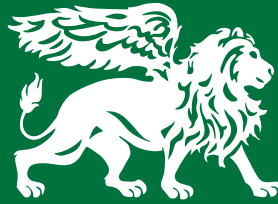




2024-2025 COURSE CATALOG

UPPER SCHOOL | GRADES 9-12





VISION

Developing People the World Needs

MISSION

We inspire students to lead ethical and productive lives through a college-preparatory program that promotes the pursuit of academic and personal excellence.

VALUES

Think Deeply
Learn for Life
Welcome Everyone
Live with Purpose
Relationships Matter

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ACADEMIC POLICIES

GRADUATION REQUIREMENTS

Students take required courses, along with additional coursework in the arts, throughout their years of high school in order to be engaged and productive members of this vibrant learning community. Through an intentional course registration process each year, and with the help of their advisors and counselors, students are encouraged to go deep into areas of interest, challenge themselves through coursework, and expand their learning and interests by trying additional disciplines that may be new to them. Students take courses beyond the graduation requirements detailed below.

A diploma from Rowland Hall indicates the successful completion of four years of a planned high school experience. A credit is equal to one yearlong course or two semester-long courses. Some disciplines may require a yearlong course to fulfill a graduation requirement.

English: 4 credits

History and Social Sciences: 3 credits

Sciences: 3 credits

Mathematics: 3 credits

World Languages: 2 credits in sequence within one language (three years recommended)

Visual Arts, Performing Arts, and Media Arts: 1.5 credits

Ethics: 0.5 credit

Health Education: 1 credit

Physical Education*: Four seasons (athletics) or three semesters (personal fitness, dance, external athlete personal fitness, and/or Rowmark), equivalent to 1.5 credits

Additional Coursework:** 2 credits minimum

Minimum Total Credits: 21.5***

***Students in the classes of 2025 and 2026 who attended Rowland Hall in ninth grade took Wellness 9 as a required course. This course fulfills the equivalent of one semester of PE credit. Wellness 9 does not appear on the transcript.*

***Additional coursework is defined as courses from computer science and robotics, speech and debate, business and entrepreneurship, aviation, **and/or** additional courses in the disciplines listed above (English, history and social sciences, sciences, mathematics, world languages, visual arts). Additional coursework is any course you take that does not fulfill another graduation requirement.*

****Rowland Hall students take a full-time course load of no fewer than six courses per semester, and no more than seven courses per semester, to maintain good academic standing. Rowmark student-athletes take six courses in the first semester and five courses in the second semester, for a total of 21 required credits. In addition, Rowmark student-athletes have a 0.5 credit requirement for health education (these students do not take Wellness II).*

Due to the switch to semesters from trimesters in the 2023–2024 school year, students through the class of 2026 can fulfill one or more credits in visual arts, ethics, health education, and physical education with trimester credits if they were taken prior to 2023–2024 school year.

COLLEGE ADMISSION COURSE RECOMMENDATIONS

Students hoping to gain admission to selective colleges and universities are advised that the graduation requirements for the Rowland Hall diploma are a framework on which to build a complete transcript. These requirements do not in themselves meet the recommended course suggestions of selective colleges.

While all colleges maintain some flexibility in preparation requirements, applicants to selective colleges will ordinarily be competing against students who have minimally taken the following:

- Four years of English
- Four years of mathematics
- Three to four years of sciences
- Three to four years of at least one world language
- Three to four years of history and social sciences

Additionally, competitive colleges will expect Rowland Hall students to take advantage of our broad Advanced Placement (AP), Advanced Topic (AT), and Advanced Research (AR) offerings (details below). Students should be aware of requirements specific to the institutions they are interested in applying to, including NCAA and state institutions such as the public California university and college system, which, as an example, has a specific fine art requirement of 1 credit in the same fine art. Most Rowland Hall courses are NCAA-approved; the list can be found by searching for "Rowland Hall" in the NCAA High School Portal.

FOR PROSPECTIVE COLLEGE ATHLETES

Students who wish to participate in NCAA athletics at the Division I level should be aware of the requirements for eligibility. All NCAA ski programs are Division I, even when all other athletic programs at the college or university may be Division III. The best place to find up-to-date information on eligibility requirements is at ncaa.org.

All students are urged to collaborate with their advisors, teachers, administrators, and, beginning in their junior year, college counselors to undertake the programs that most align with their interests.

ADVANCED COURSEWORK

Rowland Hall offers advanced, Advanced Placement (AP), Advanced Topics (AT), and Advanced Research (AR) courses in several disciplines.

- **Advanced** designates either accelerated coursework in an academic discipline or an arts course that requires significant prior coursework and experience.
- **Advanced Placement** (AP) courses are college-level courses that follow the curriculum published by the College Board. These courses culminate in the AP exam in May (or portfolio for AP art students).
- **Advanced Topics** (AT) courses are designed by Rowland Hall faculty to offer an experience with a comparable level of rigor to AP, with the advantage of being able to pursue topics in greater depth and with the opportunity for more lab, hands-on, and project-based work.
- **Advanced Research** (AR) courses are designed to engage students beyond AP/AT curricula, with an opportunity to learn college-level research skills in a particular discipline, develop an original thesis, and conduct research under the guidance of an expert in a particular field. Some AR courses offer the opportunity to present at a conference, publish original work, and/or collaborate with a university professor.

Admission to any course with an advanced designation or to AP, AT, and AR courses is made on the basis of departmental and/or teacher recommendation and an assessment of the student's overall course load. Some classes may require prerequisite coursework, a minimum grade threshold, and/or a placement exam.

Rowland Hall recommends that 10th graders take no more than two courses with the AP or AT designation; 11th graders may take up to three courses with the AP, AT, or AR designation, and 12th graders may take up to four courses with the AP, AT, or AR designation. Any student hoping to take more than the recommended number must engage in the course petition process; see “Course Registration Process” on page 6 for details.

Students should be aware that AP, AT, and AR courses carry increased homework requirements. All students enrolled in AP classes are required to take the AP exam. Students enrolled in AT classes may take the AP exam in that subject if they choose, but the instructor is not expected to prepare the class for the test; the course description will specify whether or not an AT class is preparing students for an AP exam. AR courses may require a public component to the coursework, such as presenting at a conference or publishing original research.

In the rare instance that a student takes an AP course but not the AP exam for reasons approved by the school, they must take a comparable exam. Failure to take the AP exam as scheduled (and without administrative approval) or failure to put in a good-faith effort on the test may result in removal of the AP designation from the second-semester transcript. The student will be required to notify colleges of this situation.

COLLEGE AND OTHER HIGH SCHOOL COURSEWORK

Registration for coursework at a university or another high school must be approved by the principal. The criteria are usually that the course is not available at Rowland Hall, is not a required Rowland Hall course, does not conflict with a student’s Rowland Hall class schedule, and that the student’s level of maturity would likely allow them to do the work successfully. Any cost incurred must be assumed by the student. A course taken from another institution does not appear on the Rowland Hall transcript. The student will

need to request a transcript from that institution.

To receive credit for a course taken outside the Rowland Hall curriculum, the student must submit an outline of the course to the principal for approval before the course begins. Credits are not accepted retroactively.

COURSE REGISTRATION PROCESS

The course registration process begins in late winter and runs through the spring. Students are introduced to new courses, identify areas of interest, and develop a course plan for the following school year while also maintaining a “Four-Year Plan” digital worksheet with the assistance of their advisors and teachers. The plan may also be reviewed by the academic support counselor, principals, and college counselors (grades 11–12). Parents and caregivers have a chance to review the proposed course plan during student-led conferences in the spring.

Students can engage in the course petition process to request entry into courses they may not have been recommended for and/or to petition to take more than the recommended number of AP, AT, or AR courses (see “Advanced Coursework” on page 5 for specifics).

ADD/DROP POLICY FOR CLASSES

If a class and/or teacher change is made to a student’s schedule at any time, it is expected that the student and teacher will meet one on one to discuss the course disclosure and expectations for the new class.

ADD/DROP

The final add/drop date is two and a half weeks into the start of each semester. By this point, students and teachers should have a sense as to whether the course selection and placement are appropriate or not. If a schedule change is made before the final add/drop date, the student will start fresh in the new course and the grade will not transfer.

ADD/DROP DATE WITH GRADE IMPACT

If a student needs to make a schedule change within four weeks of the final add/drop date, the grade from the original course will transfer to the new course. The teacher, along with the department chair and assistant principal, will determine the appropriate grade based on time spent in the original course prior to the change. (Examples: AP English Literature and Composition to English 12 Composition and Collaboration; French II to French I; Historical Foundations II: Modern Latin America to Historical Foundations II: Modern Japan.)

If a student drops a class and enters a new class in another discipline where carrying over the grade does not make sense, the student can only receive a P or F (pass or fail). (Example: A student drops Advanced Topics Physics and decides to take AP Computer Science Principles on October 17. The student's transcript will not include AT Physics but will show a P or an F in AP Computer Science Principles for the first-semester grade.)

ADD/DROP DATE WITH TRANSCRIPT IMPACT

If a student needs to make a schedule change more than four weeks after the final add/drop date and is dropping a course, the dropped course will appear on the transcript as "withdraw pass" or "withdraw fail." Grades will transfer if the student moves a level, based on the same scenario outlined under "Add/Drop Date with Grade Impact."

ADD/DROP IN SECOND SEMESTER

The same add/drop timeline described above applies to new semester-long courses added or dropped in the second semester.

Changes to yearlong classes may only be made in consultation with the assistant principal or principal. If a student needs to make a schedule change for the second semester in a yearlong course, their first-semester course and grade will appear on the transcript and they will start the new course in January.

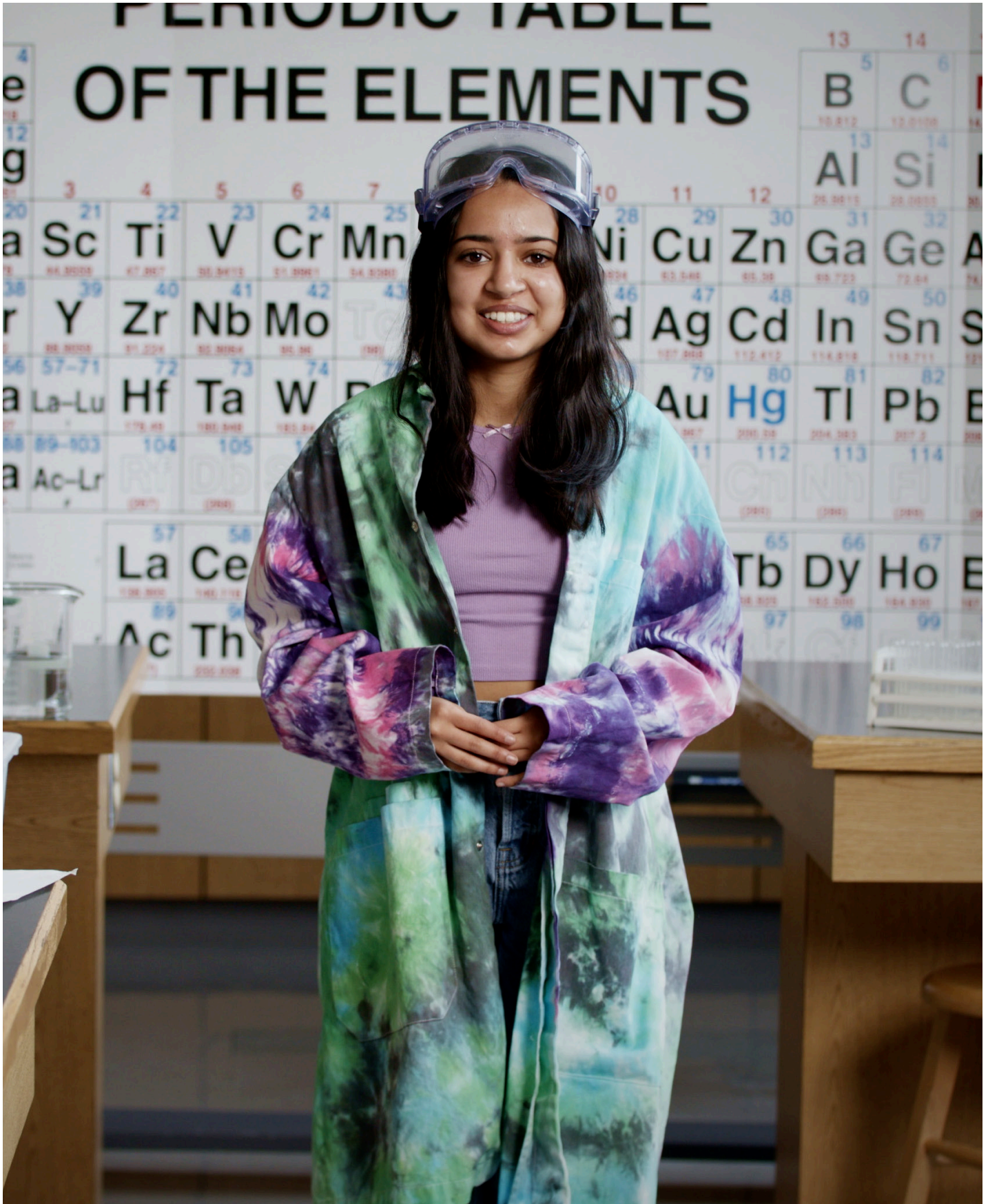
INDEPENDENT PROJECTS

A student may design their own independent project outside the curriculum by working through a rigorous application process. If approved, the work will be overseen by the project lab coordinator and may also be sponsored by a Rowland Hall faculty member in a related field. Projects are presented to the community at an end-of-year event. Any costs incurred are assumed by the student. This option is only open to seniors in good academic standing. An independent project may replace one course.

INDEPENDENT STUDY

On occasion, a student may need to take a regularly scheduled course or part of a course independently. Any such study should be arranged in consultation with the teacher and must be approved by the teacher, department chair, and principal.

See the *Upper School Student-Caregiver Handbook* for additional information related to Rowland Hall's academic and cocurricular program and school life.



ACADEMICS

ENGLISH

Rowland Hall's English program prepares students to be people the world needs who:

- Understand themselves and their world more clearly
- Read and write fluently
- Communicate ideas in multiple rhetorical formats
- Conduct independent research
- Summarize and synthesize information

Students gain confidence in their ability to read critically by asking questions about a wide 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.

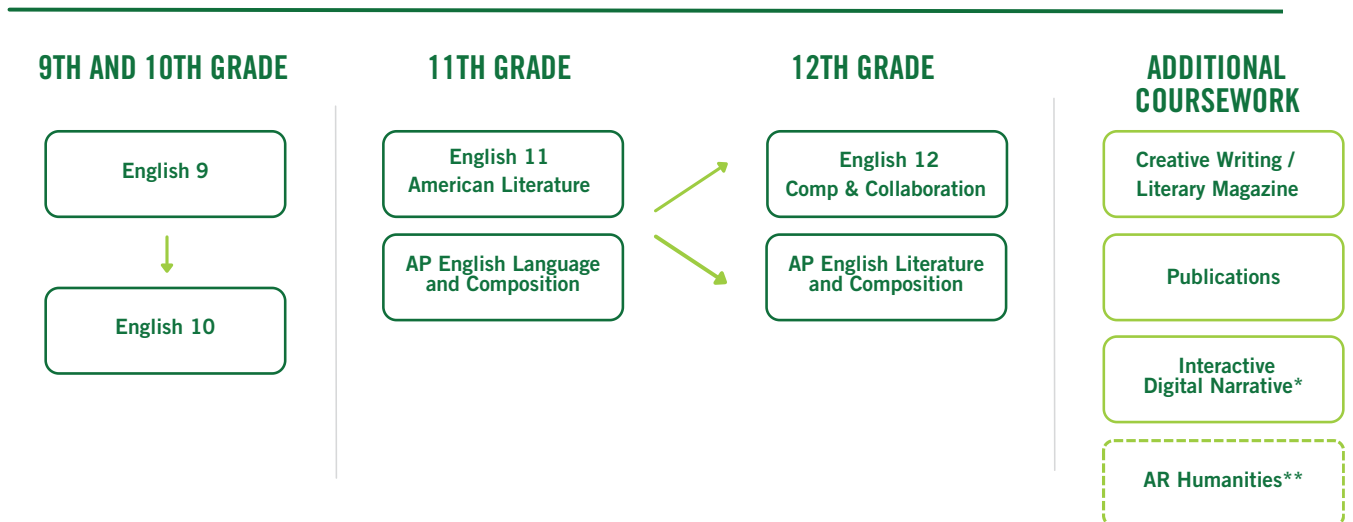
ENGLISH 9

No prerequisite

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 discussions. 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.

ENGLISH COURSE PROGRESSION

Four Years (4.0 credits) Required



* new
** advanced
--- advanced research (AR) is equivalent to a college course in rigor

ENGLISH 10

No prerequisite

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 structured analytical writing that will prepare them for AP English classes in their junior and senior years, if they choose to take them. 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.

ENGLISH 11 AMERICAN LITERATURE

No prerequisite

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.

AP ENGLISH LANGUAGE AND COMPOSITION

Prerequisite: B+ or higher in English 10 and departmental recommendation

Students in AP English and Composition 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 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 English 11 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.

ENGLISH 12 COMPOSITION AND COLLABORATION

No prerequisite

English 12 Composition and Collaboration 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, persuade audiences through their writing, and support arguments using library research. And through creative assignments, they exercise their imaginative self-expression and love of language.

AP LITERATURE AND COMPOSITION

Prerequisite: B+ or higher in English 11 American Literature or AP English Language and Composition, department recommendation

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.

CREATIVE WRITING / LITERARY MAGAZINE

(SEMESTER-LENGTH CLASS)

No prerequisite

In this class, students work and explore various forms of 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

into the creative process. In the latter part of the school year, students produce the school's literary magazine, *Tesseræ*. This publication is a consistent winner of the National Council of Teachers of English's Recognizing Excellence in Art and Literary Magazines award, for which over 400 schools compete. *Tesseræ* has also won the literary arts 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." Upper School students may take this class over consecutive semesters and/or multiple times.

INTERACTIVE DIGITAL NARRATIVE

(SEMESTER-LENGTH CLASS)

No prerequisite; open to students in grades 10–12

This class will focus on the continuing developments in interactive digital narratives through games, apps, and other digital sources that experiment with narrative. We will use narrative theory to explore and analyze how these new forms of storytelling have evolved and are changing our understanding of narrative and the very experience of reading, and then use our thinking to create a proposed digital narrative of our own

PUBLICATIONS

(SEMESTER-LENGTH CLASS)

No prerequisite

The express purpose of this student-run class is the production of the school newspaper and yearbook. Publications staff plan, design, write, photograph, edit, and publish these documents with the guidance of faculty advisers. The platform for student papers, reports, and articles is the official online school newspaper, *The Gazette*. 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.

ADVANCED RESEARCH HUMANITIES: IDENTITY AND INTERSECTIONALITY IN AMERICAN DRAMA

(SEMESTER-LENGTH CLASS)

Prerequisites: Successful completion of fall AP Language and Composition and departmental recommendation I

This seminar examines how 20th-century American playwrights explored aspects of social identity, such as race, class, gender, regionality, religion, and sexuality. Each week, students read an American play that explores one identity group and an excerpt from a critical essay introducing a theatrical, social identity, or literary analysis concept that can be used as a tool for analyzing the text. Students will conduct a weekly online discussion of the play's ideas and an interactive group annotation of the nonfiction text; these activities will become the building blocks for in-class discussions. As the semester progresses, students will make connections between the plays they read and explore the concept of intersectionality. For the final, students can choose either a comparative analytical essay or a creative project in which they braid moments from two plays together while interlacing their own scenes or interpretative commentary. In either project, the goal is to explore points of commonality and differences between the two plays and how American identity groups intersect. This class is cross-listed under "History and Social Sciences."

HISTORY AND SOCIAL SCIENCES

Rowland Hall's history and social sciences program prepares students to be people the world needs who:

- Craft and dissect compelling narratives about the past and present
- Explore the complexity, nuances, and contradictions of the past and present
- Offer sophisticated questions that lead to compelling projects
- Think critically about historical and contemporary sources
- Develop strong reading and research skills
- Write persuasive, evidence-based arguments
- Understand themselves and the world around them more fully through their studies

HISTORICAL FOUNDATIONS I: WORLDVIEWS AND EMPIRE

(FALL)

No prerequisite

Students are introduced to the discipline of history by exploring major global religions in their chronological and geographical contexts and critically examining how faith traditions have interacted with political power. Situating faiths 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 religions. Students will become familiar with evidence used to access, construct, and analyze the past, learning to critically interrogate primary source evidence and secondary source arguments, and gaining a foundation for subsequent studies of history and skills for use across the curriculum. In the fall, students work explicitly on materials management,

critical active reading, engaged listening, note-taking, substantive engagement, and persuasive writing, applying these habits to the historical content of this course, and to other courses. In the spring, students build on these skills as they explore a more specialized, elective-style topic about the global past and conduct an interdisciplinary research project (coordinated with English classes) on historical mythology.

HISTORICAL FOUNDATIONS II: MODERN JAPAN

(SPRING)

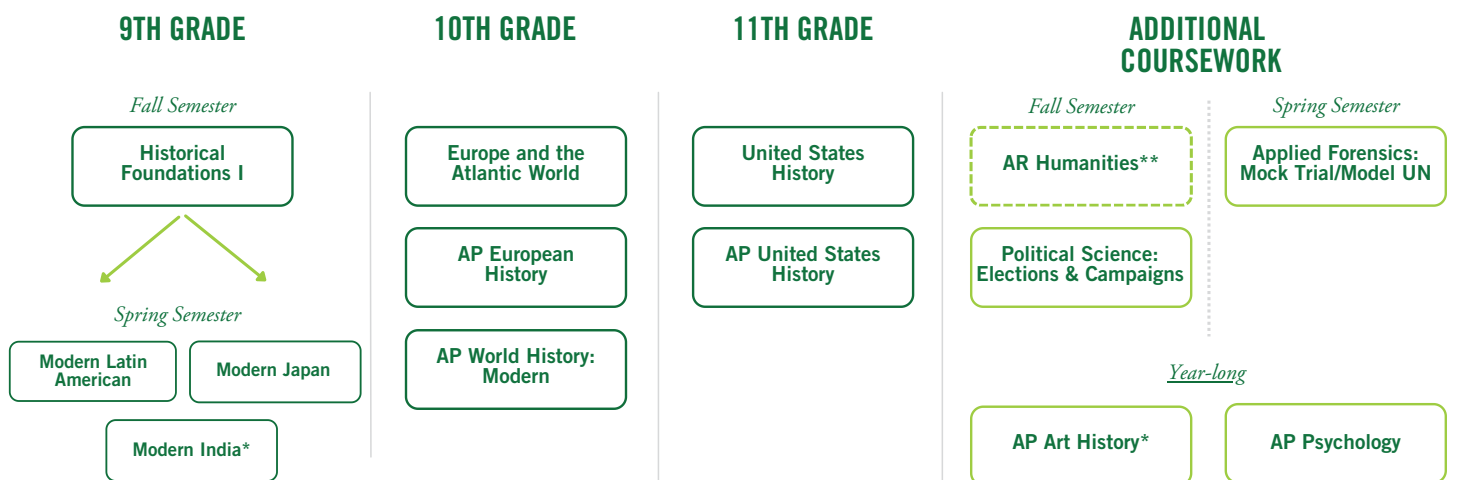
Prerequisite: Requires successful completion of Historical Foundations I

This course focuses on the modern history of Japan, from the period leading up to the Meiji Restoration of 1868 to the turn of the 21st century. Topics include the

early formation of the modern Japanese nation-state; the reopening of diplomatic relationships with Europe and the US, and its political, cultural, and economic consequences; the growth of Japan’s empire in East Asia leading up to the Pacific War (WWII); and the aftermath of Japan’s defeat and the subsequent economic boom, plus political and cultural developments of the long postwar period. This course is organized into thematic units, with a schedule featuring alternating weeks: an intensive focus on historical narratives followed by a focus on primary sources representing multiple perspectives on events and their repercussions, allowing us to examine not only narratives of “official history,” but differing reactions to and impacts upon various sectors of the Japanese and foreign populations. This course builds on skills learned in Historical Foundations I, allowing students to apply skills to sources in an expanded range of media and of increased complexity.

HISTORY/SOCIAL SCIENCES COURSE PROGRESSION

Three Years (3.0 credits) Required



* new
 ** advanced
 --- advanced research (AR) is equivalent to a college course in rigor

HISTORICAL FOUNDATIONS II: MODERN LATIN AMERICA

(SPRING)

Prerequisite: Requires successful completion of *Historical Foundations I*

This course surveys 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 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 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 20th-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, etc. The course also works to foster students' ability to recognize, critique, and produce historical arguments—to read a text not only to extract relevant factual information but to see how information is organized into an argument, and to help students produce such arguments themselves.

HISTORICAL FOUNDATIONS II: MODERN INDIA

(SPRING)

Prerequisite: Requires successful completion of *Historical Foundations I*

This course focuses on the history of South Asia from 1500 to 1947 as it relates to the formation of the modern Republic of India. Topics include the Mughal and British colonial powers, regional kingdoms, independence movements, and the establishment of an independent

Indian state. We will pay close attention to the religious identities and practices of Hinduism, Islam, Sikhism, Buddhism, and Christianity in India, and how religious expressions have interacted with each other and with their political, economic, and cultural contexts. Each unit will begin with analysis of historical narratives, followed by close work with primary sources to craft historical arguments about how and why religious expression and political power changed over time. This course builds on the study of religious worldviews and empire that students began in *Historical Foundations I*, and continues developing the fundamental skills of historical reading, research, and writing.

EUROPE AND THE ATLANTIC WORLD

No prerequisite

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. To accomplish these goals, students will critically read, evaluate, and discuss their textbook, primary sources, and academic articles that help scholars 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.

AP WORLD HISTORY: MODERN

Prerequisites: B+ or higher in Historical Foundations I and II, and departmental recommendation

Note: Course may not run every academic year

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical connections, and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP EUROPEAN HISTORY

Prerequisites: B+ or higher in Historical Foundations I and II, and departmental recommendation

AP European History covers the period from approximately 1350 through the Cold War era and prepares students for both a university-level European history course and for success on the AP 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. 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.

UNITED STATES HISTORY

No prerequisite

This course examines the history of North America and the United States, but does so in a manner that will be different from some of your prior history classes. Rather than advancing a survey-style narrative from the pre-Columbian Indigenous past through the foundation of the British colonies and into the late-20th century United States, this class will not attempt to cover every detail of the American past; instead, we'll work to uncover what historians do and how they interrogate and reconstruct the past. Narratively, the course begins with some major questions about our contemporary moment and uses those as jumping-off points to work backwards and explore earlier eras. The structure and sequence of the course will develop organically over the course of the year, based in part on student interests. In examining the American past, the course will use a variety of methods, from traditional lectures to student-led discussions to case studies to extended research projects.

AP UNITED STATES HISTORY

Prerequisites: B+ or higher in prior history coursework and departmental recommendation

AP United States History seeks to prepare students for university-level courses in United States history and for success on the AP 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.

POLITICAL SCIENCE: CAMPAIGNS AND ELECTIONS

(FALL)

No prerequisite; open to students in grades 10–12

This course 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 2024 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.

APPLIED FORENSICS: MOCK TRIAL AND MODEL UNITED NATIONS

(SPRING)

No prerequisite

Forensics refers to the art or study of public discussion, legal discourse, or debate. This course is designed for students who want an applied approach to argumentation and public speaking, as opposed to a competitive one. Applications include Mock Trial, Model United Nations, Student Congress, TEDx presentations, and more. After completing this course, students will have a set of portable skills they can use in a variety of experiences throughout the curriculum at Rowland Hall. Students will develop critical-thinking and collaboration skills as they craft speeches and research topics for group-wide simulations and real-world activities. Finally, students will be encouraged to participate in events beyond the classroom and will have opportunities to partner with different professional organizations, which will help them hone their advocacy skills in formal settings. Upper School students may take this class multiple times and can choose to specialize in different applications. This class is cross-listed under “Speech and Debate.”

AP ART HISTORY

No prerequisite; open to students in grades 10–12

Note: This course may not run every academic year

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

of individual works and interconnections across history. AP Art History is the equivalent of a two-semester introductory college or university art history survey course.

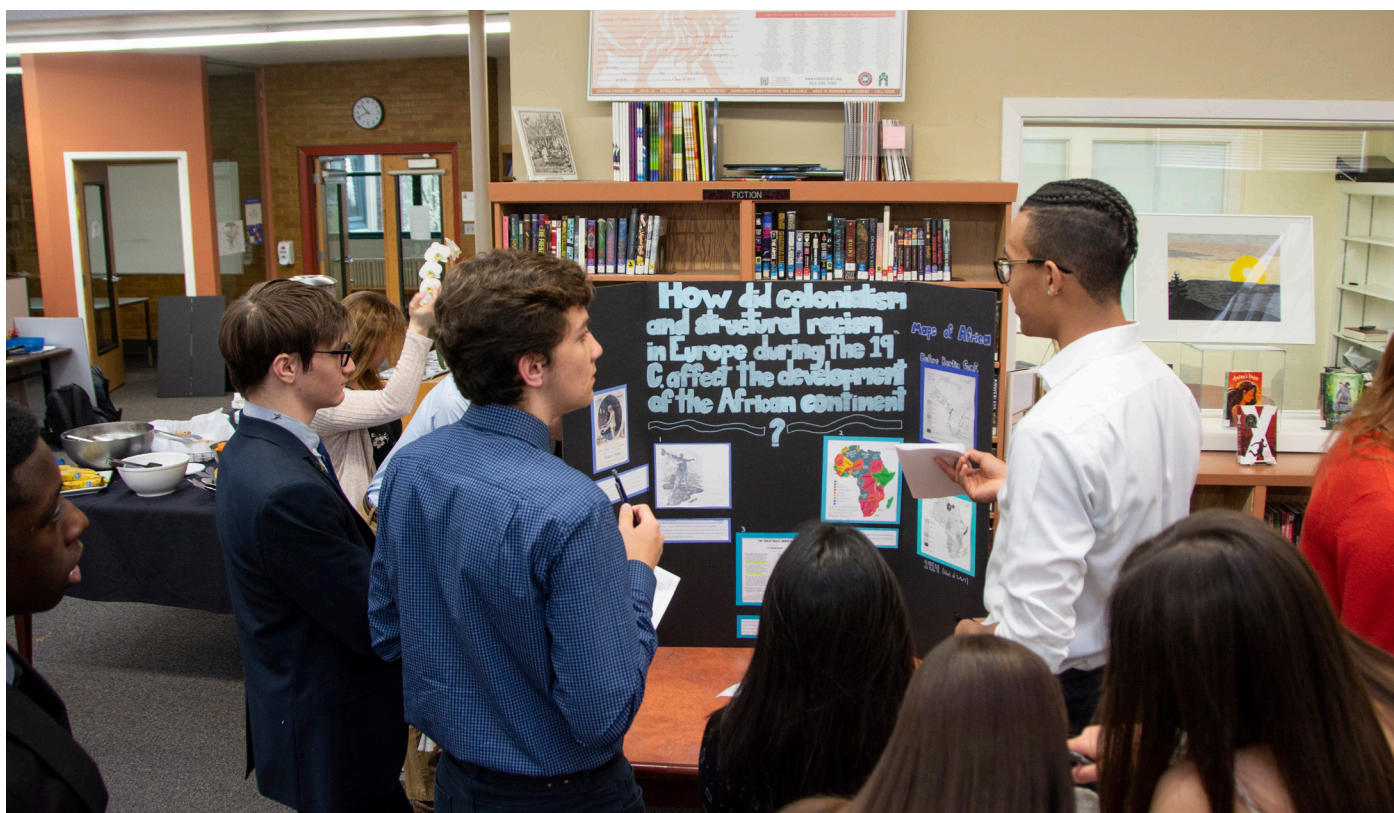
AP PSYCHOLOGY

No prerequisite; open to students in grade 12 only

The AP Psychology course is designed to provide students with a broad overview of the diverse field of psychology. 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.

ADVANCED RESEARCH HUMANITIES: IDENTITY AND INTERSECTIONALITY IN AMERICAN DRAMA (SEMESTER-LENGTH CLASS)

Please see this course description under “English.”



SCIENCES

Rowland Hall's sciences program prepares students to be people the world needs who:

- Are critical thinkers, flexible problem solvers, and responsible citizens
- Are confident in evaluating evidence
- Can ask questions, conduct experiments, and analyze data
- Can apply their knowledge to novel situations

The Science Department offers core courses in physics, chemistry, and biology that highlight fundamental physical and biological concepts. Integrated Science coursework is foundational and leads to diverse options, including advanced pathways, across several fields of scientific study. In all classes, students focus on both the content and the practices of science. Through faculty support and

discussions, students craft their own science paths to pursue the topics in which they are most interested and invested, including opportunities for advanced research in biology and chemistry.

INTEGRATED SCIENCE I AND II: PHYSICS, CHEMISTRY, AND BIOLOGY

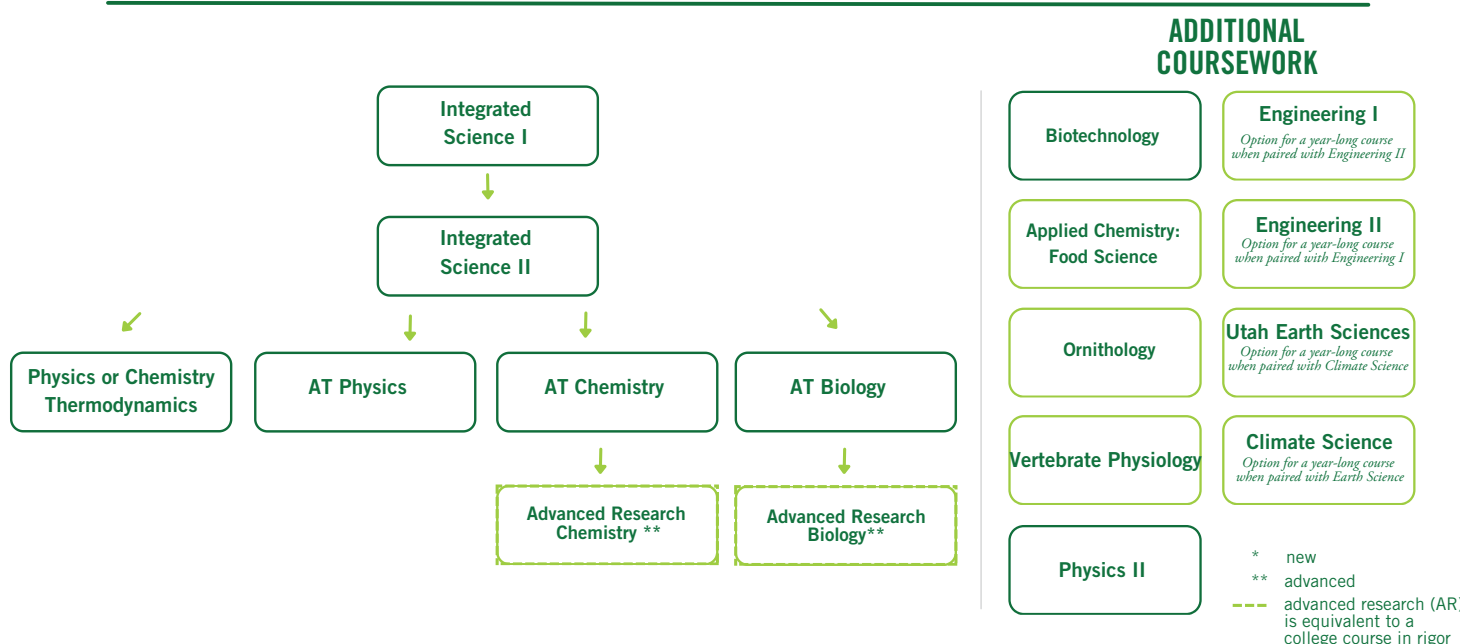
No prerequisite for Integrated Science I; successful completion of Integrated Science I is a prerequisite for Integrated Science II

This two-year course sequence covers fundamental physical and biological concepts, providing the foundation necessary to choose from a range of more advanced options in the junior and senior years.

This course of study includes a survey of Newtonian mechanics and helps students understand how the

SCIENCES COURSE PROGRESSION

Three Years (3.0 credits) Required



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. Chemical concepts and techniques are also introduced to help 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. Finally, biological concepts are introduced through the study of evolution, which is central to both our understanding of biology and to our ability to think, see, and probe the world as biologists. Core topics are shared biochemistry, types of cells and cell division, common ancestry, heredity, natural selection, and speciation. We will also study energy transfer with cellular respiration and photosynthesis, and examine examples of homeostasis in human physiology.

Students learn this material through laboratory experiments, demonstrations, simulations, and lectures, and conduct lab investigations in which they collect and analyze data, and then use data to support scientific claims. Lab experiences are an integral part of this curriculum, which is aligned with Next Generation Science Standards, including elements of three-dimensional learning: science and engineering practices, disciplinary core ideas, and crosscutting concepts. Students select from a series of applied scientific lab experiences for the final stretch of the Integrated Science progression.

BIOTECHNOLOGY

(SEMESTER-LENGTH CLASS)

Prerequisites: Successful completion of Integrated Science I and II

Scientists today can manipulate the biological world like never before. It's common to modify the activity and regulation of existing genes or to engineer entirely new

pathways in a variety of organisms. Thanks to molecular biotechnology, hundreds of therapeutic agents, diagnostic tests, and vaccines are now available, with many more in the pipeline. Scientists have also genetically modified plants and animals to improve crop yields and enhance desired traits, and are manipulating microorganisms to achieve bioremediation and large-scale production of useful metabolites. This course will open the door to the highly innovative world of biotechnology as both a scientific and economic venture. By deconstructing a genetically modified organism, or GMO, students will learn about how key technical advances such as polymerase chain reaction (PCR), cloning, and genomic editing have galvanized this field in the past decades and made possible the stunning array of applications we see today. Students will also learn how science interacts with society and about ethical considerations, regulatory aspects, and intellectual property/patents in relation to biotechnology.

PHYSICS II

(SEMESTER-LENGTH CLASS)

Prerequisite: Successful completion of Integrated Science I

This continuation of physics builds on work started in Integrated Science I. The focus will be on physics content, adding to the fundamental concepts learned and further developing the constructs of applied forces, work and energy transfer, and momentum.

VERTEBRATE PHYSIOLOGY

(SEMESTER-LENGTH CLASS)

Prerequisites: Successful completion of Integrated Science I and II

Why do some animals hibernate and others remain active all winter? Could understanding hibernation help send people to Mars? How can an emperor penguin incubate eggs in the depth of the antarctic winter without starving? How did somebody survive 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 nonstop? What effect does day length have on sleep-wake cycles? These are the kinds of questions we ask in Vertebrate Physiology. Just like camouflage to hide from predators or fangs to catch prey, physiology is an adaptation caused by natural selection. We will study how animals have adapted to maintain internal conditions (including temperature, osmotic balance, blood chemistry, and energy storage/release) in a variety of external environments. We will compare different types of thermoregulation, including ectotherms (fish, reptiles, amphibians) and endotherms (birds, mammals), and will evaluate responses to environmental variables. We will also study live models, such as fish and pigeons, including examples from our own region.

CLIMATE SCIENCE

(SEMESTER-LENGTH CLASS)

Prerequisite: Successful completion of Integrated Science I

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

UTAH EARTH SCIENCES

(SEMESTER-LENGTH CLASS)

Prerequisite: Successful completion of Integrated Science I

Utah Earth Sciences 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 of 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 they live.

STUDENTS MAY TAKE CLIMATE SCIENCE AND UTAH EARTH SCIENCES OVER CONSECUTIVE SEMESTERS TO EARN A FULL-YEAR CREDIT IN ENVIRONMENTAL SCIENCE.

ORNITHOLOGY

(SEMESTER-LENGTH CLASS)

Prerequisites: Successful completion of Integrated Science I and II

Because birds are the most visible of all wildlife, they make a great entry point for better understanding our landscapes and environment. In this class, students will learn how to identify birds in our region. They will learn to recognize birds by sight and sound, and gain an understanding of where they live, how they survive, and how bird conservation improves the lives of other living things, including people. Of particular interest will be birds of Great Salt Lake and how to protect them, and other urgent conservation concerns, such as sage grouse. We will use Sibley's field guide to birds and materials from the Cornell Lab of Ornithology. Field trips could include Great Salt Lake, local canyons, and Bryce Canyon National Park. If it is true that, as Aldo Leopold said, "we can only be ethical in relation to something we can see,

understand, feel, love, or otherwise have faith in,” then this class will inspire you to be a steward of our shared environment.

APPLIED CHEMISTRY: FOOD SCIENCE (SEMESTER-LENGTH CLASS)

Prerequisite: Successful completion of Integrated Science I

In this class, students will explore how scientific principles underlie everyday aspects of food and cooking, from fruits, grains, and meats to sauces and candies. Lessons will alternate between presentations of chemistry concepts and the applications and relevance of chemistry to food and cooking, interactive activities, and peer-driven collaborations and discussions. Topics may include molecules, mixtures, flavor, energy, heat, phase transitions, fermentation, and candy.

ADVANCED TOPICS BIOLOGY

Prerequisites: Successful completion of Integrated Science I and II

Biology is a way to inquire into, see, and know the living world. By diving into 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. We develop an appreciation of recurring themes amidst the diversity and complexity of living things, the connection between Earth’s history and the history of life on Earth, 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. Students engage in independent and guided projects, and connect principles and concepts to authentic experiences and clinical/environmental challenges at the community and global levels. Learning is facilitated through diverse media and rich classroom discourses,

lectures, videos, model building, demonstrations, and experiments. Students develop the ability to define problems, collaborate to synthesize pertinent information, design experiments/clinical trials, gather and analyze data, use logic and reasoning to draw conclusions, and communicate this process orally and in writing.

ADVANCED TOPICS CHEMISTRY

Prerequisites: Successful completion of Integrated Science I and II

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? AP Chemistry is a second-year chemistry course that will endeavor to answer these questions and much more. The course will investigate 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 prior chemistry coursework.

ADVANCED TOPICS PHYSICS

Prerequisites: Must be enrolled in Precalculus or a higher mathematics course and have successfully completed Integrated Science I

Advanced Topics Physics is a laboratory-based physics course that focuses 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 the scientific process. This course will provide students

with a venue to use their advanced mathematical skills in problem solving and project building. AT Physics requires students to be very comfortable with algebra, trigonometry, and the basic calculus topics of integration and derivations. AT Physics is not explicitly designed to prepare students for AP Physics exams, though many of the topics will be covered. Students who wish to take an AP Physics exam will need to do some additional independent preparation.

ENGINEERING I: CIVIL, MINING, AND CHEMICAL

(FALL)

Prerequisites: Successful completion of *Integrated Science I* and *Integrated Math II*

This lab-based course will focus on the principles that are fundamental to the various fields of engineering. Students will be introduced to the engineering design cycle and will use this process on problem-based explorations. The first-semester course will cover topics across civil, mining, and chemical engineering. The course is differentiated into multiple semesters-long course arcs covering each topic.

ENGINEERING II: MECHANICAL, ELECTRICAL, AND MATERIALS

(SPRING)

Prerequisites: Successful completion of *Integrated Science I* and *Integrated Math II*

This lab-based course will focus on the principles that are fundamental to the various fields of engineering. Students will be introduced to the engineering design cycle and will use this process on problem-based explorations. The second-semester course will cover topics across mechanical and electrical engineering, as well as material sciences. The course is differentiated into multiple semesters-long course arcs covering each topic.

STUDENTS MAY TAKE ENGINEERING I AND ENGINEERING II OVER CONSECUTIVE SEMESTERS TO EARN A FULL-YEAR CREDIT IN ENGINEERING.

PHYSICS: THERMODYNAMICS OR CHEMISTRY: THERMODYNAMICS

Prerequisites: Successful completion of *Integrated Science I* and *II*; open to students in grade 12 only; this course is cross-listed as physics or chemistry

Thermodynamics is the study of the relationships between properties of heat, temperature, energy, and work. It investigates phenomena in chemical systems in terms of the principles and concepts of physics that regulate the behavior of matter and energy. In this class, students will apply critical thinking and scientific reasoning to design, implement, and analyze the results of laboratory experiments in addition to problem sets and in-class activities. This course covers major topics of thermodynamics, including energy (potential, kinetic, electrical, chemical, thermal, and internal), the laws of thermodynamics, atomic and molecular structure, heat transfer, enthalpy, entropy, gas laws, and thermal conductivity.

ADVANCED RESEARCH CHEMISTRY

Prerequisite: Successful completion of *Advanced Topics Chemistry*

Advanced Research Chemistry is an immersive interdisciplinary course designed to engage students in scientific exploration with a focus on sustainability. Students will work to address challenges faced by communities and industries, seeking to implement viable solutions that contribute to a more sustainable future. Throughout the course, students will delve into cutting-edge research on a specific topic aimed at advancing sustainable solutions. Students will connect with leaders in academia, industry, and advocacy to



explore collaborative opportunities aimed at advancing sustainable practices. They will gain laboratory experience, honing their practical skills, conducting experiments, and applying theoretical knowledge to real-world scenarios. Students will acquire proficiency in reading scientific literature, analyzing data to deduce results and implications, and effectively communicating scientific findings both orally and in written form throughout their journey. Furthermore, students will gain firsthand experience in the research process as well as experience the successes, failures, and unexpected tangents it involves.

ADVANCED RESEARCH BIOLOGY

Prerequisite: Successful completion of Advanced Topics Biology

This course provides students an opportunity to experience the research and communication process in the biological and biomedical arena, develop broadly transferable skills, and experience the thrills,

disappointments, and detours of doing science. By extending classroom learning; developing analytical, quantitative, and critical-thinking skills; collaborating with researchers; and elevating their ability to think creatively and communicate accurately, this course places students at the frontiers of research. Students will identify, locate, and dig into primary scientific literature, familiarizing themselves with burning questions, research methods, and experimental, biostatistical, and in silico analyses. They will research a topic with a goal to submit a paper/manuscript for peer review. They will learn about ethical obligations to human research participants and animal research subjects, and about standards that guide interactions among individuals in a collaborative scientific community. Students should have strong critical reading and scientific writing skills, and deep factual/conceptual knowledge of content covered in AT Biology, as they will assimilate high-level research articles, interpret data, derive insights, apply learning toward real-world problems, and discern future directions for inquiry.

MATHEMATICS

Rowland Hall's mathematics program prepares students to be people the world needs who:

- Are fluent in modeling real-world phenomena numerically, algebraically, graphically, and verbally
- Can communicate their thinking clearly and logically
- Use technology to illustrate their ideas and deepen their mathematical understanding
- Engage in authentic work to quantify genuine problems encountered in our communities
- Are quantitatively literate
- Are informed and responsible global citizens

The Mathematics Department offers courses that support students as they grow into mathematicians and that match their goals and ambitions. Through conversations with their teachers and advisors, each student will develop their personal journey through one of the pathways we offer.

INTEGRATED MATH I

Prerequisites: Successful completion of eighth-grade math and departmental recommendation

In ninth 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. The study of measurement, area, and volume leads 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 data. Mathematical software is employed to create regression functions to model real-world phenomena.



INTEGRATED MATH II

Prerequisite: Successful completion of Integrated Math I or departmental recommendation

In this course, students will engage with geometry, trigonometry, and algebra in multiple problem situations to deepen their fluency and understanding in all mathematical applications. Students continue building their function repertoire by digging more deeply into polynomial functions and their application to real-world phenomena. Students will become confident in their understanding of growth rates for different families of functions. Students will also extend the topics of geometry to trigonometric applications. Through the modeling of natural and social phenomena, students will develop an intuitive understanding of inverse functions and begin to develop ideas of statistical inference and probability. Successful completion of Integrated Math II prepares students for either Integrated Math III or Precalculus the following year.

INTEGRATED MATH III

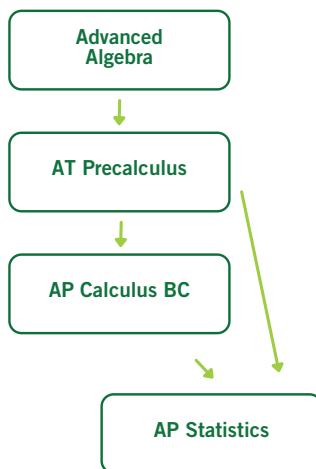
Prerequisite: Successful completion of Integrated Math II or departmental recommendation

Integrated Math III reinforces and extends the study of functions begun in Integrated Math I and II. Students will continue to develop fluency with linear, exponential, and trigonometric relationships using numerical, graphical, and algebraic representations. In addition, Integrated Math III introduces topics in computer science and statistics. Toward that end, much of our study of functions is done in the context of real data and regression modeling. Students will also learn some basic programming concepts in support of studying probability through the simulation of chance events. Successful completion of Integrated Math III prepares students for AP Computer Science Principles and AP Statistics the following year.

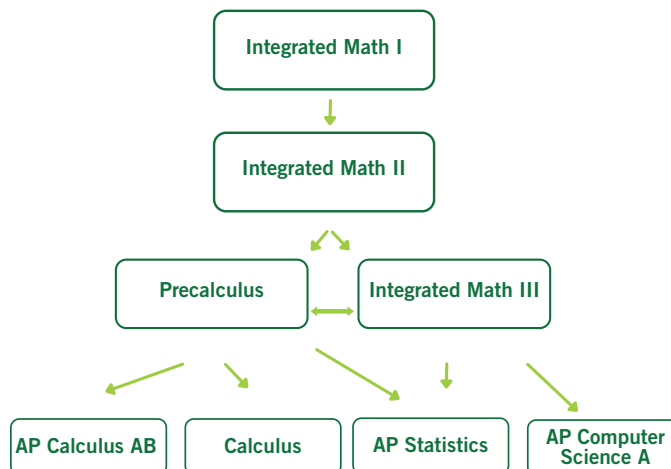
MATH COURSE PROGRESSION

Three Years (3.0 credits) Required

ACCELERATED PATH

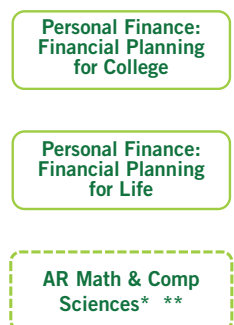


CALCULUS PATH



STATISTICS PATH

ADDITIONAL COURSEWORK



* new
 ** advanced
 --- advanced research (AR) is equivalent to a college course in rigor

ADVANCED ALGEBRA

Prerequisites: Departmental recommendation, diagnostic, and a student interview

This course is designed for ninth-grade students who intend to complete AP Calculus BC as juniors. This is a rigorous and accelerated course in which the material from a traditional algebra II course and select precalculus topics are covered in greater depth and sophistication. Students begin the year studying arithmetic and geometric sequences and recursive systems. They then use linear functions to model approximately linear datasets and use technology to learn about linear regression and linear programming. Quadratic, polynomial, root, exponential, logarithmic, and trigonometric functions are covered from both algebraic and modeling perspectives. This course includes a rigorous development of mechanics and solution techniques, along with a greater focus on theory and analysis. Writing about mathematics and modeling using technology are heavily emphasized. Advanced Algebra students should enjoy doing mathematics and showing creativity in problem solving.

PRECALCULUS

Prerequisites: Grade of B- or higher in Integrated Math II and departmental recommendation

Precalculus emphasizes the study of functions. The year begins with modeling linear and quadratic phenomena, followed by the development of exponential and logarithmic functions, also from a modeling perspective. Students will spend the majority of the second semester on rational and trigonometric functions. Themes of limits, rates of change, and optimization are woven into the curriculum throughout the year. The goal of Precalculus is to develop a deep conceptual understanding and procedural fluency in these topics. Students will be asked not only 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. Successful completion of Precalculus prepares students for Calculus and AP Calculus AB the following year.

ADVANCED TOPICS PRECALCULUS

Prerequisites: B or higher in Advanced Algebra and departmental recommendation

This is a rigorous, accelerated course designed for 10th-grade students who intend to go directly to AP Calculus BC in 11th 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, modeled with accompanying graphs and situations. 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 use technology as an aid to visualization and understanding of the ideas under consideration. Students will not take an AP exam for this course; the AP Calculus BC exam will be taken at the end of the following year.

AP STATISTICS

Prerequisites: Successful completion of Integrated Math III or Precalculus, and departmental recommendation

In AP Statistics, students learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Per the College Board, AP Statistics is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The

course is centered around three broad themes: producing, exploring, and summarizing data; introductory probability theory; and statistical estimation 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. Writing is a significant component of the course (almost more than computation—we leave much of that to the machines), and students will learn to use language both accurately and precisely when communicating the results of their analyses. 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 results.

CALCULUS

Prerequisites: Grade of C or higher in Precalculus and departmental recommendation

This course provides students 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 (derivatives), and area under the curve (integration) 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 to clearly state those ideas. Students will collect evidence for why these results are reasonable. Finally, students 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 and trigonometric concepts 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 of college coursework. Using mathematical software, both graphing and algebraic, will be an integral part of the course.

AP CALCULUS AB

Prerequisites: Grade of B+ or higher in Precalculus and departmental recommendation

AP Calculus AB 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 expressed graphically, numerically, analytically, and verbally. AP Calculus AB requires students to implement all mathematical concepts covered in previous high school classes. Competency in geometry formulas and rational, radical, polynomial, exponential, logarithmic, and trigonometric functions is expected. The first month is dedicated to limit theory, leading to differentiation and integration and their basic formulas. Topics include definition of the derivative using limits, fundamental differentiation formulas, tangent lines, rates of change, related rates, and applying calculus to principles of physics. Advanced techniques of differentiation and integration are studied, followed by the calculus of exponential growth, logarithms, and differential equations. Volumes of revolution is the concluding topic and a highlight of the year. A graphing calculator is required to enhance concept connections and support solutions; an approved calculator is required for the AP exam. Preparation for the AP exam is a main class objective.

AP CALCULUS BC

Prerequisites: A score of 3 or higher on the AP Calculus AB exam or a grade of B in Advanced Topics Precalculus, and departmental recommendation

This rigorous, challenging course provides the equivalent to two semesters of college calculus. Preparation for the AP Calculus BC exam is the primary focus of this course; as a result, students will spend the majority of time grappling with difficult problems in a cooperative setting where they have meaningful mathematical conversations with classmates and present at the board. A graphing calculator

is required to enhance concept connections and to support solutions. In addition, an approved 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 AP Calculus AB. Topics include limits, the definition of the derivative, 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 analyzing parametric, polar, and vector-valued functions are introduced. Finally, students explore numerical methods of approximation including Newton's method, Riemann sums, trapezoidal approximations, Euler's method, and Taylor series.

ADVANCED RESEARCH COMPUTATIONAL AND MATHEMATICAL SCIENCES

Prerequisite: Successful completion of AP Calculus AB or AP Computer Science A, or departmental recommendation; open to students in grades 11–12

This course is designed for students who have demonstrated a clear academic plan or pursued previously approved coursework in computer science and mathematics. In this student-driven, interdisciplinary course, students are encouraged to extend learning beyond the traditional secondary school curriculum, aligning with our school's strategic priorities. Research proposals or external course applications must be submitted and approved in the spring for the subsequent fall semester; early application is crucial. Proposals should detail logistics, mentoring arrangements, and envisaged outcomes. A significant course emphasis is on creating work with real-world impact. Students are encouraged to aim for their work to be published, to collaborate with external organizations, or to produce work of exemplary standard. Regular peer reviews and end-of-semester presentations to a broader audience are integral to this course, promoting a community of shared learning

and achievement. The course can be one or two semesters, depending on proposal scope. This course is cross-listed under "Computer Science"; the nature of students' final projects will determine whether they earn mathematics or computer science credit.

PERSONAL FINANCE: FINANCIAL PLANNING FOR COLLEGE

(FALL)

No prerequisite; open to students in grade 12 only

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. It may be taken both semesters as the topics do not repeat. First semester will focus on financial decision-making for college: grants, scholarships, student loans, budgeting, and career planning, as well as a unit on purchasing a home. Students will spend time in research and discussion and will present their findings to the class at the end of most units. Guest speakers will join periodically.

PERSONAL FINANCE: FINANCIAL PLANNING FOR LIFE

(SPRING)

No prerequisite; open to students in grade 12 only

This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. It may be taken both semesters as the topics do not repeat. Second semester will center on topics of finance for life: building credit, applying for mortgages, managing debt, buying/maintaining a car and other large purchases, taxes, investment, and insurance. Students will spend time in research and discussion and will present their findings to the class at the end of most units. Guest speakers will join periodically.

AP COMPUTER SCIENCE A

Please see course description under "Computer Science and Robotics."

WORLD LANGUAGES

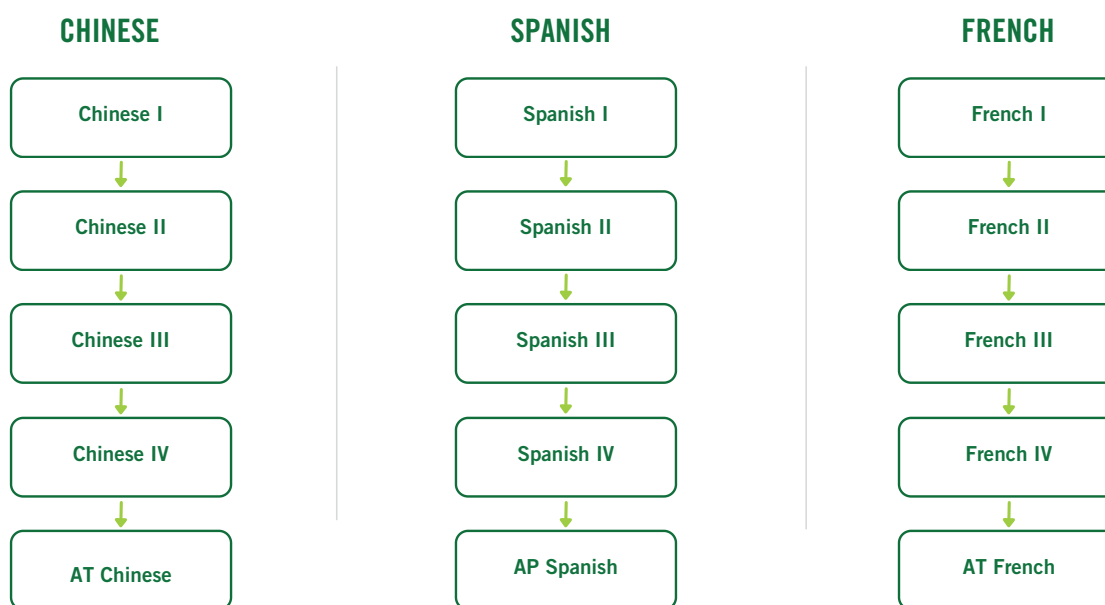
Rowland Hall's world languages program prepares students to be people the world needs who:

- Communicate effectively in the target language of their choice in order to engage in a variety of situations and interactions
- Connect with other disciplines and acquire information and diverse perspectives in order to use their target language in academic, social, and career-related situations
- Use their target language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and of their own
- Interact and communicate with cultural competence in order to participate beyond the classroom in local multilingual communities and around the world

The ability to communicate clearly with respect and cultural understanding in more than one language is an essential element of global competence in the 21st century. Therefore, helping students reach a high level of cultural and communicative competence in the target language is a fundamental goal of the World Languages Department. Students will become skilled and thoughtful communicators in their target language and will be able to apply their language abilities and cultural knowledge to successfully interact with others as empathetic and well-informed world citizens.

WORLD LANGUAGE COURSE PROGRESSION

Two Years (2.0 credits) Required - In sequence within one language



CHINESE I

No prerequisite

This beginning Chinese course is intended for students with no prior knowledge of any Chinese dialect or written Chinese. The course will introduce the Chinese Pinyin Romanization system (tones, rules of phonetic spelling, and pronunciation) and 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.

CHINESE II

Prerequisites: Requires successful completion of Chinese I and/or departmental recommendation

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 the individual and collaborative effort. Students also develop an introductory understanding of the history and culture of China.

CHINESE III

Prerequisites: Requires successful completion of Chinese II and/or departmental recommendation

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.

CHINESE IV

Prerequisites: Requires successful completion of Chinese III and/or departmental recommendation

This advanced course will further develop the four essential linguistic skills of listening, speaking, reading, and writing for students. We will emphasize grammatical structures while expanding previously studied vocabulary. 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.

ADVANCED TOPICS CHINESE LANGUAGE AND CULTURE

Prerequisites: Requires successful completion of Chinese IV and/or departmental recommendation

Advanced Topics Chinese Language and Culture is a full academic year course for qualified students who have finished Chinese IV or equivalent courses. The goals of this course are to help students reach the second-year college level of proficiency and to succeed across the three communicative modes (interpretive, interpersonal, and presentational) on the AP Chinese Language and Culture exam, if they choose to take it. In addition to communication, the course also addresses the other four goals of “Standards for Foreign Language Learning: Preparing for 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.

FRENCH I

No prerequisite

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 will 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 almost entirely in French and students will be required to use only French in the classroom.

FRENCH II

Prerequisites: Requires successful completion of French I and/or departmental recommendation

All classes of French II are in the target language. French I or Middle School 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. In conjunction with all of these tenses, *si* clauses are taught. Direct and indirect pronouns and simple relative pronouns are also studied, and adverbs are added as well. A great deal of oral practice through dialogues, skits, and games emphasizes the use of these tenses. Vocabulary builds throughout the year; examples are professions, food, studies, body and illnesses, and the environment. Students will learn about the 13 French regions with research and presentations.

FRENCH III

Prerequisites: Requires successful completion of French II and/or departmental recommendation

A review and reinforcement of French II takes place during the first part of the year. Students will learn to use comparatives and superlatives. The subjunctive and the gerund 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, with a focus on specific places or people. The study of vocabulary will take a more holistic approach by building an understanding of the origins of words, the meanings of prefixes, cognates and false cognates, synonyms and antonyms, the nominalization of verbs or adjectives, and the different spoken French around the world. Readings are introduced through magazine articles, *Les Malheurs de Sophie* by La Comtesse de Ségur, short stories by Maupassant, *Le Petit Prince* by Saint-Exupéry, and poetry by Rimbaud and Verlaine.

FRENCH IV / ADVANCED TOPICS FRENCH

Prerequisites: Requires successful completion of French III and/or departmental recommendation

French IV/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 Language and Culture exam. Students study the following works, either in part or in whole: "La Chanson de Roland," La Fontaine's fables, *La Belle et la Bête* by Jeanne-Marie LePrince de Beaumont, *Les Contes de Perrault* by Charles Perrault, plays by Pierre Beaumarchais, Voltaire's philosophical tales, and *La Peste* by Albert Camus.

SPANISH I

No prerequisite

In Spanish I, focus is on the systematic development of the four basic language skills: 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 United States) and its culture. The classroom format for level I includes the following: interactive activities, oral question-and-answer segments, short dialogues, and skits. Students are expected to speak in Spanish during the class period with infrequent exceptions as of the spring of level I. The grammatical structures for simple present and past are covered, 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.

SPANISH II

Prerequisites: Requires successful completion of Spanish I and/or departmental recommendation

In Spanish II, the focus continues to include the four language skills (listening for comprehension, speaking, reading, and writing), with an increased emphasis on more complex grammatical structures. This course includes a review of the simple present and past, as well as 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 communicative 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. At this level, students are expected to speak in Spanish during class with infrequent exceptions.

SPANISH III

Prerequisites: Requires successful completion of Spanish II and/or departmental recommendation

This course continues to introduce students to the Spanish language with more advanced grammatical structures and vocabulary, while continuing to review 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.

SPANISH IV

Prerequisites: Requires successful completion of Spanish III and/or departmental recommendation

Spanish IV is an advanced course that prepares students for AP Spanish Language and Culture 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 deep into the rich complexities of the many cultures that make up the Spanish-speaking world. Topics may 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 to give students the tools they need to communicate their ideas more clearly, accurately, and confidently.

AP SPANISH LANGUAGE AND CULTURE

Prerequisites: Requires successful completion of Spanish IV and/or departmental recommendation

Further development of the four language learning skills will continue to be stressed in preparation for the AP Spanish Language and Culture 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 short fiction. 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.



VISUAL ARTS, PERFORMING ARTS, AND MEDIA ARTS

Rowland Hall’s visual arts, performing arts, and media arts program prepares students to be people the world needs who:

- Use art to respond to and affect the world around them
- Develop compassion that spirals out of the school and into the world
- Know how to collaborate creatively and effectively with others
- Use authentic learning experiences to find and cultivate their creative voice
- Understand that curiosity, imagination, vulnerability, and failure are catalysts for growth

The Visual Arts, Performing Arts, and Media Arts Department fosters an inclusive school environment

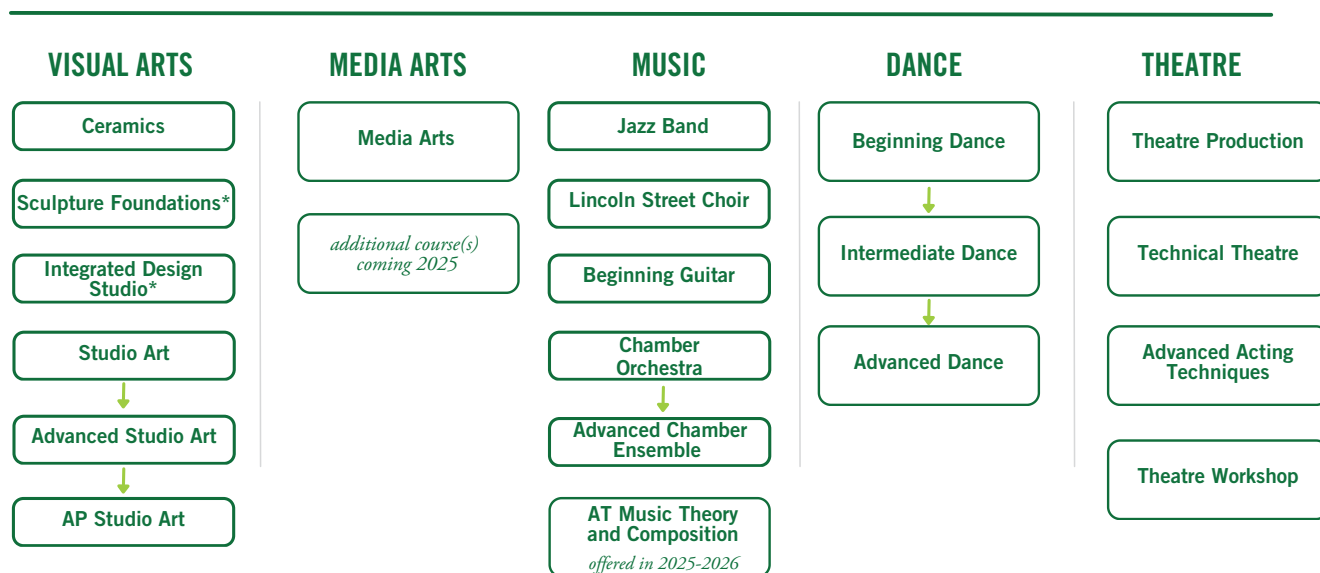
grounded in trust, wherein students honor and respect themselves, their community, and the spaces they inhabit.

STUDIO ART (SEMESTER-LENGTH CLASS) No prerequisite

The goal of 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.

VISUAL ARTS, PERFORMING ARTS, AND MEDIA ARTS

One and a Half Years (1.5 credits) Required



* new

INTEGRATED DESIGN STUDIO: EXPLORING CONCEPTS IN 2D AND 3D DESIGN

(SEMESTER-LENGTH CLASS)

No prerequisite

In this course, students will author material solutions to real design issues, gaining valuable experience imagining, planning, and creating, and will build a deeper understanding of design principles that serve as the building blocks of more sophisticated tasks. In the 2D design segment, students delve into foundations of composition, color theory, and graphic representation. Students explore infographics to make data and/or statistical information easier to understand. Through hands-on projects, participants refine skills and come away inspired to perhaps study design further. Transitioning seamlessly into the 3D design component, students translate 2D concepts into tangible, spatial forms. The pre-architecture unit captures the thrill of thinking independently, designing with purpose, and rendering models based on plans and elevations. Embracing simple modeling techniques, participants will gain proficiency in expressing architectural ideas through the manipulation of space, scale, form, and function. By the end of the course, participants will have developed a series of works showcasing their proficiency in 2D and 3D design while exploring basic architectural principles.

SCULPTURE FOUNDATIONS

(SEMESTER-LENGTH CLASS)

No prerequisite

This course provides a thorough introduction to the principles, techniques, and expressive possibilities of sculpture, inviting students to tap into their creativity. Throughout the semester, students will learn fundamental sculptural concepts, gain experience with materials, and hone processes. From traditional sculpting mediums such as clay and wood to contemporary materials including

found objects and recycled materials, participants will experiment with a variety of forms, encouraging a diverse and inclusive approach to sculptural expression. Students engage in hands-on projects that guide them through the basics of form, volume, and texture, fostering an understanding of spatial relationships. Emphasis will be placed on developing a sculptural vocabulary and cultivating the ability to communicate ideas through three-dimensional art. In addition to practical skills, Sculpture Foundations aims to instill a deeper appreciation for the historical and cultural significance of sculpture. Students will explore the works of renowned sculptors and gain insights into the evolution of sculptural practices across different artistic movements, eras, and continents.

ADVANCED STUDIO ART

Prerequisite: Prior completion of one year of Studio Art or departmental recommendation; open to students in grades 11–12

Advanced Studio Art provides a challenging yearlong opportunity to explore concepts and techniques in the visual arts. Students are introduced to a wide variety of art-making media in a structured environment and 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, provide the individual artist a foundation on which to pursue more self-guided discovery in AP Studio Art.

AP STUDIO ART

Prerequisite: Departmental recommendation

AP Studio Art is offered to art students in grade 12 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 one of the AP Arts exams (AP 2D Art and Design or AP Drawing) 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.

CERAMICS

(SEMESTER-LENGTH CLASS)

No prerequisite

Ceramics spans coursework from exploratory to advanced topics for students who choose to focus. Upper School Ceramics courses are inclusive spaces 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. Upper School students may take this class over consecutive semesters and/or multiple times.

LINCOLN STREET CHOIR

(SEMESTER-LENGTH CLASS)

No prerequisite

Choir is open to any student with a love of singing. In rehearsals and in preparation for a variety of performances for the community, singers will develop healthy vocal technique, strong notational skills, and ensemble responsiveness. Students 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, assemblies, collaborative fine arts concerts, regional festivals and competitions, and other opportunities in the local community. Upper School students may take this class over consecutive semesters and/or multiple times.

BEGINNING GUITAR

(SEMESTER-LENGTH CLASS)

No prerequisite

This course is for students who have an interest in learning to play the guitar. No previous musical training is needed. In addition to learning basic chords, Beginning Guitar students will learn fundamental strumming and picking techniques. The curriculum also includes instruction on reading guitar tabs as well as some basic theory and music literacy skills. Upper School students may take this class twice.

JAZZ BAND

Prerequisite: Departmental recommendation

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. Students 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 their instruments privately with an experienced professional. Upper School students may take this class over consecutive semesters and/or multiple times.

CHAMBER ORCHESTRA

Prerequisite: Departmental recommendation

Chamber Orchestra is open to all classical and folk musicians with experience reading music. 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, assemblies, 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 strings (violin, viola, cello, and bass) but have also included the flute, clarinet, oboe, French horn, piano, harp, acoustic guitar, and percussion. Upper School students may take this class over consecutive semesters and/or multiple times.

ADVANCED CHAMBER ENSEMBLE

Prerequisite: Audition required

This student-driven Advanced Chamber Ensemble (ACE) music class emphasizes musicality, phrase, intonation, and ensemble skills. Students should be able to play concertos, sonatas, and études 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. Upper School students may take this class over consecutive semesters and/or multiple times.

ADVANCED TOPICS MUSIC THEORY AND COMPOSITION

Prerequisite: Departmental recommendation

Note: Course may not run every academic year

Advanced Topics Music Theory and Composition is a yearlong course open to students who have a grasp of reading musical notation, usually through the study of an instrument. Students develop foundational skills in written and aural identification and analysis of music, with the goal to understand 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 featuring their original compositions to the school community.

UPPER SCHOOL DANCE ENSEMBLES (BEGINNING, INTERMEDIATE, AND ADVANCED)

Prerequisite: Departmental recommendation

All three Dance Ensembles courses cover the same curriculum on a spiraling continuum; as the student develops, the depth of the curriculum does as well. Each course is a full year and dancers must audition each year for placement. Students study dance techniques in depth. Emphasis is placed on both proficiency and fluidity in a variety of genres including contemporary, modern, ballet, and breakdancing. All students collaboratively create one large-scale, high-quality production each year that is thematically unified. Students will also have other opportunities to present work and perform in other settings throughout the year. The main components of curriculum that students will walk away with are

improvisational exploration and research; daily practice of technical skills and anatomical practices; exploration of compositional structure and dance making; explorations of personal and collective artistic voice through writing, movement, research, and dialogue; and the study of production elements and design of stage spaces.

TECHNICAL THEATRE

(SEMESTER-LENGTH CLASS)

No prerequisite

Students will be introduced to basic practical skills in Technical Theatre, which will include understanding tools and their functions, set construction, prop construction, soundboard operation, and light board operation and programming. 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 Middle School production in a variety of roles. Students will learn critical theatre safety protocol and how technology in the theatre has evolved, and will be presented with new technologies they will encounter in college. Advanced or 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 university will be given the opportunity to assemble a portfolio of their work. Upper School students may take this class over consecutive semesters and/or multiple times.

THEATRE PRODUCTION

(FALL)

No prerequisite

Open to all actors, Theatre Production is a class that occurs after school, outside of the regular class period rotation. The production may be either a musical or a straight play. Students who decide to be a part of the production will be expected to be at rehearsals Tuesdays

through Thursdays from 3 to 5 pm, 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, and sound and light board operation, so students interested in being involved are encouraged to sign up as well. Upper School students may take this class over consecutive semesters and/or multiple times.

ADVANCED ACTING TECHNIQUES

(FALL)

No prerequisite

This class focuses on acting techniques and plays that center social and political issues. Through various exercises, scene work, monologue work, and performance, students will learn how theatre can be used as a mirror to society and potentially a catalyst to inspire change. There is no prerequisite for this class, and students who have no prior acting experience are encouraged to enroll. Topics, genres, and practitioners will change each fall, so this is a class that can and should be taken more than once. Upper School students may take this class over consecutive semesters and/or multiple times.

THEATRE WORKSHOP

(SPRING)

No prerequisite

Theatre Workshop offers students a unique opportunity to collaborate with educational and professional artists in Salt Lake City. This class may take on several forms, depending upon which 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/or professionally. Upper School students may take this class multiple times, and are encouraged to do so.

MEDIA ARTS

(SEMESTER-LENGTH CLASS)

No prerequisite

Media Arts teaches elements of storytelling and principles of design in the context of new media such as audio, photography, and especially film. Students will learn about

the history and practices of documentary filmmaking while learning to tell their own stories and document areas of interest. Students can also take a second-semester advanced Media Arts class; details to come.



ETHICS

Rowland Hall's Ethics class prepares students to be people the world needs who:

- Practice recognizing different perspectives and value positions
- Reflect on the core values that shape their own ethical decision-making
- Test current issues through different ethical lenses
- Discuss contentious topics with open-mindedness, active listening, and civility

ETHICS

(SEMESTER-LENGTH CLASS)

Required before graduation

This one-semester required course fulfills the graduation requirement for ethics and is strongly recommended to be taken during the junior or senior year. This course asks students to reflect upon their own developing code of ethics as they explore frameworks articulated by ancient, modern, and contemporary thinkers. Students will practice Deliberate Dialogue around current issues to build fluency with moral reasoning and vocabularies of ethical deliberation. These discussions will center on questions such as, "What is a just society?" and, "What are my obligations to others?" Students make their voices heard by writing pieces aimed for audiences beyond the classroom.

HEALTH EDUCATION

Rowland Hall's health education program prepares students to be people the world needs who:

- Take personal responsibility around risk reduction
- Understand how health themes apply to choices that can alter the course of their life, as well as the lives of those around them
- Learn with an eye toward gaining a deeper understanding of personal responsibility in making strong, self-empowered decisions regarding their own health and the health of those around them

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. Information provided is research-based and 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, stereotypes, or misinformation.

WELLNESS I: HEALTHY LIFESTYLES

(SEMESTER-LENGTH CLASS)

Required before completing 10th grade

Wellness I: Healthy Lifestyles is required of all 10th graders and is developmentally appropriate. The course covers 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, and drugs and their effects on individuals as well as impact on family and society. A key strand that flows through all 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?

WELLNESS II: ADOLESCENT ISSUES

(SEMESTER-LENGTH CLASS)

Required before graduation; Rowmark student-athletes are not required to take Wellness II

Wellness II: 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, 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, LGBTQ+ 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?

AUTHENTIC LEARNING AND INNOVATION

At Rowland Hall, we are committed to preparing students for the challenges and opportunities of an ever-changing world while offering diverse educational experiences that inspire curiosity, foster innovation, and cultivate essential skills. To this end, we are excited to highlight expanded offerings in signature programs—speech and debate, and computer science and robotics—while also continuing to grow new courses that align with Rowland Hall’s strategic priorities and that develop people the world needs. With this goal in mind, we have added courses in entrepreneurship and business, along with aviation.

For students who want to go deep and who are looking to exercise agency and purpose alongside a teacher who guides their progress, there are multiple research- and project-based courses available for in-depth independent or collaborative study, design, and development. Four of these courses are described in this “Authentic Learning and Innovation” section, including two Advanced Research (AR) options, entrepreneurship, and Impact Leadership Lab. AR options are also available in the humanities and sciences and are described in the “English” and “Sciences” sections of this catalog.

COMPUTER SCIENCE AND ROBOTICS

Rowland Hall’s computer science and robotics program prepares students to be people the world needs who:

- Learn design, logical reasoning, and problem-solving skills applicable beyond the classroom
- Engage in problem solving using abstraction and algorithmic thinking
- Utilize the design process effectively
- Foster a growth mindset and learn from failures

- Focus on a process-oriented curriculum
- Harness technology for innovation, designing technical solutions in various fields including science, math, social studies, the arts, and literacy
- Achieve proficiency and literacy in hardware and software
- Develop skills in computer programming (coding) and physical computing (engineering and robotics)
- Excel in data analysis, design, digital citizenship, and computational thinking

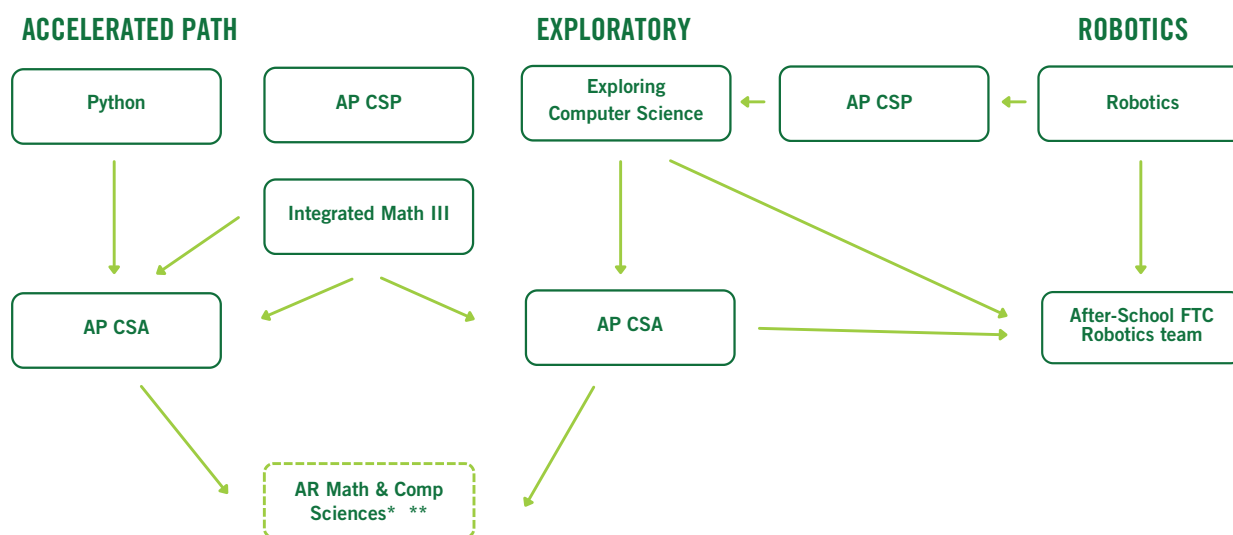
The goal of computer science and robotics education at Rowland Hall is to equip students not only with technical skills but also with a broad perspective that enables them to apply their knowledge, creatively and ethically, in solving real-world problems. This holistic approach ensures that graduates are not just proficient in technology but also thoughtful innovators and responsible digital citizens.

EXPLORING COMPUTER SCIENCE (SEMESTER-LENGTH CLASS)

No prerequisite

Inclusive to all students regardless of past experience, 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 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.

COMPUTER SCIENCE COURSE PROGRESSION



* new
 ** advanced
 --- advanced research (AR) is equivalent to a college course in rigor

PHYSICAL COMPUTING: ROBOTICS AND TEAM ROBOTICS (SEMESTER-LENGTH CLASS)

No prerequisite

Inclusive to all students regardless of prior engineering or coding experience, this course is a hands-on opportunity to explore physical computing. If you are excited about math, science, engineering, and technology, or if you want to know what it's like to build your own robot, this is the class for you. We will design, build, and program robots that will be used in a variety of challenges and applications. In addition to using Arduino systems and designing our own bots, we will learn about the FIRST Tech Challenge competition that our after-school robotics program uses. Take your STEM skills to the next level! Upper School students may take this class over consecutive

semesters and/or multiple times. Note that the Robotics class is held during the school day and Team Robotics meets after school.

PYTHON PROGRAMMING

No prerequisite

Python Programming is a full-year course devoted to exploring the syntax, application, and utility of the Python language. Students will work independently and at their own pace to develop fundamental and advanced Python skills, as well as work on collaborative projects in micro:bit robotics, musical computing, game development, graphics, and statistical analysis. Students in this course do not need to have any prior experience.

AP COMPUTER SCIENCE PRINCIPLES

No prerequisite

AP Computer Science Principles offers a multidisciplinary approach to the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large datasets, understanding the internet and issues of cybersecurity, and the impacts of computing that affect different populations. AP Computer Science Principles will give students the opportunity to use current technologies such as 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.

AP COMPUTER SCIENCE A

Prerequisite: Successful completion of AP Computer Science Principles or departmental recommendation

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 computer science I courses at colleges and universities.

ADVANCED RESEARCH COMPUTATIONAL AND MATHEMATICAL SCIENCES

Please see this course description under “Mathematics.”

SPEECH AND DEBATE

Rowland Hall’s speech and debate program prepares students to be people the world needs who:

- Communicate confidently and comfortably in public-speaking situations
- Think critically about complex social, political, and ethical controversies
- Develop strong reading and research skills
- Craft evidence-based arguments and write persuasively
- Appreciate, listen to, and empathize with the perspectives of others
- Collaborate with others while practicing leadership skills on a team

The goal of speech and debate education at Rowland Hall is to equip students with portable skills and critical concepts that enable them to communicate their stories and research to wider audiences. The program offers many different competitive opportunities and real-world activities that give students choice in pursuing the style and commitment level that work for their learning goals.

DEBATE

(FALL)

No prerequisite

This is the core class for students interested in learning about official high school debate formats and competing for the debate team. This course reviews the basics of debate and public speaking, as well as introduces advanced forms of argumentation, including topicality, counterplans, disadvantages, weighing mechanisms, and frameworks. Students will primarily research both sides of the official national topics but will have opportunities to explore additional controversies and subjects. In addition to practicing constructive, rebuttal, and cross-examination strategies, students will develop a variety of tactical skills, including evidence comparison, cost-benefit analysis, note-taking, audience adaptation, and more. While debate is competitive in nature, students will never be graded on wins or losses, and the class works collaboratively to create and prepare cases against other schools. The class is offered in the fall semester, but students will have opportunities to attend additional tournaments in the spring. Upper School students may take this class multiple times; students should re-enroll in this class every year if they want to compete for the team.

APPLIED FORENSICS: MOCK TRIAL AND MODEL UNITED NATIONS

(SPRING)

Please see course description under “History and Social Sciences.”

ADVANCED RESEARCH DEBATE

Prerequisites: See course description below

This yearlong after-school course is designed for the most ambitious students who have goals of being nationally competitive debaters and exceptional researchers. Prerequisites include completing three semesters of debate (one of which can be Competition Debate in Middle School), attending an approved summer debate camp, and receiving the debate coach’s recommendation. Students will complete individual research projects on the official national debate topics, attend regular after-school practice sessions, serve in team leadership positions, and compete at a variety of rigorous tournaments throughout the year. Upper School students may take this class over consecutive semesters and/or multiple times.

INDEPENDENT DEBATE

Prerequisites: See instructor

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

BUSINESS AND ENTREPRENEURSHIP

Rowland Hall's business and entrepreneurship program prepares students to be people the world needs who:

- Can build on an idea from conception to completion
- Know how to create a marketable product or business
- Think strategically
- Can potentially develop innovative solutions to the world's hardest problems

Coursework in business and entrepreneurship introduces students to the basics of the world of business and finance, both practical and theoretical, while also offering a platform for learning foundational skills of entrepreneurship and innovation.

ENTREPRENEURSHIP

(SEMESTER-LENGTH CLASS)

No prerequisite

Coursework in Entrepreneurship is designed to give students mentoring, support, and time to work on and get exposure to entrepreneurial ideas, businesses, or projects in a collaborative environment with similarly motivated students. Upper School students may take this class over consecutive semesters and/or multiple times.

INTRODUCTION TO BUSINESS

(SEMESTER-LENGTH CLASS)

No prerequisite

This course introduces students to foundational business concepts and analytical techniques, including analysis of financial statements. Using disclosures from public companies, the course is organized around a series of case studies and class discussions designed to make

students comfortable working with business data, company disclosures, and primary source material.

IMPACT LEADERSHIP LAB

(SEMESTER-LENGTH CLASS)

No prerequisite; open to students in grades 11–12

Impact Leadership Lab is a semester-long, self-designed action research project available to juniors and seniors. Impact Leadership Lab is an opportunity to develop leadership capacities, practice community engagement, start social entrepreneurship projects where students can design and build a small business or support local nonprofits or businesses in novel ways, and explore content knowledge in the context of the community as a laboratory. Working with local businesses, nonprofits, academic institutions, or governmental organizations, students conduct action research on topics of their choosing, produce original research, and make an impact on the community. Students work with the director of equity and inclusion, the director of community engagement and impact, and the Upper School assistant principal, along with community partners, to identify a self-directed project and the resources needed to positively impact our community. Impact Leadership Lab culminates in a reflective action research artifact, such as a paper, public presentation, or recommendation report, to be shared with peers and the community. Upper School students may take this class over consecutive semesters and/or multiple times.

AVIATION

Rowland Hall's aviation program prepares students to be people the world needs who:

- Become curious and passionate about a multidisciplinary industry through hands-on investigations, simulations, and real-world experiences
- Build their critical-thinking and problem-solving skills by engaging with intriguing concepts and challenges across diverse disciplines, from physics and engineering to psychology and crew resource management
- Cultivate leadership and collaboration skills through a highly collaborative endeavor requiring effective communication, teamwork, and leadership
- Connect with industry partnerships showcasing the authentic challenges, enriching experiences, and variety of opportunities that aviation has to offer
- Are empowered to become innovators, problem solvers, and global citizens, equipped with the knowledge, skills, and mindset to make meaningful contributions to society and assume leadership roles with confidence and integrity

AVIATION SCIENCE

(SEMESTER-LENGTH CLASS)

No prerequisite

Aviation Science is an interdisciplinary science course that will deepen students' understanding of some of the key principles essential to the safe operation of aircraft. The course will cover much of the content of the Survey of Aviation Science course offered at Utah Valley University (AVSC 1010) and will prepare students for success in the Upper School's companion course, Fixed Wing and Unmanned Aerial Systems Operations. Topics of study and exploration include an introduction to aviation; the structure and functioning of aircraft; the physics of

aircraft flight; aircraft weight, balance, and performance; aviation weather; and aeromedical physiology. Significant experimental and laboratory experiences will accompany almost all units of study.

FIXED-WING AND UNMANNED AERIAL SYSTEMS OPERATIONS

(SEMESTER-LENGTH CLASS)

No prerequisite; however, completion of Aviation Science is recommended

This is a multidisciplinary science course emphasizing the safe operation of private and commercial aircraft, including the use of unmanned aerial systems (UAS) in drones. In this course, students will focus on the procedures and knowledge that aviation professionals routinely use to operate aircraft, including aeronautical decision-making, the study of aircraft and engine operation and limitations, instrumentation, navigation, national weather information, federal aviation regulations, flight information publications, and radio communications. Students will take part in several aviation-centric field trips and utilize in-class X-Plane 11 simulators to gain hands-on experience with both fixed-wing and unmanned aerial vehicle (UAV) systems. Students will also learn to operate both Holy Stone and DJI drones over the course of this offering.

AVIATION INTERIM

Students who wish to continue their study of aviation with hands-on and real-world experience through Cornerstone Aviation, including actual flight training, can sign up for the aviation Interim experience. See details about Interim under "Special Programs."

PHYSICAL EDUCATION

Rowland Hall's physical education (PE) program ensures that every student achieves and maintains a level of fitness appropriate for them. *Fit for life* is our goal and informs our program options.

Upper School students are required to earn the equivalent of four athletics seasons or three semesters (or a combination thereof) of PE credits during grades 9–12. Options for fulfilling PE credits include:

- four seasons of participation on one or more **Rowland Hall interscholastic athletics teams**; OR
- three semesters of **Rowland Hall personal fitness options** and/or **Rowland Hall dance courses**; OR
- fulfilling expectations of the **external athlete personal fitness program** for three or more semesters; OR
- a **combination** of the above three options, details to be determined in consultation with the assistant principal; OR
- training and racing with **Rowmark Ski Academy** for at least two seasons.

INTERSCHOLASTIC ATHLETICS PROGRAM

Rowland Hall, a member of Region 17 of the Utah High School Activities Association (UHSAA), competes at the 2A (and, in some sports, 3A) division. Rowland Hall offers a range of UHSAA-sanctioned sports and activities and adheres to UHSAA rules and regulations. The school also offers boys Ultimate Frisbee as a non-UHSAA competitive sport in the spring.

See the *Athletic Handbook* for a list of all athletic activities offered.

PERSONAL FITNESS

Students have two options for earning personal fitness credit: participating in **school-designed activities** for a total of 25 hours per semester (for semester credit), or fulfilling expectations for the **external athlete personal fitness program** for a total of 40 hours per semester (for semester credit). Details on school-designated activities are provided below; please see the "External Athlete Personal Fitness Program" section for those guidelines.

AT-SCHOOL PERSONAL FITNESS ACTIVITIES

(CAN VARY BY SCHOOL YEAR)

Students track their hours, for a minimum of 25 hours, with the assistance of the personal fitness teacher. The options detailed below can be mixed and matched to achieve this total.

- Pickup Ultimate Frisbee (fall and winter)
- Friday hikes (winter and spring)
- Strength and conditioning (fall, winter, spring, and summer)
- After-school fitness training for spring sports (winter)
- Personal training for a self-selected event, such as a 5K or fun run (fall, winter, and spring)
- **For ninth graders only:** Monday walks (fall)

DANCE

Students may fulfill PE credits through Rowland Hall dance courses. Please review the Upper School Dance Ensembles class description under "Fine Arts, Performing Arts, and Media Arts" for more information.

EXTERNAL ATHLETE PERSONAL FITNESS PROGRAM

The external athlete personal fitness program was established so that Upper School students who compete at a high level in a specific sport or dance outside of school can pursue their rigorous training schedule without sacrificing academic studies at Rowland Hall. Students who qualify for this program are released from the physical education graduation requirement during the season(s) for which they are active and have been approved. They may also be released from school at prearranged times to train with their outside program or coach.

All applications for external athlete personal fitness credit must be submitted to the assistant principal, who will consult with the Athletic Department to make a decision.

Guidelines are as follows:

- The student is involved in an out-of-school athletic activity weekly at a high level, including a culminating event or competition(s). The activity is not one currently offered at Rowland Hall.
- The student will meet the minimum time requirement of 40 hours during the semester.
- The student will be supervised by a coach or instructor willing to complete the necessary documentation, such as attendance sheets, assessments, or a course/class description.

If the program requires an amended course schedule, akin to the Rowmark schedule, the assistant principal and registrar will work with the student to facilitate this adjustment.

ROWMARK SKI ACADEMY

Rowmark Ski Academy is the only external athlete program for which the coaches are members of the Rowland Hall staff. Students are admitted into the Academy through the Admission Office and participate in the Rowmark program year-round. See the Rowmark Handbook for additional information.

EXEMPTION FROM PHYSICAL EDUCATION

Non-participation in the physical education program due to medical reasons requires a written statement from an attending physician detailing the issue, the activity limitations it creates, and a specific time period during which non-participation is suggested. Such medical exemptions should be submitted to the student's coach and the assistant principal.

FOR PROSPECTIVE COLLEGE ATHLETES

Students who wish to participate in NCAA athletics at the Division I level should be aware of the requirements for eligibility. All NCAA ski programs are Division I, even when all other athletic programs at the college or university may be Division III. The best place to find up-to-date information on eligibility requirements is at naaa.org.

SPECIAL PROGRAMS



INTERIM

To ensure that our students are curious, inspired, and active citizens of the world, Rowland Hall encourages student travel and experiential learning in a number of ways, including through the Upper School's Interim program. Interim provides local, regional, national, and international learning experiences outside of the classroom. This Rowland Hall weeklong program offers hands-on activities and experiences that promote self-reliance, deep thinking, problem solving, responsibility, and collaboration, as well as an opportunity to build relationships outside the traditional school setting. Interim takes advantage of Utah's and the Mountain West's unique landscapes, rich natural resources, and diverse cultures and communities while also providing purposeful engagement in national and international travel.

Benefits of Interim include:

- The opportunity for students to be immersed in their

- language of study and/or a new culture or region
- Experiential learning in an academic area such as the sciences, history, or the arts
- Outdoor adventures where students challenge themselves physically and learn about the natural world and their relationship to it
- A chance to recognize a community's needs and assets through partnership and relationship building
- The opportunity to learn and practice new skills, and to exercise organizational and leadership skills in new settings
- The enjoyment of meeting and getting to know students, teachers, and staff outside of one's grade and peer group

INTERNSHIPS

Rowland Hall offers a robust summer internship program for students in grades 10–12 to explore careers through practical experiences. Our internship program exposes

students to a variety of workplaces and is made possible by community partners, many of whom are passionate about involving students in their projects and research, instead of expecting them to simply observe. Internship partners vary from year to year, and new opportunities are regularly added based on student interests.

Internship participants spend at least one summer month working with their assigned professionals.

During their internships, students:

- Learn new skills
- Gather information about fields of interest
- Apply classroom learning to real-world tasks
- Conquer workplace dilemmas
- Exercise initiative, self-advocacy, and relationship-building in professional settings

FIRST YEAR EXPERIENCE

(FALL)

Required for all ninth-grade students during the first semester of ninth grade

First Year Experience introduces academic skills that are essential for active and effective learning. Following a self-assessment of students' current strengths and areas for growth, strategies are introduced that aim at how students collect, organize, use, and evaluate new information to create habits for deep and lasting learning. In this course, students:

- Practice digital organization to increase efficiency
- Learn tools and strategies for writing essays
- Learn to use the library's resources
- Discover the importance of identity and character development, personal responsibility, self-awareness, and motivation

- Cultivate and maintain strong relationships with peers and teachers
- Learn about ethics, the Upper School's Honor Code, and their digital footprint

A variety of community members facilitate lessons so that students get to know faculty, administration, and counselors in the Upper School. The course also incorporates a study hall block at least once a week. This course is not graded.

COLLEGE PLANNING CLASS

(FALL: GRADE 12; SPRING: GRADE 11)

College Planning Class (CPC) is a weekly course designed to empower and guide students through the intricate college application process. With each class, students delve into crucial components of the process, laying the groundwork for informed decision-making and fostering personal and academic successes. The core of CPC lies in the fundamental question: Why do you want to go to college?

CPC offers students a variety of opportunities to explore their identities and aspirations while thinking about future paths. Through a comprehensive curriculum, students engage in:

- Personal and academic inventory assessments
- Introspective and reflective assignments
- Research and list-building
- Essay and application workshops
- Standardized test planning
- College visits
- Interview preparation

This student-centered approach ensures that students receive the most up-to-date and pertinent information.

COURSE PLANNING WORKSHEETS

English (4 credits required)	Approval (if needed)	History/Social Sciences (3 credits required)	Approval (if needed)
<p>Grade 9:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English 9 <p>Grade 10:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English 10 <p>Grade 11:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English 11 American Literature <input type="checkbox"/> AP English Language and Composition** <p>Grade 12:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English 12 Composition and Collaboration <input type="checkbox"/> AP English Literature and Composition** <p>Additional Courses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creative Writing / Literary Magazine (Fall & Spring / counts toward Arts Credit Requirement) <input type="checkbox"/> Publications: Newspaper and Yearbook (Fall & Spring / counts toward Arts Credit Requirement) <input type="checkbox"/> Interactive Digital Narrative (Gr. 10-12)* <input type="checkbox"/> AR Humanities: Identity and Intersectionality in American Drama (Gr. 12)* ** 		<p>Grade 9:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical Foundations I: Worldviews and Empire (Fall) <p>Historical Foundations II: (choose one):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modern Japan <input type="checkbox"/> Modern Latin America <input type="checkbox"/> Modern India* <p>Grade 10:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Europe and the Atlantic World <input type="checkbox"/> AP European History** <input type="checkbox"/> AP World History: Modern** <p>Grade 11:</p> <ul style="list-style-type: none"> <input type="checkbox"/> US History <input type="checkbox"/> AP US History** <p>Additional Coursework: Grades 10 - 12</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pol Sci: Campaigns and Elections (Fall) <input type="checkbox"/> Applied Forensics: Mock Trial/Model UN (Spring) <input type="checkbox"/> AP Art History* <input type="checkbox"/> AP Psychology (Gr. 12) 	
World Languages (2 credits required, 3 recommended)	Approval (if needed)	Visual, Performing, Media Arts (1.5 credits required)	Approval (if needed)
<p>Chinese:</p> <ul style="list-style-type: none"> <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>French:</p> <ul style="list-style-type: none"> <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>Spanish:</p> <ul style="list-style-type: none"> <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** 		<p>One (1) Credit Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Studio Art** (Gr. 11-12) <input type="checkbox"/> AP Studio Art** <input type="checkbox"/> Lincoln Street Choir <input type="checkbox"/> Jazz Band <input type="checkbox"/> Chamber Orchestra <input type="checkbox"/> Advanced Chamber Ensemble** <input type="checkbox"/> AT Music Theory/Comp <input type="checkbox"/> Upper School Dance Ensembles: (Beginning, Intermediate, Advanced) <p>Half (0.5) Credit Courses (Can be taken multiple times)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ceramics <input type="checkbox"/> Integrated Design Studio: Exploring Concepts in 2-D and 3-D Design* <input type="checkbox"/> Sculpture Foundations* <input type="checkbox"/> Studio Art <input type="checkbox"/> Advanced Acting Techniques (Fall) <input type="checkbox"/> Technical Theatre <input type="checkbox"/> Theatre Production (Fall, AS) <input type="checkbox"/> Theatre Workshop (Spring) <input type="checkbox"/> Media Arts <input type="checkbox"/> Beginning Guitar 	

Other Required Coursework	Physical Education (1.5 credit required)	Authentic Learning and Innovation
<ul style="list-style-type: none"> <input type="checkbox"/> Ethics (For grades 10 - 12) <input type="checkbox"/> Wellness I: Healthy Lifestyles (Grade 10) <input type="checkbox"/> Wellness II: Adolescent Issues (Grade 11-12) 	<p>Personal Fitness / External Athlete Program</p> <ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Debate (Fall) <input type="checkbox"/> Applied Forensics: Mock Trial/Model UN (Spring) <input type="checkbox"/> AR Debate (AS) <input type="checkbox"/> Independent Debate <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Introduction to Business <input type="checkbox"/> Impact Leadership Lab <input type="checkbox"/> Aviation Science* <input type="checkbox"/> Fixed Wing and Unmanned Systems (UAS) Operations*

STEM (Science / Technology / Engineering / Math)		Approval (if needed)
<p>Math: (3 credits required, 4 recommended)</p> <p>Core Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Math I <input type="checkbox"/> Integrated Math II <input type="checkbox"/> Integrated Math III <input type="checkbox"/> Advanced Algebra** <input type="checkbox"/> Precalculus** <input type="checkbox"/> AT Precalculus** <input type="checkbox"/> AP Statistics** <input type="checkbox"/> Calculus** <input type="checkbox"/> AP Calculus AB** <input type="checkbox"/> AP Calculus BC** <input type="checkbox"/> AR Computational and Mathematical Sciences (Gr. 11-12)* <p>Additional Coursework:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personal Finance: Financial Planning for College (Fall, Gr. 12) <input type="checkbox"/> Personal Finance: Financial Planning for Life (Spring, Gr. 12) 	<p>Sciences: (3 credits required, 4 recommended)</p> <p>Grade 9:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Science I <p>Grade 10:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrated Science II <p style="padding-left: 20px;">Applied Scientific Lab (<i>choose one</i>):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biotechnology** <input type="checkbox"/> Physics II** <input type="checkbox"/> Vertebrate Physiology** <input type="checkbox"/> Climate Science <input type="checkbox"/> Food Science <input type="checkbox"/> Ornithology** <p>One (1) Credit Additional Coursework: (Gr. 11-12)</p> <ul style="list-style-type: none"> <input type="checkbox"/> AT Biology** <input type="checkbox"/> AT Chemistry** <input type="checkbox"/> AT Physics** <input type="checkbox"/> AR Chemistry** <input type="checkbox"/> AR Biology** <input type="checkbox"/> Physics: Thermodynamics / Chemistry: Thermodynamics (Gr. 12) <p>Half (0.5) Credit Additional Coursework: (Gr. 10-12)</p> <p style="padding-left: 20px;"><i>Semester Long</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Applied Chemistry: Food Science <input type="checkbox"/> Engineering I: Civil, Mining, and Chemical (Fall) <input type="checkbox"/> Engineering II: Mechanical, Electrical, and Materials (Spring) <input type="checkbox"/> Env. Science: Climate Science (Fall) <input type="checkbox"/> Env. Science: Utah Earth Science (Spring) <input type="checkbox"/> Ornithology** 	
<p>Computer Science / Robotics (can fulfill 4th year of Math or Science):</p> <p>One (1) Credit Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Python Programming <input type="checkbox"/> AP Computer Science Principles <input type="checkbox"/> AP Computer Science A** <input type="checkbox"/> AR Computational and Mathematical Sciences (Gr. 11-12)* ** <p>Half (0.5) Credit Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exploring Computer Science <input type="checkbox"/> Physical Computing: Robotics <input type="checkbox"/> Robotics (AS) 		
Athletic Programs		
<p><u>Fall Team Offerings (Aug-Oct)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Girls Soccer <input type="checkbox"/> Girls Tennis <input type="checkbox"/> Girls Volleyball <input type="checkbox"/> Boys Golf <input type="checkbox"/> Cross Country <input type="checkbox"/> Swim Team 	<p><u>Winter Team Offerings (Nov-Feb)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Boys Basketball <input type="checkbox"/> Girls Basketball <input type="checkbox"/> Swim Team 	<p><u>Spring Team Offerings (Mar-May)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Boys Tennis <input type="checkbox"/> Girls Golf <input type="checkbox"/> Girls Softball <input type="checkbox"/> Boys Soccer <input type="checkbox"/> Track and Field <input type="checkbox"/> Ultimate Frisbee

* New course

** Require prerequisites and/or approval.

AS - After School

NOTES



Read about student accomplishments
in *Fine Print*, Rowland Hall's digital magazine.



ROWLAND HALL UPPER SCHOOL
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