (AP) and/or credit.

In certain areas, we believe we can offer a richer academic experience without teaching to the course requirements and test expectations of the AP program. We believe that our AT offerings prepare students to perform well on any AP test a student elects to take. As always, students are welcome to take the AP test in any subject area, whether Rowland Hall offers the AP class or not.

Admission to AP, AT, and honors classes is made on the basis of departmental recommendations and on what students, teachers, parents, college counselors, academic support, and administrators believe is the appropriate course load for the student. Every student completes a course load planning form which is reviewed by the academic support counselors, principals, and the student's current teachers and ultimately the student with guidance and support from parents, Rowland Hall teachers, counselors, and principals decides the best schedule for them knowing their other interests and involvements outside of the academic school day.

The **AP courses** Rowland Hall offers are listed below and detailed in the curriculum subject areas:

AP Calculus AB	AP English Language /	AP Spanish Language
AP Calculus BC	Composition	AP Studio Art
AP Computer Science A	AP English Literature /	AP US History
AP Computer Science	Composition	AP European History
Principles	AP Psychology	

Current **AT offerings** include:

AT Biology	AT French IV
AT Chemistry	AT French V
AT Precalculus	AT Chinese
AT Statistics	AT Mathematics
AT Physics	AT Music Theory and Composition

**ADD / DROP POLICY FOR CLASSES:****Add / Drop Date - 9/9/22**

The add / drop date is three weeks into the school year and by this point students and teachers should have a sense if the placement is not correct, or if the student is overwhelmed with their schedule. If a schedule change is made before the 16th, the student will start fresh in the new course and the grade will not transfer. (Example - Student moves from AT Pre Calc to Pre Calc = new grade book in Pre Calc)

Add / Drop Date with Grade Impact - 10/7/22

If a student needs to make a schedule change between September 10th and October 8th, the grade from the original course will transfer to the new course. Teachers along with department chairs will determine the appropriate grade based on time spent in both courses.

(Examples - AP Literature to English 12, French II to French I, Spanish III to Spanish II Conversation, AT Precalc to Precalc, Chemistry H to Chemistry)

If a student drops a class and enters a class in another discipline where it doesn't make sense for a grade impact, the student can only receive a P or F in that new course for the semester.

Example: Walter is in AT Chemistry and decides to take AP Computer Science on October 17. The student doesn't have AT Chemistry on the transcript but will only get a P or an F in AP Computer Science for the Semester 1 grade.

Add / Drop Date with Transcript Impact after 10/7/22

If a student needs to make a schedule change after October 8th and is dropping a course, the dropped course will appear on the transcript. (Example - A student drops AP Computer Science on 11/6, AP Computer Science will be a withdraw pass or a withdraw fail on a transcript) Grades will transfer if the student moves a level based on the same scenario as above.

Add / Drops after the First Semester

If a student needs to make a schedule change for the second semester, their first semester grade and course will appear on the transcript and they will start in January in a new course. (Example - student struggles first semester in AP European History - student starts Western Civ in January but AP Euro is on transcript for the first semester)



ROWLAND HALL UPPER SCHOOL COURSE OFFERINGS AND PLANNING WORKSHEET
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English (4 years required)	History/Social Sciences (3 years required)	Math: (3 years required, 4 recommended) Core Courses	Technology / Computer Science (can fulfill 4th year of Math or Science): Grades 9 -12:	STEM (Science / Technology / Engineering / Math)
<p>Grade 9: <input type="checkbox"/> English 9</p> <p>Grade 10: <input type="checkbox"/> English 10</p> <p>Grade 11: <i>Starred courses require approval.</i> <input type="checkbox"/> English 11</p> <p>Grade 12: <i>Starred courses require approval.</i> <input type="checkbox"/> AP English Language and Composition* <input type="checkbox"/> English 12 <input type="checkbox"/> AP English Literature and Composition*</p> <p>English Electives: <i>Trimester additions to required coursework, counts as Arts Credit</i> <input type="checkbox"/> Creative Writing / Literary Magazine <input type="checkbox"/> Publications / Journalism / Yearbook</p>	<p>Grade 9: <input type="checkbox"/> Fall Historical Foundations I (Required) Spring Historical Foundations II: (Required, choose one below) <input type="checkbox"/> Modern Japan <input type="checkbox"/> Big History <input type="checkbox"/> Modern Latin America</p> <p>Grade 10: <i>Starred courses require approval.</i> <input type="checkbox"/> Europe and the Atlantic World <input type="checkbox"/> AP European History*</p> <p>Grade 11: <i>Starred courses require approval.</i> <input type="checkbox"/> US History <input type="checkbox"/> AP US History*</p> <p>History/Social Science Electives: <i>Open to Grades 10 - 12</i> <input type="checkbox"/> Pol Sci: Campaigns and Elections (Fall) <input type="checkbox"/> Macroeconomics and Globalization (Fall) <input type="checkbox"/> Pol Sci: International Relations (Spring) <input type="checkbox"/> Japanese Cinema (Spring) <input type="checkbox"/> AP Psychology (Full-Year, Grade 12 only)</p>	<p><input type="checkbox"/> Integrated Math 1 <input type="checkbox"/> Integrated Math 2 <input type="checkbox"/> Advanced Algebra <input type="checkbox"/> Precalculus <input type="checkbox"/> AT Precalculus* <input type="checkbox"/> Applied Mathematics <input type="checkbox"/> Calculus <input type="checkbox"/> AP Calculus AB* <input type="checkbox"/> AP Calculus BC* <input type="checkbox"/> Data Science</p> <p>Math Electives: <i>Starred courses require prerequisites and approval.</i> <input type="checkbox"/> Personal Finance (Fall/Spring - Gr. 12 only) <input type="checkbox"/> Math & Art (Fall/Spring - Gr. 12 only) <input type="checkbox"/> AT Statistics* <input type="checkbox"/> AT Mathematics*</p>	<p><input type="checkbox"/> Java Fundamentals (Trimester-long) <input type="checkbox"/> Exploring Computer Science (Trimester-long) <input type="checkbox"/> Python Programming (Year-long) Grades 10 -12: <input type="checkbox"/> AP Computer Science Principles <input type="checkbox"/> AP Computer Science A (Java) <input type="checkbox"/> Robotics</p>	<p>Science: (3 years required, 4 recommended) Grade 9 -10: <input type="checkbox"/> Foundations of Science: Chemistry <input type="checkbox"/> Foundations of Science: Physics</p> <p>Gr. 10-12 <u>Semester Length Science Electives:</u> <input type="checkbox"/> Climate Science <input type="checkbox"/> Utah Earth Science <input type="checkbox"/> Applied Chemistry: Food Sci <input type="checkbox"/> Vertebrate Physiology</p> <p>Gr. 11 - 12 <u>Full-year Science Electives:</u> *<i>Starred courses require prerequisites and approval</i> <input type="checkbox"/> Physics <input type="checkbox"/> Physics Honors* <input type="checkbox"/> AT Physics* <input type="checkbox"/> AT Chemistry* <input type="checkbox"/> AT Biology* <input type="checkbox"/> Research Science*</p>
World Languages (2 years required, 3 recommended)	Visual and Performing Arts (4 trimesters required)	Other Required Coursework	Special Programs	
<p>Chinese: <i>Starred courses require approval.</i> <input type="checkbox"/> Chinese 1 <input type="checkbox"/> Chinese 2 <input type="checkbox"/> Chinese 3 <input type="checkbox"/> Chinese 4 <input type="checkbox"/> AT Chinese Language*</p> <p>Spanish: <i>Starred courses require approval.</i> <input type="checkbox"/> Spanish 1 <input type="checkbox"/> Spanish 2 <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Spanish 4 <input type="checkbox"/> AP Spanish Language and Culture* French: <i>Starred courses require approval.</i> <input type="checkbox"/> French 1 <input type="checkbox"/> French 2 <input type="checkbox"/> French 3 <input type="checkbox"/> French 4 <input type="checkbox"/> AT French Language*</p>	<p>Year-Long Courses: <i>Starred courses require approval.</i> <input type="checkbox"/> Advanced Studio Art* <input type="checkbox"/> AP Studio Art* <input type="checkbox"/> Beginning and Intermediate Dance Ensemble <input type="checkbox"/> Advanced Dance Ensemble* <input type="checkbox"/> Orchestra <input type="checkbox"/> Advanced Chamber Ensemble* <input type="checkbox"/> Jazz Band <input type="checkbox"/> Guitar/Songwriting <input type="checkbox"/> AT Music Theory and Composition <input type="checkbox"/> Lincoln Street Choir</p> <p>Trimester Courses: (Can be taken multiple times) <input type="checkbox"/> Studio Art <input type="checkbox"/> Ceramics <input type="checkbox"/> Technical Theatre <input type="checkbox"/> Theatre Production (Fall Semester) <input type="checkbox"/> Acting / Theater Workshop <input type="checkbox"/> Groundwork Fitness (also counts as PE Credit)</p>	<p>Trimester Courses <input type="checkbox"/> Ethics (For grades 10 - 12) <input type="checkbox"/> Health I (Grade 10) <input type="checkbox"/> Health II (Grade 11-12)</p> <p>Semester Courses <input type="checkbox"/> World Religions (Grade 10)</p>	<p>The following courses are above and beyond expected coursework and demonstrate student application and ambition. The following programs do not fulfill graduation requirements or credits to be acquired:</p> <p><input type="checkbox"/> Debate <input type="checkbox"/> Student Council <input type="checkbox"/> Internships <input type="checkbox"/> Project Action</p>	

ROWLAND HALL UPPER SCHOOL COURSE OFFERINGS AND PLANNING WORKSHEET
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Physical Education and Athletic Programs		
<u>Personal Fitness / External Athlete Program</u> <input type="checkbox"/> Wellness (<i>Required for Grade 9</i>) <input type="checkbox"/> Personal Fitness (Ultimate Frisbee, Hiking, Fitness Center/Conditioning, Race Training) <input type="checkbox"/> External Athlete Program <input type="checkbox"/> Rowmark Ski Academy		
<u>Fall Team Offerings (Aug-Oct)</u> <input type="checkbox"/> Girl's Soccer <input type="checkbox"/> Girl's Tennis <input type="checkbox"/> Girl's Volleyball <input type="checkbox"/> Boy's Golf <input type="checkbox"/> Cross Country <input type="checkbox"/> Swim Team	<u>Winter Team Offerings (Nov-Feb)</u> <input type="checkbox"/> Boy's Basketball <input type="checkbox"/> Girl's Basketball <input type="checkbox"/> Swim Team	<u>Spring Team Offerings (Mar-May)</u> <input type="checkbox"/> Boy's Tennis <input type="checkbox"/> Girl's Golf <input type="checkbox"/> Girl's Softball <input type="checkbox"/> Boy's Soccer <input type="checkbox"/> Track and Field

Use the table below to (1) record courses selected year by year in order to chart your path to graduation, and (2) plan forward which course you would like to take at different points in your Upper School experience. Indicate which course(s) would be your top priority using the parentheses when building your schedule.

Grade 9 Coursework Selected	Grade 10 Coursework Selected/Requested	Grade 11 Coursework Selected/Requested	Grade 12 Coursework Selected/Requested
_____ ()	_____ ()	_____ ()	Applying to College____()
_____ ()	_____ ()	_____ ()	_____ ()
_____ ()	_____ ()	_____ ()	_____ ()
_____ ()	_____ ()	_____ ()	_____ ()
_____ ()	_____ ()	_____ ()	_____ ()
_____ ()	_____ ()	_____ ()	_____ ()
_____ ()	_____ ()	_____ ()	_____ ()
_____ ()	_____ ()	_____ ()	_____ ()

Comments:

Reviewed by Student:	Reviewed by Parent/Caregiver:	Reviewed by Advisor:
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