



THE CALHOUN SCHOOL

TABLE OF CONTENTS

Important Information	3
<input type="checkbox"/> Course Registration Process	
<input type="checkbox"/> Independent Study	
<input type="checkbox"/> Adding or Dropping Classes	
<input type="checkbox"/> External Academic Work	
<input type="checkbox"/> Accelerating Mathematics Coursework	
Academic Planning Advice	6
<input type="checkbox"/> For All Upper Schoolers	
<input type="checkbox"/> For Rising Ninth Graders	
<input type="checkbox"/> For Rising Tenth Graders	
<input type="checkbox"/> For Rising Eleventh Graders	
<input type="checkbox"/> For Rising Twelfth Graders	
2019-2020 US Course Offerings & Descriptions	
<input type="checkbox"/> New Courses for 2019-2020	9
<input type="checkbox"/> English	10
<input type="checkbox"/> Social Studies	18
<input type="checkbox"/> Mathematics	26
<input type="checkbox"/> World Languages	32
<input type="checkbox"/> Science	39
<input type="checkbox"/> Computer & Information Science	45
<input type="checkbox"/> Music	46
<input type="checkbox"/> Theater Arts	51
<input type="checkbox"/> Visual Arts	55
<input type="checkbox"/> Community Service	62
<input type="checkbox"/> Physical Education	63
<input type="checkbox"/> Special Courses	64
Other Academic Policies	66
<input type="checkbox"/> Language Waiver Criteria	
<input type="checkbox"/> Incompletes	
<input type="checkbox"/> Academic/Social Probation	

COVER ILLUSTRATION:
Oliver Rauch, Calhoun Class of 2019

IMPORTANT INFORMATION

COURSE REGISTRATION PROCESS

Each year during Mod 5, there will be a ten-day registration period during which students in grades 9-11 will select courses for the following school year. The registration process will begin at a special Town Meeting, which will be devoted to the introduction of the online Course Catalogue (including a preview of new courses) and an overview of the course registration process. Following the Town Meeting, cluster advisers will share a Course Registration Packet with each of their advisees. The packet will include the student's current academic transcript, a Transcript Audit Review Form, and a Course Selection Form.

Although it is ultimately the student's responsibility to complete his/her Course Selection Form, this process works best when students consult with teachers, cluster advisors, and parents/guardians to make informed decisions. It is advised that each student utilize the Transcript Review Audit Form to ensure that adequate progress is being made toward all Calhoun graduation requirements.

On the Course Selection Form, students will be able to view and select from the courses for which they are eligible; many courses require prerequisite coursework or permission of the instructor/department. In some areas of study, students will be asked to select a number of courses in their order of preference. Other required courses, including Life Skills, Junior Workshop, College Seminar, and Senior Work/BRIDGE will be automatically added to a student's schedule. Any scheduling requests unique to an individual student should be clearly articulated in the Notes section of the Course Registration Form. Students will be required to obtain the signatures of a parent, cluster adviser, and from any teachers whose permission is required to enroll. Additionally, rising seniors must obtain a signature from their primary college counselor to ensure each student is positioned for success in the college process.

While every effort will be made to honor student requests in the scheduling process, it is important to note that core academic coursework will be prioritized in the event of a scheduling conflict. For elective courses, scheduling priority will be given based on seniority, availability, and the timely completion and submissions of the Course Registration Form. Finally, changes to course offerings may be made due to enrollment levels or available staffing.

INDEPENDENT STUDY

In line with our progressive, student-centered educational philosophy, Independent Study coursework is available to Upper School students—primarily in grades 11 and 12—with the following guidelines:

- The main purpose of Independent Study is to allow motivated students the opportunity to explore beyond the boundaries of the normal Calhoun Upper School curriculum. Therefore, Independent Study may not be used to replace a required course or an elective course that is already offered.
- An Independent Study Proposal Form, signed by the student, cluster advisor, supervising teacher, and grade dean must be submitted during the course registration period each spring. A successful proposal will consist of clearly-defined goals for the coursework, as well as suggested texts and possible assessments.

- Each student approved for Independent Study will receive a ‘free’ block to complete academic work as part of the school day.
- Typically, Independent Study will be granted one credit upon successful completion, and denoted on a student’s academic transcript.
- Students will receive a letter grade for Independent Study from the supervising teacher unless otherwise directed by the Grade Dean.

ADDING OR DROPPING CLASSES

Students are encouraged to review their schedules—for the entire academic year—as soon as they are released prior to the first family cluster conferences of the academic year. In the event that changes need to be made to any courses in Mods 1-5, there will be a two-week Add/Drop period at the start of each academic year. All requests must be made using the Add/Drop Form. Verbal requests will not be honored.

For all ‘added’ courses, students must obtain a signature from the teacher. Students in Grade 12 requesting any changes are also required to consult with their primary College Counselor before submitting an Add/Drop Form. Forms will be submitted to the Upper School Scheduler for approval—occasionally, the Scheduler will consult with teachers, cluster advisors, and/or Grade Deans before finalizing changes. Schedule changes requested after the initial two-week Add/Drop period will be considered on a case-by-case basis by the student’s Grade Dean.

EXTERNAL ACADEMIC WORK

External coursework—taken through an accredited academic program—is one option for students who want to enrich their Calhoun coursework through further study. In rare cases, students may be permitted to engage in external academic work to reinforce and remediate topics taught within core academic courses. However, **outside coursework should not replace core academic graduation requirements** offered as part of the Calhoun curriculum. Requests to engage in any outside work must be made in writing to the student’s Grade Dean, and will be subject to approval by Upper School Administration. The approval process will include a discussion about how the external coursework will be denoted on a student’s transcript.

ACCELERATING MATHEMATICS COURSEWORK

The ability to enroll in more than one math course in a single academic year is a path available to motivated students who have proven their command of key math concepts. Accelerating the pace of math courses is a decision that should be made in consultation with a student’s cluster advisor and relevant math faculty.

In the past, students typically “doubled-up” in simultaneous math courses in order to accelerate through the math curriculum and to give themselves the opportunity to take upper level math electives like Calculus or Multivariable Calculus. In the coming academic year, we are shifting to a system that will achieve the same results, but won’t ask most students to take two math classes simultaneously during a single mod. Most accelerations in math will involve cascading classes that might begin in the middle of one school year and conclude at the beginning of the next. This would allow a student to take a full math course in the first three mods, begin a new math course in the last two mods, and finish that new course at the beginning of the following year. The diagrams on the following page illustrate four potential math careers at Calhoun.

A student who **starts with Algebra I:**

	MOD 1	MOD 2	MOD 3	MOD 4	MOD 5
9 th GRADE	Algebra I A		Algebra I B		Algebra I C
10 th GRADE	Geometry A			Geometry B	Geometry C
11 th GRADE		Algebra II A	Algebra II B		Algebra II C
12 th GRADE	Precalc A		Precalc B	Precalc C	

A student who **starts in Algebra I and elects to accelerate:**

	MOD 1	MOD 2	MOD 3	MOD 4	MOD 5
9 th GRADE	Algebra I A		Algebra I B		Algebra I C
10 th GRADE	Geometry A	Geometry B	Geometry C	Algebra II A	Algebra II B
11 th GRADE	Algebra II C	Precalc A	Precalc B		Precalc C
12 th GRADE	Calculus A		Calculus B	Calculus C	

A student who **starts in Geometry:**

	MOD 1	MOD 2	MOD 3	MOD 4	MOD 5
9 th GRADE	Geometry A	Geometry B		Geometry C	
10 th GRADE		Algebra II A	Algebra II B	Algebra II C	
11 th GRADE		Precalc A		Precalc B	Precalc C
12 th GRADE	Calculus A		Calculus B	Calculus C	

A student who **starts in Geometry and elects to accelerate:**

	MOD 1	MOD 2	MOD 3	MOD 4	MOD 5
9 th GRADE	Geometry A	Geometry B		Geometry C	
10 th GRADE	Algebra II A	Algebra II B	Algebra II C	Precalc A	Precalc B
11 th GRADE	Precalc C	Calculus A	Calculus B	Calculus C	
12 th GRADE	MV Calculus A	MV Calculus B	MV Calculus C		

To accelerate in math, a student must have a grade of A- or higher for all three modules of the previous math course taken at Calhoun.

As in past years, ninth graders will not be able to enroll in more than one math course to ensure they have time to acclimate to Upper School academics.

Calhoun will once again offer an Algebra II summer course during Summer 2019 to allow another possible mode for math acceleration.

ACADEMIC PLANNING ADVICE

FOR ALL UPPER SCHOOLERS:

Calhoun's graduation requirements include four years of English, four years of social studies, three years of mathematics, three years of the same world language (French, Mandarin, or Spanish), three years of science (Active Physics, Chemistry, Biology), nine credits in the arts, eight credits of physical education, as well as satisfactory completion of Life Skills, Junior Workshop, and Senior Work. Most Calhoun students complete the majority of these minimum requirements by junior year. Most also graduate having exceeded the minimum requirements—for example, students are strongly encouraged to take a fourth year of mathematics, science, and world language. **It is every student's responsibility to make sure that they are making adequate progress toward completing these requirements.** Utilize the Transcript Review/Graduation Audit form to track your progress.

CALHOUN'S GRADUATION REQUIREMENTS			
AREA	YEARS	CREDITS	NOTES
English	4 Years	13 Credits	Minimum senior load: 2 credits
Social Studies	4 Years	12 Credits	Minimum senior load: 2 credits
World Languages	3 Years	9 Credits	3 years in same language
Mathematics	3 Years	9 Credits	
Science	3 Years	9 Credits	
Visual Arts, Music & Theater Arts	3 Years	9 Credits	
Physical Education	4 Years	8 Credits	
Life Skills	9 th Grade	2 Credits	
Junior Workshop	11 th Grade	2 Credits	
Senior Work	12 th Grade	4 Credits	
Community Service	9-12 Grade	60 Hours	At least 30 hours must be out-of-school

FOR RISING NINTH GRADERS:

Welcome to high school! Your top priority for the year ahead will be adjusting to life on the fourth floor—in some cases, to grades, and, in all cases, to the higher expectations of your teachers. Your standard curriculum will include English 9 (four mods), World History 9, and Active Physics, as well as math and world language (French, Mandarin, or Spanish). Before your schedule is set, you will take placement tests in math and world language; these tests will assess how your current skill set aligns with Calhoun's curriculum and will help us place you in the appropriate courses.

Beyond your core academic courses, you also have room for four electives. We strongly recommend taking a few performing or visual arts electives, so that you are making progress toward your nine-credit graduation requirement in the arts. If an academic elective piques your curiosity, by all means, try out courses like Intro to Anthropology or Screenwriting—you might just find a new academic passion that you can build upon in the coming years.

FOR RISING TENTH GRADERS:

You made it through your first year of Upper School—congratulations! It's a good time to reflect on your experience so far. Has it been easy to keep on top of your classes? If so, try challenging yourself in more academic electives this year on top of your core courses (English 10, World History 10, Chemistry, and the next courses in the sequence for math and your world language). If you loved English this year, consider taking some literature-focused or creative writing electives. If you loved World History, take a look at the elective course offerings in Social Studies. Talk to like-minded friends who are rising juniors and seniors to find out what classes they've loved or found valuable.

If you love math, you might consider taking more than one math class as a sophomore. This path is only recommended for students whose interest in math is genuine and who are excited to accelerate in the curriculum. It is not necessary to double up in math to be a competitive candidate for college admissions. Additionally, this path requires that you've met certain prerequisite requirements, which can be found on Pages 4 and 5 of this catalogue.

Rising sophomores should also continue to develop their artistic interests (and earn arts credits) through continued commitment to our music ensembles or theater productions and through continued exploration within our visual arts curriculum. Students should aim to have earned at least five arts credits by the end of tenth grade in order to stay on track for graduation.

FOR RISING ELEVENTH GRADERS:

Get ready for the "dreaded" junior year! In truth, there's a lot to be excited about: your first elective choice in English 11, US History, Biology, and, of course, Junior Workshop will give you an unparalleled opportunity to execute a project of your own design. But it's also true that your teachers' expectations of you will be higher than ever—and your grades in junior year will carry more weight when colleges evaluate your transcript. You will also need to spend time preparing to take standardized tests (arguably, the real reason why people dread junior year).

Keep the inherent challenges of junior year in mind as you make elective choices. Because of Junior Workshop, you have fewer electives (three) this year. (Note: If you are eligible and want to double up in math, you will have no other electives.) Plan a balanced program that will challenge you, especially in your strongest subjects, but that will also give you the best chance to be successful.

FOR RISING TWELFTH GRADERS:

It's the final countdown. The world is your oyster as a senior! Although you will finish next year with Senior Work, you still have four academic mods between you and graduation, and you have more say in which sixteen classes you will take than ever before. Your one obligation is to make sure that you will complete all graduation requirements by the end of senior year; count up art credits, PE credits, and community service hours before choosing your classes for next year. (Students short on Community Service hours might consider registering for a Community Action class.)

Choose three single-mod English electives and three single-mod Social Studies electives to complete your graduation requirements. Note that Calhoun offers interdisciplinary, cross-listed courses (e.g. SCI/SS: Bioethics); these courses can only be counted toward one graduation requirement (e.g. either SCI or SS).

While you will most likely have satisfied the minimum requirements for graduation in math, science, and world language, most seniors will continue to take classes in all three disciplines as a senior. If you're not sure about the appropriate next course in world language (French IV vs. French Conversation, for example) or math (Intro to Precalculus vs. Precalculus), consult your current teacher. Students interested in science can opt to take one or more advanced science courses, and/or single-mod science electives.

By now, you've begun thinking about the academic interests you might want to explore in college; keep your potential college majors in mind as you make elective choices. Remember that your entire transcript—but especially your senior year course selections—tell colleges a story about who you are, what you're curious about, how much you are willing to challenge yourself in the classroom, and how you rise to that challenge. Finish strongly!

NEW COURSES FOR 2019-2020

AREA	TITLE	FACULTY	PAGE
English	English 11 E: Literature of the Americas: A Glimpse	Kristen	12
English	Poetry in Three Parts	Kevin	13
English	<i>The French Lieutenant's Woman</i>	Bobby	15
English	<i>Invisible Man: A Search for Identity & A Place in America</i>	Kevin	16
English	Jane Austen: 21 st Century Woman	Lyda	16
Social Studies	The American Political System	Steve	20
Social Studies	Digital Storytelling	Andrew	20
Social Studies	Medieval Studies	Meghan	22
Social Studies	The Global Cold War	Patrick	23
Social Studies	Migration Studies	Lavern	23
Mathematics	Algebra Cross-Training	Math Faculty	28
Mathematics	Beyond Algorithms: Writing Math Research	Inna	31
World Languages	French for Native/Heritage Speakers	Ben	34
World Languages	Mandarin Conversation	Xiaolin	36
Science	Astronomy	Naomi	41
Science	The Science of Food	Hadda	42
Theater Arts	Public Speaking	Margie	53
Theater Arts	Advanced Acting: Scene Study	Margie	53
Visual Arts	Design for Publishing	Hailey	61

ENGLISH

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
English 9	Ellen, Kevin, Lyda	R				None
English 10	Kevin, Kristen		R			English 9
English 11A/B	Bobby, Ellen, Lyda			R		English 10
English 11C: Gender in American Literature	Ellen			✓		English 10
English 11D: Literary Views 20 th /21 st Century	Ellen			✓		English 10
English 11E: Literature of the Americas: A Glimpse	Kristen			✓		English 10
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Magazine-Style Writing	Bobby	✓	✓			None
Reading & Writing Workshop	Ellen	✓	✓			None
Playwriting I	Margie	✓	✓	✓	✓	None
Screenwriting	Bobby	✓	✓	✓	✓	None
Family in Modern American Drama	Kevin		✓	✓	✓	None
Global Mythology & Folklore	Meghan		✓	✓	✓	World History 9
Playwriting II	Margie		✓	✓	✓	Playwriting I
Poetry in Three Parts	Kevin		✓	✓	✓	None
Documentary Storytelling	Lyda		P	P	✓	None
Getting Personal: Memoir & Autobiography	Lyda		P	✓	✓	None
<i>The French Lieutenant's Woman</i>	Bobby			✓	✓	None
<i>Invisible Man: A Search for Identity & Place</i>	Kevin			✓	✓	None
Outsiders in American Film	Kristen			✓	✓	None
Jane Austen: 21 st Century Woman	Lyda			P	✓	None
The Other in Literature	Ellen			P	✓	None
19 th Century Classic: <i>Moby-Dick</i>	Kristen				✓	None
The Literature & Science of Happiness	Lyda				✓	None
Modernism	Kristen				✓	None

ENGLISH CORE COURSES

ENGLISH 9		Ellen, Kevin & Lyda
Duration: 4 Mods	Required in: 9	Prerequisites/Permissions: None
Description: This course introduces students to the expectations of English at the high school level. The study of vocabulary, punctuation, grammatical usage, and writing skills will progress across the four mods. In literature, each mod will constitute a unit and focus on a different text. Texts may include the following: <i>Julius Caesar</i> , <i>Fahrenheit 451</i> , <i>A Lesson Before Dying</i> , <i>Lord of the Flies</i> and <i>The Joy Luck Club</i> . There will also be a focus on the short story and lyric poetry.		

ENGLISH 10		Kevin & Kristen
Duration: 3 Mods	Required in: 10	Prerequisites/Permissions: English 9
Description: <ul style="list-style-type: none"> ● Mod 1: Raymond Carver, the editor of the contemporary short story collection we will study, emphasizes the power of precise language to move and invigorate the reader. In this course, we will read and write with this goal in mind: reading with attention to specific language, and writing as a process of focusing on a defined topic and selecting and ordering simple, carefully chosen words in compelling ways. The study of grammar and vocabulary will be essential touchstones along the way. After studying stories as a group, each student will work with a partner to teach a story to the class. ● Mod 2: Writer and Vietnam War veteran Tim O'Brien explains the purpose of fiction as "getting at the truth when the truth isn't sufficient for the truth." This speaks to the unusual form that <i>The Things They Carried</i> takes—blending "fact" and fiction, story and history, past and present in a collection of interrelated, non-linear stories related to the Vietnam War. We will build upon Mod 1 in our emphasis on close attention to language in both reading and writing as we wrestle with demanding texts. Students will write a creative paper and an analytical essay and create a final presentation on one of the shorter stories. ● Mod 3: The third segment of English 10 will challenge students to understand and interpret Shakespeare's <i>Macbeth</i> as both readers and artists. We will read the play together, collectively in class and individually outside of class. As readers, our goal will be to understand Shakespeare's language literally and figuratively, his construction of characters and their relationships, the central ideas with which the play wrestles, and, finally, the conception of tragedy the play presents. Students will write several short analytical and creative pieces. Final projects may take several forms, including live performances, films, and original scenes or stories. 		

ENGLISH 11 A/B		Bobby, Ellen & Lyda
Duration: 2 Mods	Required in: 11	Prerequisites/Permissions: English 10
Description: <ul style="list-style-type: none"> ● Mod 1 [American Dream Origins]: We will investigate the vision of the colonists and the ways they created a foundation of values and the historical legacy with which we live today. Through readings from the earliest European immigrants, we will explore the culture and mindset of the first settlers. Shakespeare's <i>The Tempest</i> will help us to examine the colonizing mindset. Hawthorne's "Young Goodman Brown" and excerpts from <i>The Scarlet Letter</i> will plunge us into Puritan society. Excerpts from Emerson and Thoreau will reflect the 19th century desire to turn away from the American Dream as immortalized by Horatio Alger in <i>Ragged Dick</i>. Further, Melville's "Bartleby, the Scrivener" will illustrate the tragic outcome for an individual living willfully on the periphery of the Dream. The course emphasizes close reading and discussion. Students will demonstrate understanding through analytical and creative assignments. ● Mod 2 [Coming of Age]: In this mod, we will continue many of the ideas that we began discussing in the first module of junior English, including access to the American Dream. This time, we will approach this idea through the lens of race and coming of age. Through close analysis in discussion and writing, creative writing assignments, and other projects, students will broaden their understanding of what issues can be a part of 'coming of age.' Included in this module is a unit on persuasive language and students will write and deliver a persuasive speech. Other assessments include an essay and a reflective journal focusing on beauty. Possible texts include <i>The Bluest Eye</i> and <i>The Catcher in the Rye</i>. 		

For the third mod of 11th Grade English, juniors choose from one of the following topics:

ENGLISH 11 C: GENDER IN AMERICAN LITERATURE		Ellen
Duration: 1 Mod	Offered in: 11	Prerequisites/Permissions: English 10
<p>Description: We will focus on the theme of gender as a way to examine what it means to be American. Do all Americans dream the same Dream? Just how deep do gender differences run? How do sexuality and gender roles play into our ability to make our lives our own? In an attempt to respond to these questions, we will take a look at some of the following: Hawthorne's "Rappaccini's Daughter" and "The Birthmark," Wharton's <i>Ethan Frome</i>, Gilman's "The Yellow Wallpaper," Proulx's "Brokeback Mountain," Hemingway's "The Short Happy Life of Francis Macomber" and Williams' <i>A Streetcar Named Desire</i>. This class is intended to take a close look at one set of factors which may or may not play a significant role in who we are as Americans.</p>		

ENGLISH 11 D: LITERARY VIEWS OF THE 20 TH & 21 ST CENTURIES		Ellen
Duration: 1 Mod	Offered in: 11	Prerequisites/Permissions: English 10
<p>Description: We will examine political and social issues of the 20th and 21st Century through fiction. Although it is entirely possible to read literature purely on its own merits, here, we will do that and more. Through the study of works such as Fitzgerald's <i>The Great Gatsby</i>, Vonnegut's <i>Slaughterhouse-Five</i>, Tomine's <i>Shortcomings</i>, and Miller's <i>Death of a Salesman</i>, we will discover how fiction writers illuminate and enrich real-life issues of their times. We will continue our discussions of the American Dream, its definition and the ways in which some of us have access to it or are excluded from it.</p>		

ENGLISH 11 E: LITERATURE OF THE AMERICAS: A GLIMPSE		Kristen
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 11	Prerequisites/Permissions: English 10
<p>Description: This final section of English 11 offers a glimpse at the work of major 20th-century writers whose cultural, literary, and often geographical identities lie beyond the boundaries of the continental United States. Several texts will be read in translation from Spanish to English. While the literary and geographical terrain is far too vast for one mod to cover, one of our goals will be to seek connections among the visions of these very diverse writers and to try to discern common thematic and stylistic threads. The course will include selections from the following writers: Gabriel García Márquez (Colombia); Jorge Luis Borges (Argentina); Jamaica Kincaid (Antigua); Yuri Herrera (Mexico); Michael Ondaatje, Alice Munro (Canada); Junot Díaz (Dominican Republic); Tommy Orange (Cheyenne/Arapaho tribes by way of Oakland, CA); Edwidge Danticat (Haiti); Pablo Neruda, Gabriela Mistral, Roberto Bolaño (Chile), Wilson Harris (Guyana).</p>		

ENGLISH ELECTIVE COURSES

MAGAZINE-STYLE WRITING		Bobby
Duration: 1 Mod	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: This course will ask students to read and write various types of essays—the kind that might, and do, appear in magazines like <i>The New Yorker</i> and <i>The Atlantic</i>. These will include op-eds, cultural analyses, persuasive essays, how-to guides, and humor. Students will share their writing with classmates and will be expected to give and receive constructive feedback in a workshop format. Emphasis will be placed on the process of writing, including revision, and on the crafting of efficient, musical, correct sentences.</p>		

READING & WRITING WORKSHOP		Ellen
Duration: 1 Mod	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: Students who enjoy reading and then using texts as writing inspiration will utilize this class to enforce the language arts skills of their core English classes. We will work on a variety of different assessments, including essay components and creative analysis. There will be an emphasis on close reading as well as careful writing and rewriting, plus independent choice, both in reading selections and writing options.</p>		

PLAYWRITING I		Margie
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The goal of this course is to intensively explore the craft of playwriting and to write dramatic pieces for the theater. Through the study of conflict, character, dramatic structure, as well as the analysis of a number of plays, we will study what makes an effective play. At the same time, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, we will develop our own ideas into compelling and interesting theater. By the end of the term, students will have written a monologue, a series of two and three person scenes, and a ten-minute play. Plays we will read for class will include <i>Who's Afraid of Virginia Woolf</i> by Edward Albee, <i>How I Learned To Drive</i> by Paula Vogel, <i>365 Days/365 Plays</i> by Suzan-Lori Parks, <i>Picnic</i> by William Inge, and "for colored girls who have considered suicide when the rainbow is enuf" by Ntozake Shange.</p> <p>This interdisciplinary course is cross-listed with Theater Arts.</p>		

SCREENWRITING		Bobby
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this course, students will learn what screenwriters call "the classic three-act structure" for feature-length films. They will be asked to consider whether the movies they love adhere to or defy that structure. We will also seek to discover the secrets of irresistible dialogue. Each person in the class will set out to write the first act (about twenty-five pages) of a movie script. Throughout the mod, students will read and critique professional screenplays as well those of their classmates.</p> <p>This interdisciplinary course is cross-listed with Theater Arts.</p>		

FAMILY IN MODERN & CONTEMPORARY AMERICAN DRAMA		Kevin
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Many great American plays written in the 20th and 21st centuries focus on family. This makes sense. After all, who doesn't have one—or 100—family stories to tell? The relationships between parents and children, among siblings, and with extended family members can encompass every emotion imaginable. And, on top of this, every family has its secrets. Plays about families often help us to better understand not only the nature of ever-changing, complicated relationships, but also the time, place, and society in which these plays are set. We will read several plays through multiple lenses, keeping a close eye—and ear—on the lives of the characters, connections to our own family experiences, and what we can learn about American society. The texts may include works by Edward Albee, Lillian Hellman, Eugene O'Neill, Suzan-Lori Marks, Sam Shepard, Arthur Miller, and David Henry Hwang.</p>		

GLOBAL MYTHOLOGY & FOLKLORE		Meghan
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: World History 9
<p>Description: We've heard stories of the god-king Gilgamesh, the heroic Heracles, the Minotaur and his labyrinth, Hua Mulan, the Norse god Thor, and the Maya Hero Twins. But what about the lesser-known tales of Anansi the Spider, Baba Yaga, or the Celtic banshee? Myth, as historian John Keay stated, is the "smoke of history," and, as such, ideas involving creation, life cycle rituals, cultural nationalism, moral riddles, scaring children into certain behaviors or comforting them are explored therein. Myths can take form as magic, miracles, and prophecies, as faeries, giants, vampires, and zombies, as heroes, goddesses, tricksters and beyond. They are present in holidays still celebrated today, though perhaps by different names, connected to the stars and planets above whose constellations boast mythic origins themselves. These tales help us understand who we are, who we want to be, where we come from, and where we might go in the hereafter (that is, if it exists at all). This course will explore the oral and written traditions of global cultures ranging from the "classic" to the less familiar, interrogating these stories in terms of their contextual circumstances of creation and dissemination. Students will share tales; engage in folk traditions; reinterpret them in new contexts; and create myths of their own.</p> <p>This interdisciplinary course is cross-listed with Social Studies.</p>		

PLAYWRITING II		Margie
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Playwriting I
<p>Description: The goal of this course is to intensively explore the craft of playwriting by writing a one act or full-length play. We will review the elements of conflict, character, and dramatic structure. Then, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, students will develop their ideas into compelling and interesting theater. By the end of the term, students will have completed a 30-90 minute play.</p> <p>This interdisciplinary course is cross-listed with Theater Arts.</p>		

POETRY IN THREE PARTS		Kevin
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: None
<p>Description: We encounter poems early, without even knowing it, through nursery rhymes and childhood chants. Then, a bit later, we may read about spiders and flies, ravens and jabberwocks, that special night when not even a mouse is stirring, and a tasty breakfast of green eggs and ham. As we get older, we begin to recognize that poems have no boundaries: in length, in style, in subject, in emotion. In this course, we will explore the limitless world of poetry in three distinct ways. The first part of the course will involve reading poetry: classic and contemporary and everything in between. We will learn poetic terms, develop strategies for interpreting poems, and write analytical explications, all with the aim of articulately expressing the relationship between language and meaning. Then, in the second segment of the course, we will write our own poetry: creatively sharing our observations and our ideas, our fears and our dreams, in a variety of forms and structures. And finally, we will build our recitation skills, sharing poems that mean the most to us through our voices, our gestures, and the art of performance.</p>		

DOCUMENTARY STORYTELLING		Lyda
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: 10 th & 11 th graders may enroll in this course with permission of the instructor.
<p>Description: How do you successfully craft and sustain a story with pictures and sound? This class will closely analyze a variety of non-fiction filmmaking approaches, focusing on the longer format, the documentary, and its unique construction. We'll deconstruct time-honored classics to consider directorial choices, as well as the film's impact on the genre. We'll also turn our attention to more recently made films, and explore (both in written analysis and group presentations) each film's composition and message. When applicable, we will invite professionals in the news and documentary business to join our class discussion. The examination of others' work will ultimately focus on the stories we ourselves want to tell and the best way to approach those topics. What does the research reveal? With whom might we speak on-camera? How will our films look and sound? Who is our intended audience? By the end of the mod, everyone will have conducted research and completed an initial script for a selected topic. Documentaries may include: <i>Nanook of the North</i>, <i>High School</i>, <i>The Thin Blue Line</i>, <i>Grey Gardens</i>, <i>Hoop Dreams</i>, <i>Born Into Brothels</i>, <i>Jesus Camp</i>, <i>Amy</i>, <i>I Am Not Your Negro</i>, <i>My Architect</i>, <i>The Fog of War</i>, <i>The Hunting Ground</i>, and <i>Trouble The Water</i>.</p>		

GETTING PERSONAL: MEMOIR & AUTOBIOGRAPHY		Lyda
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: 10 th graders may enroll in this course with permission of the instructor.
<p>Description: As author Isak Dinesen noted, "To be a person is to have a story to tell." This class will explore the re-telling of individual journeys through memoirs and autobiographies. What can we learn about ourselves when focusing on the stories of others? Is there both a "truth" and a constructed "story" in these non-fiction genres? While reading mentor texts for inspiration and guidance, we will turn the focus inward and write personal narratives of our own. The goal is to consider our pasts, our inherited traditions, our pivotal moments, and how those contribute to our individual outlooks and the futures we hope to lead. Writing will be shared with one another and revised in a workshop format. The final product is a collection of personal "chapters" from each student. Shared texts may include <i>The Glass Castle</i>, <i>The Color of Water</i>, and <i>Autobiography of a Face</i>, plus excerpts from <i>Angela's Ashes</i>, <i>I Know Why The Caged Bird Sings</i>, <i>Hunger of Memory</i>, <i>Dreams from my Father</i>, <i>Breaking Night</i>, and selected podcasts from <i>The Moth</i>.</p>		

THE FRENCH LIEUTENANT'S WOMAN		Bobby
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: John Fowles's underrated novel (1969) tells a 19th century story from the perspective of a 20th century narrator. It begins with a mystery: why does Sarah Woodruff, even in dangerously stormy weather, stand on the edge of a pier and stare out to sea? In her small Victorian town, the villagers tell nasty stories about Sarah, and in ways that even she does not understand, she is trying to tell a tale about herself. Not surprisingly, the novel is largely about the human need for story, and it explores our tendency to select facts that fit a narrative and to ignore, or even demonize, the ones that don't. We will explore ideas at the core of the novel, including narrative theory, Darwinian evolution, and even the history of 19th century London and Lyme Regis. Students will also be asked to write analytical essays that explore the implied meanings of the novel and to give presentations on its historical context. Finally, we will consider how this 20th century work might provide a lens for our own historical moment, which is filled with enticing, polarizing and competing narratives from which to select our "truths."</p>		

INVISIBLE MAN: A SEARCH FOR IDENTITY & A PLACE IN AMERICA

Kevin

NEW COURSE FOR 2019-2020

Duration:
1 Mod**Offered in:**
11, 12**Prerequisites/Permissions:**
None**Description:**

Ask anyone to describe Ralph Ellison's *Invisible Man*—a contender for the title of Great American Novel—and you may get countless different answers, each of them correct. It is an Odyssean journey. It is a coming of age tale. It is a search for identity. It is a universal story about the human condition. It is the story of race in America: past and present. It is a novel of ideas. It is a novel of action. It is realistic. It is surrealistic. It is horrifying and tragic. It has a rich sense of humor. So why are there so many ways to describe this work? Because *Invisible Man* is a novel that balances cynicism and idealism, hope and despair, failure and triumph and failure again. It is a story of promises betrayed, dreams deferred, and what it means to be "invisible" in a nation where, it has been written, "all men are created equal." Reading *Invisible Man* requires comfort with complexity; a willingness to take intellectual, interpretive risks; and a commitment to careful, close reading. Please do note that this commitment comes with a reward: *Invisible Man* will prove to be one of the most original, powerful, and truly unforgettable novels that you will ever read.

OUTSIDERS IN AMERICAN FILM

Kristen

Duration:
1 Mod**Offered in:**
11, 12**Prerequisites/Permissions:**
English 10**Description:**

This course explores American films of the 1990s that feature outsider/outlaw figures, many of them young adults, who seem to define themselves against mainstream cultural expectations. Films may include *Boys Don't Cry*, *Donnie Darko*, *My Own Private Idaho*, *Thelma and Louise*, *Dead Man*, *Heathers*, and *High Art*. Students will be asked to read film as they would be asked to read literature, with careful attention to subtleties of representation in image and narrative. The course will require several short writing assignments, one major analytical essay, and several presentations.

JANE AUSTEN: 21ST CENTURY WOMAN

Lydo

NEW COURSE FOR 2019-2020

Duration:
1 Mod**Offered in:**
12**Prerequisites/Permissions:**
11th graders may enroll in this course with permission of the instructor.**Description:**

More than two hundred years after her death, Jane Austen remains a favorite. Her stories about the world she knew so well, a world of 19th century parlors and veiled conversations, resonates still because her message is larger than those small spaces suggest. Her witty dialogue and prescriptions for life and love reveal her to be an astute listener, but also a would-be rebel, pushing against the confines of her century. This class will explore her ever-popular classic, *Pride and Prejudice*, and her later novel *Persuasion* through a modern lens. There is no shortage of research about Austen, her technique, her impact, her resilience, and as a class, we will dive in, focusing on literary criticism and close readings of her texts to better understand the lessons she can teach us about class and gender in our own century. Requirements will include one or two analytical essays, a research project and a creative assessment.

THE OTHER IN LITERATURE

Ellen

Duration:
1 Mod**Offered in:**
12**Prerequisites/Permissions:**
11th graders may enroll in this course with permission of the instructor.**Description:**

Concepts of "the other" are used to differentiate groups of people for many reasons, ranging from "simple" categorization to fear to an overt, hostile separation of them from us. Essential questions for the course revolve around the motives and modes of creating the Other: why do we feel the need to do so? Are there innocuous reasons for this differentiation? How is the Other created and how are these myths maintained? Readings may include works from Toni Morrison, Joseph Conrad, Shakespeare and Claudia Rankine. Other works may include *Freaks and Stage Beauty*. Students will work on a reflective journal and a creative project.

19 TH CENTURY CLASSIC: <i>MOBY-DICK</i>		Kristen
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
<p>Description: Combining fiction, philosophy, religion, history, humor, politics, science, and environmentalism (among other disciplines and concerns), Melville's classic novel challenges reader expectations at every turn. The story of Captain Ahab's mad pursuit of an elusive white whale is the well-known part of the text, but that plot is only one dimension of Melville's profoundly rich novel. <i>Moby-Dick</i> is a demanding read that calls for commitment and a willingness to feel a bit at sea on occasion. Fully engaging and completing this book is one of the most rewarding accomplishments an avid reader can claim. Please note that the text is not only long, but the language and style are challenging to read. The class will require attentive, thoughtful, thorough reading; one sustained analytical essay; several short analytical and/or creative pieces.</p>		

THE LITERATURE & SCIENCE OF HAPPINESS		Lyda
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
<p>Description: What does it mean to be happy? This class will turn to philosophers, psychologists, authors, and artists in an effort to explore this question. We will consider the social constructs of happiness and the effect of our mental health and wellness on both a physical and a personal level. With a focus on the transition from adolescent to adult, we will work to define and assess goals in order to create positive change. Together, we will consider various studies in the field of positive psychology and neuroscience (as reported in articles, interviews, and films) and will use this understanding as a lens with which to read and analyze fictional stories, including Edith Wharton's <i>The House of Mirth</i> and Leo Tolstoy's <i>The Death of Ivan Ilyich</i>, as well as the autobiography <i>When Breath Becomes Air</i> by Paul Kalanithi. Ultimately, we will conduct our own research and use our experience as a catalyst for change at Calhoun. Assessments for the class include one to two analytical essays, a research project and presentation, and a final reflective project.</p>		

MODERNISM		Kristen
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: None
<p>Description: "Make it new!" urged poet Ezra Pound in his manifesto on the central goal of modern art. Modernism arose in the early 20th century as a movement in the arts characterized by radical experimentation and the thwarting of established conventions such as linear narrative and objective realism. Modernist writers challenge our basic assumptions about stories, identity, relationships, and knowledge. Their work insists that we do not know who we are or who anyone else is, and we do not understand the nature of our own experience. Modernist writing is challenging—even in terms of the very process of reading—and this course will challenge you to think, and to think about why and how you are thinking. While modernism is not truly a coherent movement, we will seek to discern unifying principles in our course of study. Texts will be selected from the works of Franz Kafka, James Joyce, Virginia Woolf, James Weldon Johnson, Gertrude Stein, Gabriel Garcia Marquez, William Faulkner, and T.S. Eliot.</p>		

SOCIAL STUDIES

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
World History 9	Meghan	R				None
World History 10	Patrick		R			World History 9
United States History 11	Jason			R		World History 10
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
The American Political System	Steve	✓	✓	✓		None
Digital Storytelling	Andrew	✓	✓	✓		None
Debate	Jason	✓	✓	✓	P	None
Introduction to Anthropology	Meghan	✓	✓	✓	P	None
Bioethics	Hadda	✓	✓	✓	✓	None
Child Welfare, Family & Community	Andrew	✓	✓	✓	✓	None
Uses & Misuses of Scientific Evidence in Policy	John	✓	✓	✓	✓	None
Global Mythology & Folklore	Meghan		✓	✓	✓	World History 9
Medieval Studies	Meghan		✓	✓	✓	World History 9
Race, Culture, Music in 21 st Century America	Victor		✓	✓	✓	None
Education History through Archives	Lavern			✓	✓	None
The Global Cold War	Patrick			✓	✓	None
Migration Studies	Lavern			✓	✓	None
Politics of Food	Chef Bobo			✓	✓	None
Punishment, Politics & Culture	Lavern			✓	✓	None
Race & Housing	Jason			✓	✓	None
Understanding Nazi Germany	Jason			✓	✓	None
U.S.-China Relations	Lavern			✓	✓	None
Adolescent Psychology	Martha				P	Peer Leaders only

SOCIAL STUDIES CORE COURSES

WORLD HISTORY 9		Meghan
Duration: 3 Mods	Required in: 9	Prerequisites/Permissions: None
<p>Description: This course is an introduction to the ancient world. Students will interrogate the rise and fall of the first civilizations, settlements, cities, and empires from the Neolithic (~8500 BC) through the Bronze to the Iron Age. Geographic foci will revolve around the ancient Near East/Mesopotamia, Egypt, the Indus and Gangetic Plains, China, Greece, and Rome to Mesoamerica and the Andes. The course will examine the independent emergence of such socio-political systems in distinct geographical areas but in relation to the networks and spheres of influence that bound them together (e.g. trade, warfare, empire, religion, environmental resources or stressors, writing, and roads). Methodologies of history, archaeology, and philosophy will allow students to engage with such societies theoretically and scientifically. They will analyze artifacts and sites as well as myths, epics, law codes, religious doctrines, rituals, etc. And though (ancient) history often focuses on societies' (male) elite, on warrior-kings and priests, students will also consciously dig into the lives of commoners, slaves, eunuchs, prisoners of war, and women of varying classes. Ultimately this course is about how to "do" (ancient) history with critical attention paid to the power inherent in its practice, to questions of bias, representation, patrimony, and loss. Larger texts include: Susan Wise Bauer's <i>History of the Ancient World</i>, the <i>Epic of Gilgamesh</i>, and the <i>Iliad</i>.</p>		
WORLD HISTORY 10		Patrick
Duration: 3 Mods	Required in: 10	Prerequisites/Permissions: World History 9
<p>Description: This course will explore key themes in Modern World History from around 1500 to the 1970s. Mods will be organized both chronologically and around a central theme. Students will be introduced to key concepts and prominent scholars through primary sources and academic texts. This course requires close reading, interpreting evidence, and developing research questions. Projects are designed to address multiple learning styles; modalities have included essay writing, presentations, creative writing, debates, and other visual forms of communication.</p> <ul style="list-style-type: none"> • Mod 1 explores the anchoring topics of imperialism and industrialization as critical to the development of modernity. We begin by examining multiple centers of power during the Early Modern Period. We move into the colonization of the Americas and end with the growth of industry in Europe and Japan. • Mod 2 explores revolution in the 18th and 19th centuries. We will seek to understand important social, political, and economic changes from this era. Students will also examine the causes of each revolution and track its long-term effects. • Mod 3 focuses on global conflict and global realignments. Beginning with World War I and the interwar years, we continue with World War II with a particular focus on resistance and partisan movements. We finish the mod by looking at decolonization movements around the world. 		
UNITED STATES HISTORY 11		Jason
Duration: 3 Mods	Required in: 11	Prerequisites/Permissions: None
<p>Description: This course examines American history from the Antebellum period to the present. Students will learn to do the work of history: interpreting primary sources, weighing the interpretations of scholars, doing research, and writing history. We will take a critical view on American history, exploring topics such as social class, race, gender, nationalism, and historical memory. In addition to reading primary sources and excerpts from scholarly books and articles, students will read three longer texts: <i>This Republic of Suffering</i> by Drew Gilpin Faust, <i>The Jungle</i> by Upton Sinclair, and <i>Coming of Age in Mississippi</i> by Anne Moody. Students will also use the city as a classroom, exploring historic sites and using them to understand New York City's past. Students will be assessed through exams, an annotated bibliography, a research paper based on that bibliography, primary source analysis papers, and group research projects.</p>		

SOCIAL STUDIES ELECTIVE COURSES

THE AMERICAN POLITICAL SYSTEM		Steve
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: None
<p>Description: This class will offer a contemporary take on what used to be called "civics"—an exploration of the relationships between individuals, social groups, political institutions and public policy in the United States. Students will examine how institutions and laws perpetuate hierarchies of power, and how they can also be used to advance the cause of social justice. While primarily focused on the contemporary American system, we will also explore the historical roots of some key features of that system. Students will be expected to follow and come prepared to discuss current events. The class will also feature field trips and outside speakers.</p>		

DIGITAL STORYTELLING		Andrew
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: None
<p>Description: How do traditional storytelling skills and techniques translate to our quick-moving digital age? This class will examine digital media tools video, blogs, podcasts and social media through the lens of journalists, marketers and activists. We'll reflect on the impact of these tools and harness the power of digital media to write, produce, and publish meaningful stories about our lives, our school and our community.</p>		

DEBATE		Jason
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: 12 th graders may enroll in this course with permission of the instructor.
<p>Description: In this course, students will learn the art of public debate. We will use a variety of methods and forms of speaking, but students will ultimately learn how to compete in both Public Forum and Lincoln-Douglas formats. The assignments for this class will be formal, in-class debates, and students will be expected to engage in at least two of them. In these debates, students will be required to hand in completed cases and bibliographies of their research. Those students watching other debates will also be responsible for writing summaries and critiques. Students in the class will be required to compete in at least one tournament outside of school.</p>		

INTRODUCTION TO ANTHROPOLOGY		Meghan
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: 12 th graders may enroll in this course with permission of the instructor.
<p>Description: What does it mean to be human? This course explores human nature and human variation across time and space. Questions that we will discuss include: How did humans evolve? What is civilization? What is culture? How does tool use differentiate us from other primates? How do verbal language and bodily communication compare? What are the connections among language, culture, and thought? What is race? Is morality relative to cultural context? What is the influence of globalization on people and culture? How do kinship and gift-giving reveal values and meaning making? Overall, this class will pique your interest in the study of humans through an introduction to the four subfields of anthropology—biological/physical, archaeology, linguistic, and socio-cultural—which, when combined, provide a holistic understanding of human life. We will focus on actually doing anthropology—e.g. the analysis of hominid crania, lithic tool making, dendrochronology, archaeological excavations and reconstructions, and ethnographic methods. Within these explorations, we will also examine the history of anthropology and its theories alongside matters of cultural relativism, (neo)colonialism, research ethics, and museum politics of ownership and representation.</p>		

BIOETHICS		Hodda
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this course, students examine decision-making and public policy in the domains of biology, medicine and health care. Students will examine matters of basic scientific research and the social applications of biological knowledge and biomedical technology. The course exposes students to issues and dilemmas that have been opened by the biotechnology revolution. Students will use ethical inquiry to develop thoughtful positions on complex bioethical issues including, but not limited to: drug enhancement, vaccination policies, organ transplantation, genetic testing, human experimentation, end-of-life care, and animal ethics. Students will learn to see the connection between our decisions and their consequences for individuals and society, guided by the question: Just because we can, does that mean we should?</p> <p>This interdisciplinary course is cross-listed with Science.</p>		

CHILD WELFARE, FAMILY & COMMUNITY		Andrew
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Every year, thousands of American children are removed from their homes and taken care of by people who aren't their parents. We will examine the child welfare system through readings, films, and site visits. We'll investigate 19th century "orphan trains," the mass institutionalization of children, foster families, and community care. We'll think about the role of race, class, and gender in child welfare choices, and the impact of those choices on children, families and the broader community. Most of all, we'll meet people involved in today's messy New York City child welfare system: kids in foster care, parents, social workers and judges.</p>		

USES & MISUSES OF SCIENTIFIC EVIDENCE IN POLICY MAKING		John
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course focuses on the uses and misuses of scientific evidence, particularly in relation to policy making. After reading and discussing Friedlander's <i>At the Fringes of Science</i> to learn how the scientific process has been designed to work and how it has been misused, students will write and present a paper showing how science had been misused in a way that affected society.</p> <p>This interdisciplinary course is cross-listed with Science.</p>		

GLOBAL MYTHOLOGY & FOLKLORE		Meghan
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: World History 9
<p>Description: We've heard stories of the god-king Gilgamesh, the heroic Heracles, the Minotaur and his labyrinth, Hua Mulan, the Norse god Thor, and the Maya Hero Twins. But what about the lesser-known tales of Anansi the Spider, Baba Yaga, or the Celtic banshee? Myth, as historian John Keay stated, is the "smoke of history," and, as such, ideas involving creation, life cycle rituals, cultural nationalism, moral riddles, scaring children into certain behaviors or comforting them are explored therein. Myths can take form as magic, miracles, and prophecies, as faeries, giants, vampires, and zombies, as heroes, goddesses, tricksters and beyond. They are present in holidays still celebrated today, though perhaps by different names, connected to the stars and planets above whose constellations boast mythic origins themselves. These tales help us understand who we are, who we want to be, where we come from, and where we might go in the hereafter (that is, if it exists at all). This course will explore the oral and written traditions of global cultures ranging from the "classic" to the less familiar, interrogating these stories in terms of their contextual circumstances of creation and dissemination. Students will share tales; engage in folk traditions; reinterpret them in new contexts; and create myths of their own.</p> <p>This interdisciplinary course is cross-listed with English.</p>		

MEDIEVAL STUDIES

Meghan

NEW COURSE FOR 2019-2020**Duration:**
1 Mod**Offered in:**
10, 11, 12**Prerequisites/Permissions:**
World History 9**Description:**

Medievalists often push back against the term “Middle Ages,” claiming it simply labels the period between the decline of Rome (~200 CE) to the Renaissance (~1400 CE) as a linchpin between antiquity and modernity. This class, however, will engage with this time period as one worthy of its own intensive study. Geographically, we will focus on Western Europe and its interactions with cultures from the Arab world to “shogun” Japan. We will examine the growing prominence of Christianity via the Roman Catholic Church and Islam, as well as their interactions with the Vikings and Byzantium through the Crusades. We will look closely at art history as well as pre-modern book culture. We will examine medieval medicine, alchemy, and diseases such as those of the Black Death and also interpret socio-political systems and commentary of the times (i.e. of kings and castles, feudal lords and knights/samurai, women, and serfs). Planned field trips include those to the Cloisters, the Met, and Columbia’s Rare Book Room.

RACE, CULTURE & MUSIC IN 21ST CENTURY AMERICA & BEYOND

Victor

Duration:
1 Mod**Offered in:**
10, 11, 12**Prerequisites/Permissions:**
None**Description:**

Today, music is a convergence of multiple social sciences and art forms that is growing at an unprecedented, explosive rate. More than ever, students and teachers alike have the ability to select and choose whatever it is in the world they want to listen to and possess individually, something that was unheard of and nearly impossible to even imagine as recently as twenty years ago. Amidst the chaotic industrial revolution that is responsible for the creation and distribution of music that is being produced and marketed in the present day, it is absolutely essential for the informed 21st century student to learn about, critically analyze, and make arguments about the volatile and controversial history of music in America from the perspective of multiple cultures, races, and viewpoints. Beginning with the advent of recorded music at the turn of the century, this course aims to engage students in an ongoing and in-depth dialogue and exploration of the myriad human experiences that are woven through the tapestry of a century's worth of American music history. The music that we listen to and experience today is inextricably linked to the lives and culture of the people who made it—this course aims to allow students to explore the different cultural landscapes surrounding the origins of the popular music of the present via means of historical discovery, analytical projects, interview questions, article readings, and individual research in addition to the classroom dialogues that are initiated.

This interdisciplinary course is cross-listed with Music.

EDUCATION HISTORY THROUGH ARCHIVES

Lavern

Duration:
1 Mod**Offered in:**
11, 12**Prerequisites/Permissions:**
None**Description:**

Through readings, discussions, projects and research, we will examine the changing history of education in our city. We will begin by examining the histories of area independent schools. What do they privilege in their narratives? What do they choose to exclude? What choices do we make in telling Calhoun’s history? How might current school practitioners be guided by our history? We will visit area archives to work with primary sources to understand how individuals, communities, and organizations exercised agency in shaping the history of education. We will explore the politics of the archives. How have these archives been interpreted by scholars in the past? Are there possibly new ways of reading these archives? How might we read against the grain to construct narratives that might not be immediately available? Using a variety of social history methods, students will add to the narrative of our school’s history through their unique projects.

Students who have previously taken Calhoun Social History are not allowed to register for this course.

THE GLOBAL COLD WAR		Patrick
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: World History 10
<p>Description: Pick up any newspaper today and you are sure to read about the latest international crisis regarding North Korea, Russia, or Iran. What connects all of these topics? The origins of many of the modern day geopolitical issues can be traced back to the era known as the Cold War. For a half century, the Cold War shaped the world. While the conflict pitted two superpowers—the United States and the Soviet Union—against each other, the war drew in people around the world. This course will aim to shift the perspective of the Cold War and examine its origins, goals, and impacts from a global perspective. Students will examine stories from Eastern Europe, Africa, Asia, and Latin America.</p>		

MIGRATION STUDIES		Lavern
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: According to the World Health Organization, “[M]ore people are on the move now than ever before. There are an estimated 1 billion migrants in the world today of whom 258 million are international migrants and 763 million internal migrants—one in seven of the world’s population. 65 million of the world’s internal and international migrants are forcibly displaced today.” In the 21st century, we have seen enormous liberalization of capital, communications, transportation, and other key features of life. However, many nation-states are hardening borders and constraining opportunities for migrants, refugees, asylees, and internally-displaced persons. What might all of this mean for our nation, our state, and our city? This course will complicate our understanding by examining US migration today against a study of history and policy. We will also look at migration using comparative frames; how are other Western developed nations responding to migration? We will read current research on migration, meet with local subject matter experts and advocates, and wrestle with first-person narratives and fiction that center migration. Our assessments will include current events journals, policy analyses, case studies or immigrant narratives, and podcasts.</p>		

POLITICS OF FOOD		Chef Bobo
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: We will investigate the powerful influence of the food industry, agribusiness, and food lobbyists on our nation's food policy. We will learn how food marketing and advertising is directed to kids. As a result, we will have greater understanding of the choices they make and recognize the power they have to influence others in advocating for change. Resources for this class include the books <i>Food Politics</i>, <i>Tomatoland</i>, <i>Unsavoury Truth</i> and <i>Omnivore's Dilemma</i>. We will also view documentary films, take field trips and host guest speakers. Throughout the course, students will write blog entries about various political topics regarding food policy. They will have the opportunity to research and participate in debates on controversial policy issues concerning our food system. Students will prepare a final project of creating an advertising and marketing campaign directed toward kids about a food item, including packaging. For this presentation, students must use the same techniques that big food companies use to sell junk food to kids.</p>		

PUNISHMENT, POLITICS & CULTURE		Lavern
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This course will explore approaches to punishment in the United States and North Atlantic countries in the modern era. We will also look at comparative systems, including restorative justice approaches. Some questions we will consider include: What is punishment and why do we punish as we do? Is punishment consistent across groups in our society? In light of current social and scientific understandings about human development and socialization, are our systems of punishment consistent with our current thinking? What can we learn about politics, law, and culture in the United States from an examination of our practices of punishment? What are the appropriate limits of punishment? In addition to rich readings, talks, and field trips, students will be expected to keep a weekly journal. Students will engage critically with current events articles from newspapers of record as well as journals of opinion. We will also take advantage of learning from a variety of formerly justice-involved persons, social change agents, and other experts.</p>		

RACE & HOUSING		Jason
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This class will focus on the intersection of race and housing in the American past and present. Students in this class will study the ways that housing has been segregated by race, by both by government policy and by private actors. In addition, we will investigate how housing segregation has helped buttress institutionalized racism. At the end of the course we will also discuss possible solutions. Readings will mostly consist of scholarship on the issue by historians and sociologists. The main course reading will be <i>The Color of Law</i> by Richard Rothstein. In addition we will read excerpts and essays from Ta-Nehisi Coates, Patrick Sharkey, Lisa McGirr, Thomas Sugrue, and Kenneth Jackson, among others.</p>		

UNDERSTANDING NAZI GERMANY		Jason
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: The history of Nazi Germany is constantly invoked in political discussions, but often little understood. In this class we will try to understand the horrible realities of Nazi Germany and make sense of them. We will examine the reasons for Hitler's rise to power, the organization of Nazi society, the Holocaust, and the ways that "ordinary" Germans played a crucial role in the regime. The class will read both works by scholars with rival interpretations as well as primary sources from the time.</p>		

U.S.-CHINA RELATIONS		Lavern
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: None
<p>Description: This course will examine key moments in the modern and contemporary relationship between China, the United States, and other North Atlantic countries. Through readings, films, talks, and site visits, we will learn about the rich—and often fraught—relationship that has existed between the North Atlantic countries, especially the United States and China, in the era when global trade emerged. We will look at key phenomena, including John Dewey's journeys to China, the work of Protestant Christian missionaries in China, contributions of philanthropists in introducing Western medical practices, World War II, Nixon in China, Tiananmen Square, Fourth World Conference on Women, Paris Agreement and environmental tensions more generally, China's Belt and Road Initiative, etc. Students will develop researched biographies on leading "bridge" persons who have contributed to cooperation between the people of China and the United States. Students who enjoy foreign policy, current events, comparative history and Chinese history and culture studies will find this course intriguing.</p>		

ADOLESCENT PSYCHOLOGY		Martha
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: Required for Peer Leaders
<p>Description: This course is open only to students accepted into the 12th Grade Peer Leadership Program. We will examine developmental psychology as it pertains to the experience of adolescents and contemporary issues facing teenagers, with an eye toward preparing students to lead ninth-grade students through their Life Skills classes in the first two mods of the year.</p>		

MATHEMATICS

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
Algebra I	Cathy	✓				None
Applied Geometry	Erika	✓	✓	✓		Algebra I
Conceptual Geometry	Erika	✓	✓	✓		Algebra I
Algebra II	Cathy & Taylor	✓	✓	✓		Alg I/Geometry
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Algebra Cross-Training	Math Faculty	✓	✓	✓		
Introduction to Precalculus	Erika			✓	✓	Geometry
Precalculus	Inna		P	P	P	B avg. in Algebra II
Experimental Probability & Statistics	Inna			✓	✓	Intro to PC/Precalc
Differential Calculus	Taylor				✓	Precalculus
Calculus	Inna			P	P	B avg. in Precalculus
Multivariable Calculus	Inna				P	A- avg. in Calculus
SPECIAL TOPICS COURSE	FACULTY	9	10	11	12	PREREQ?
Geometrical Design & Technical Drawing	Taylor	✓	✓	✓	✓	None
Geometrical Design & Computer-Aided Design	Taylor	✓	✓	✓	✓	None
Math in Sports	Taylor		✓	✓	✓	Algebra II
Word Problems	Taylor		✓	✓	✓	Algebra II
Beyond Algorithms: Writing Math Research	Inna			✓	✓	Precalculus

MATHEMATICS CORE COURSES

ALGEBRA I		Cothy
Duration: 3 Mods	Offered in: 9	Prerequisites/Permissions: None
<p>Description: This course begins by taking a closer look at the tools of arithmetic, i.e., real numbers and their properties. A bridge to algebra will begin with the idea of substituting these real numbers into algebraic expressions in order to determine their values. As students become more comfortable with the abstract use of symbols to represent unknown quantities, they will be able to solve first-degree equations and inequalities, literal equations, absolute value equations and inequalities, and compound inequalities. This will be followed by the study of polynomials and how to predict the outcomes of performing the four basic operations with them. Students will become familiar with the process of factoring these expressions, which in turn will help them to solve quadratic equations and problems associated with them. Radical expressions will also be studied. The course will finish with solving systems of equations, both algebraically and graphically, and a close look will be taken at the important concept of slope. Students will be working individually and in groups and will be expected to express their understanding both orally and in writing. Tests will be given at the conclusion of each topic, which typically lasts two-to-three weeks. At the end of the course, students are expected to be comfortable with symbolic work and to retain skills and concepts for future use.</p>		

APPLIED GEOMETRY		Eriko
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Algebra I
<p>Description: In order to provide a deep, concrete understanding of geometrical concepts, Applied Geometry will combine algebra and two-dimensional geometry in order to help students view mathematics as an interconnected continuum of ideas instead of many isolated topics. Applied Geometry will build upon Algebra I concepts from a visual and hands-on approach, giving students the opportunity to solidify their understanding while learning new geometrical concepts. Students will begin the year by reviewing the necessary vocabulary of points, lines and planes. Students will learn about parallel lines and how they can be used to discover the nature of certain angles. We cover what it means for two triangles to be congruent or similar. After studying quadrilaterals (including rectangles, rhombuses and squares), we will end the year with trigonometry and the nature of circles. Throughout the year, Geogebra (software to create and measure geometric objects) will be used as an investigative tool.</p>		

CONCEPTUAL GEOMETRY		Eriko
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Algebra I
<p>Description: A somewhat swiftly-paced course, Conceptual Geometry will combine algebra, two-dimensional geometry, and logic in order to help students view mathematics as an interconnected continuum of ideas instead of many isolated topics. This course will include significant amounts of abstract thinking, and students will be asked to articulate mathematical ideas in writing. Students will begin the year by reviewing the necessary vocabulary of points, lines and planes. They will be introduced to two-column proofs, and they will practice solving problems in small, logical steps. Students will learn about parallel lines and how they can be used to discover the nature of certain angles. Proofs will appear again when we cover what it means for two triangles to be congruent, and we will delve deeply into the various methods to prove that two triangles are congruent. After studying quadrilaterals (including rectangles, rhombuses and squares), we will return to triangles when we talk about similar figures. We will end the year with trigonometry and the nature of circles. Throughout the year, Geogebra (software to create and measure geometric objects) will be used as an investigative tool. At the end of the course, students should be able to explain their trains of thought in small, logical, mathematically accurate steps.</p>		

ALGEBRA II		Cathy & Taylor
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Algebra I & Geometry
<p>Description: This course in intermediate algebra builds upon the foundation established in Algebra I and expects the student to work with more complex operations and ideas. Some topics will be direct extensions of previous work: after having learned the simpler methods of factoring, students will now be exposed to more advanced methods; after having solved systems of two equations with two variables, students will now solve systems of three equations with three variables; the study of square root radicals will now lead to the study of cube roots; the basic work that was done with exponents will be expanded upon to involve more complex expressions and logarithms; previous work in solving quadratic equations will lead smoothly into solving cubic equations and quadratic inequalities; the study of factoring will now allow students to work with more complicated rational expressions. Completely new topics will include determinants, imaginary and complex numbers, and graphing transformations of functions. Students will be working individually and in groups and will be expected to express their understanding both orally and in writing. Three topics will be covered each mod and a test will be given at the conclusion of each topic. At the end of the course, students are expected to be comfortable with symbolic work and to retain skills and concepts for future use. In addition, students are expected to apply and expand upon previous material.</p>		

MATHEMATICS ELECTIVE COURSES

ALGEBRA CROSS-TRAINING		Math Faculty
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 9, 10, 11	Prerequisites/Permissions: Concurrent enrollment in Algebra I, Geometry, or Algebra II
<p>Description: Algebra Cross-Training will review concepts learned in Algebra I and/or Algebra II, depending on the needs of the students. This course will be an opportunity to solidify topics that were difficult the first time around, and will give students extra practice to master important algebraic skills that will be needed for future math classes.</p>		

INTRODUCTION TO PRECALCULUS		Taylor
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Algebra II
<p>Description: This course places an emphasis on a thorough review of algebraic concepts, which leads into an in-depth study of functions and their transformations. This course ends with a study of trigonometry, which includes the unit circle, Law of Sines, Law of Cosines, and the graphing of trigonometric functions. There are three tests per mod. At the end of this course, students will have a greater retention of the of how functions have common behaviors and common properties.</p>		

PRECALCULUS		Inna
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Min. avg. of B in Calhoun Algebra II and permission of instructor
<p>Description: Precalculus starts with a review of Algebra II. The remainder of the first mod is spent studying functions and relations, especially focusing on slope and transformations. During the second mod, we focus on polynomial functions, rational functions, exponential functions, the unit circle as well as trigonometric functions. In the final mod, we focus on analytical trigonometry. Throughout the course, students utilize graphing calculators to facilitate a better understanding of the material. There will be three to four tests per mod. The textbook for this class is <i>Precalculus 6th Edition</i> by Robert Blitzer.</p>		

EXPERIMENTAL PROBABILITY & STATISTICS		Inno
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Intro to Precalculus <u>or</u> Precalculus
<p>Description: Do you know why a poker hand with three of a kind beats a hand with two pair? The answer lies in the theory of probability, which predicts the likelihood of various outcomes in situations for which more than one specific outcome is possible, as happens in the case of drawing five cards from a deck. Even if only one outcome is possible in a situation, say the measurement of the length of a room, measurement errors can lead to slight differences, and these are described by the theory of statistics. Both probability and statistics will be studied in this course, with experiments done to compare with theoretical predictions. In this course students will learn about measures of central tendencies and their significance for data distribution. We will conduct multi step experiments in probability to test our intuition. The class will continue with hypotheses testing. Students will do Statistics projects in small groups and individually, learning how to set up and test valid hypotheses. Throughout the course, students will be using Excel to facilitate computations for their experiments.</p>		

DIFFERENTIAL CALCULUS		Inno
Duration: 2 Mods	Offered in: 12	Prerequisites/Permissions: Calhoun Precalculus
<p>Description: Differential Calculus begins with a brief review of Precalculus. During the course, students will explore various techniques of finding the limits, understanding continuity of functions and finding the slope of curves (derivatives). After learning various differentiation techniques (power rule, product and quotient rule), students learn how derivatives can be applied to science and economics. In addition to tests, students will create projects based upon real-world applications of the material. There will be two-to-three tests each mod. Texts will include Larson, Hostetler, and Edwards' <i>Calculus of a Single Variable</i> (10th Edition).</p>		

CALCULUS		Inno
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min avg. of B in Calhoun Precalculus <u>and</u> permission of instructor
<p>Description: Before Sir Isaac Newton changed the world with his theory of gravity, he invented a new branch of mathematics in order to help him represent his scientific concepts. He called this new math "calculus." In Calculus, we will explore various techniques of finding the limits, understand continuity, learn how to find slopes of curves (derivatives) and how they can be applied to science and economics. Students will learn how to find implicit derivatives and apply them to solving related rates problems. Also, students will learn to apply their understanding of derivatives to graphing polynomial and rational functions and to optimization problems. We will then move on to integrals (antiderivatives), and we will discuss how they can be used to find areas under curves and areas between the curves. The course will end with a unit on applications (both real world and scientific) of derivatives and integrals. There will be three tests each mod. Texts will include Larson, Hostetler, and Edwards' <i>Calculus of a Single Variable</i> (10th Edition).</p>		

MULTIVARIABLE CALCULUS		Inno
Duration: 2 Mods	Offered in: 12	Prerequisites/Permissions: Min avg. of A- in Calhoun Calculus <u>and</u> permission of instructor
<p>Description: Imagine that you lived in a two-dimensional world, utterly ignorant of the fact that there was, in actuality, a third dimension. This should not be too difficult because every topic students have covered in Algebra and Precalculus has solely involved the two dimensional xy-plane. Enroll in Multi-Variable Calculus and add depth to your understanding while adding depth (the z-axis) to the previously flat xy-plane. Students will continue this course with differentiation of trigonometric and transcendental functions, advanced integration techniques and further applications of integration. Additional topics may include infinite series, more advanced integration techniques, double integrals, triple integrals, dot products, cross products, and various applications. There will be three tests each mod. Texts include Larson and Edwards <i>Calculus</i> (9th Edition).</p>		

MATHEMATICS SPECIAL TOPICS COURSES

GEOMETRICAL DESIGN & TECHNICAL DRAWING		Taylor
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Before most products are made, an engineer designs what it will look like. The goal of this course is to learn the basics of how the design process works by learning to draw objects that have already been designed and produced. We will start by drawing objects with basic geometric shapes and progress to more complex objects. To do this we will learn how to draw perpendicular lines and parallel lines using a straightedge and a compass, how to correctly mark measurements on our drawings, and how to choose how many "views" are necessary to fully represent the object. As with all things, there are different ways to do each of these steps and students will be encouraged to come up with their own solutions.</p> <p><i>This interdisciplinary course is cross-listed with Visual Arts.</i></p>		

GEOMETRICAL DESIGN & COMPUTER-AIDED DESIGN		Taylor
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: When new products are to be produced, they are first created in the virtual world of 3D modeling. The goal of this course is to teach the basics of OpenSCAD, an open-source CAD programming language, which will enable the students to create their own designs. The neat thing about OpenSCAD is that you can continually look at your virtual product while you create it. At first, the students will design basic geometric objects in the virtual world and we will print them on a 3D printer. As the students' skills progress, the designs will become more complex until the final project.</p>		

MATH IN SPORTS		Taylor
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II
<p>Description: Do you ever wonder why some hits in baseball are pop-ups and others are homers? Why your team misses free throws at the end of the game? Or why you always get the seven-ten-split in bowling? In this course we are going to look at the math behind the sports. We will look at one sport each six-day cycle. By the end of the mod, students will be able to create mathematical models of how balls fly and roll and present their results in a presentation using google sheets and slides.</p>		

WORD PROBLEMS		Taylor
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II
<p>Description: In this course, students will learn how to translate word problems into equations and charts. Then the students will apply the lessons from their core mathematics courses to solve the problems. Each night, students will be given 5-10 problems and the class time will be spent discussing how each student approached the individual problems.</p>		

NEW COURSE FOR 2019-2020

Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: Precalculus
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Description:
Whether you a mathematics enthusiast or a student who isn't a natural in the subject, there are fascinating topics for you to discover and engage in research. In this class, each student chooses a unique topic and extends it as far as their desire takes them. Topics include, but are not limited to, the History of Mathematics, Discrete Mathematics, Logic, Graph Theory, Voting Theory, or anything else you might want to discover. The class culminates with the submission and oral presentation of the research paper. There are no formal tests in this course.

WORLD LANGUAGES

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
French I	Ben	✓	✓			None
French II	Ben	P	P	P		C- avg. in Fr I/Test
French III	Ben		P	P	P	C- avg. in Fr II/Test
French Conversation	Ben			P	P	C- avg. in Fr III
French IV	Ben			P	P	C- avg. in Fr III
French for Native/Heritage Speakers	Ben				P	Fr IV
Mandarin I	Xiaolin	✓	✓			None
Mandarin II	Xiaolin	P	P	P		C- avg. in Man I/Test
Mandarin III	Xiaolin		P	P	P	C- avg. in Man II/Test
Mandarin IV	Xiaolin			P	P	C- avg. in Man III
Mandarin Conversation	Xiaolin				P	C- avg. in Man IV
Mandarin V	Xiaolin				P	C- avg. in Man IV
Spanish I	Claudia	✓	✓			None
Spanish II	Mariana	P	P	P		C- avg. in Sp I/Test
Spanish III	TBD		P	P	P	C- avg. in Sp II/Test
Spanish IV	Mariana			P	P	C- avg. in Sp III
Spanish V: Conversation	Mariana				P	C- avg. in Sp IV
Spanish V: Spanish & Latin American Film	TBD				P	C- avg. in Sp IV

WORLD LANGUAGES CORE COURSES

FRENCH I		Ben
Duration: 3 Mods	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: In this course, vocabulary will be taught through themes such as family, clothing, numbers, and classroom objects. A variety of visual methods are used to differentiate learning. Students will also learn regular and irregular verb conjugations in the present tense. The near future and recent past are introduced. Students will learn the skills necessary to have basic conversations in the target language and to be understood by native speakers. From the very beginning, emphasis is placed on the four essential skills: speaking, listening, writing and reading. Students are expected to express themselves in the target language. Cultural material is introduced with every chapter covered. Texts: <i>Débuts: An Introduction to French</i> [Chapters 1-6 & Part I Workbook/Lab Manual Chapters 1-6]; <i>Un été pas comme les autres</i> [Chapter 1-10]</p>		

FRENCH II		Ben
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Placement Test <u>or</u> min. avg. of C- in French I <u>and</u> permission of instructor
<p>Description: After a brief review of the fundamentals of Level I, French II covers many of the commonly used past tenses in French: <i>passé composé / imparfait</i>. Weekly verb conjugation card quizzes help review verbs from previous chapters. There is continued emphasis on new vocabulary and idiomatic expressions. Students take a virtual tour of the Marché Moufflard in Paris while also going to several markets on the Upper West Side. Cultural material includes eating habits around the French-speaking world. Students finish the Amsco reader, <i>Un été pas comme les autres</i>. At the end of the last mod, students create a video project based on the easy reader version of <i>La Parure</i> by Guy de Maupassant. Texts: <i>Débuts: An Introduction to French</i>; <i>Un été pas comme les autres</i>; <i>La Parure</i> by Guy de Maupassant. Students in French II are eligible to go to Bordeaux, France in the summer for an eleven-day homestay experience.</p>		

FRENCH III		Ben
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Placement Test <u>or</u> min. avg. of C- in French II <u>and</u> permission of instructor
<p>Description: French III covers more verb conjugations of irregular/regular verbs: <i>conditionnel, futur simple, plus-que-parfait, subjonctif</i>. Verb conjugation card quizzes occur regularly to review all tenses from French I and French II. Vocabulary is expanded through film and literature. During the first seven weeks, the class focuses on recent and past immigration to France. As students end the textbook, a focus on the events surrounding WWII play out in a variety of ways. Students memorize and perform a poem by Jacques Prévert. Two screenplays, <i>Au revoir les enfants</i> and <i>Hiroshima mon amour</i> are read aloud in class. Bi-weekly speaking exercises to develop conversation skills occur on double-block days. Texts: <i>Débuts: An Introduction to French</i>; <i>Cinéma for French Conversation</i>; <i>Paroles</i> by Jacques Prévert; <i>Au revoir les enfants</i> by Louis Malle; <i>Hiroshima mon amour</i> by Marguerite Duras. 10th- and 11th-Grade students in French III are eligible to go to Bordeaux, France in the summer for an eleven-day homestay experience.</p>		

FRENCH CONVERSATION		Ben
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in French III <u>and</u> permission of instructor
<p>Description: In this advanced course, focus shifts from grammar and writing to conversation and proficiency. Students engage in a variety of oral activities. Acting and improvisation are a part of each class. All classes are conducted in the target language. In April, students are invited to go on an annual Spring Session full-immersion trip to Montréal, Canada. Students take a language pledge and use the language through a variety of projects throughout the year. Texts: <i>C'est la vie! A French Reader</i>; <i>Cinéma for French Conversation</i></p>		

FRENCH IV		Ben
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in French III <u>and</u> permission of instructor
<p>Description: This course centers around the study of literature; discussing literary works ranging from the 17th century to the present. The study of grammar and vocabulary will continue to be stressed so that students can develop and refine their ability to express themselves in writing. Students will be able to identify and use many new conjugations; <i>passé simple</i>, <i>passé conditionnel</i>, <i>futur intérieur</i>. The emphasis put on this area of language acquisition is designed to improve writing skills. Students will see and discuss a variety of contemporary and classic films. Texts: <i>Imaginez</i>; <i>Cinéma for French Conversation</i>; <i>Huis Clos</i> by Jean-Paul Sartre; <i>Rhinocéros</i> by Eugène Ionesco, <i>Le Tartuffe</i> by Molière; <i>Mon oncle Jules et autres nouvelles</i>; <i>Madame Bovary</i> by Gustave Flaubert.</p>		

FRENCH FOR NATIVE/HERITAGE SPEAKERS		Ben
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: Permission of instructor
<p>Description: This course, which is specifically designed for native/heritage speakers, will focus on oral proficiency. Students will watch the news and listen to podcasts that discuss current events taking place in the Francophone world. Students will read and discuss short poems and essays from a variety of French-speaking countries.</p>		

MANDARIN I		Xiaolin
Duration: 3 Mods	Offered in: 9, 10	Prerequisites/Permissions: None
<p>Description: This introductory course is designed for students with no prior knowledge in Mandarin. Students will learn simplified Chinese characters and standard Mandarin Chinese pronunciation. The goal of the course is to develop students' basic language skills in speaking, listening, reading, writing, and cultural awareness, with an emphasis on basic conversational Mandarin, fundamental vocabulary, and character acquisition. Students will learn Mandarin language and Chinese culture, and improve all four language skills by engaging in linguistic thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include greetings, family, dates and time, hobbies, visiting friends, making appointments, and studying Chinese. A multimedia-based and technology-assisted curriculum will facilitate the acquisition of tonal pronunciations, characters, and real-life conversations. Due to the great differences between Mandarin and English, students will also be introduced strategies and skills in learning Mandarin Chinese as a foreign language, analysis of radicals and stroke patterns of Chinese characters. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 1 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN II		Xiaolin
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Placement test or min. avg. of C- in Mandarin I <u>and</u> permission of instructor
<p>Description: This course is designed for students with basic Mandarin knowledge. The goal is to develop students' Mandarin elementary-intermediate language skills in speaking, listening, reading, writing, and cultural awareness, with an emphasis on conversational and grammatical skills and vocabulary expansion. Students will learn the Mandarin language and Chinese culture, and improve all four language skills by engaging in linguistic thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include dates and time, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping, and transportation. The course will integrate interactive activities for practicing interpersonal, presentational, and interpretive language skills and help students build real-life communication skills as they discuss everyday topics and learn through authentic materials. A multimedia-based and technology-assisted curriculum will facilitate the acquisition of authentic conversational skills, tonal pronunciations, and characters. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 1 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN III		Xiaolin
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Placement Test <u>or</u> min. avg. of C- in Mandarin II <u>and</u> permission of instructor
<p>Description: The goal of this course is to develop students' Mandarin intermediate language skills in speaking, listening, reading, writing, and cultural understanding, with an emphasis on fluency in spoken and written Mandarin, vocabulary expansion, and systematic grammar acquisition. Students will learn Mandarin language and Chinese culture, and improve all four language skills by engaging in thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include school life, shopping, transportation, weather, dining, asking directions, attending a birthday party and seeing a doctor. The course will integrate interactive activities for practicing interpersonal, presentational, and interpretive language skills and help students build real-life communication skills. The course also includes periodic review lessons for cumulative practice. A multimedia-based and technology-assisted curriculum will enhance communicative fluency, tonal pronunciations, and an ability to navigate real-life scenarios. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 1/2 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN IV		Xiaolin
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in Mandarin III <u>and</u> permission of instructor
<p>Description: The goal of this course is to develop students' Mandarin intermediate-advanced language skills in speaking, listening, reading, writing, and cultural understanding, with an emphasis on proficiency in spoken and written Mandarin, complex vocabulary and grammatical structures, and character acquisition and analysis. Students will learn the Mandarin language and Chinese culture, and improve all four language skills by engaging in thematic units, including dialogues, narratives, cultural notes, grammar explanations, a wide range of integrated activities. Themes include attending a birthday party, seeing a doctor, dining, renting an apartment, playing sports, traveling, and college life. The course will integrate interactive activities for practicing interpersonal, presentational, and interpretive language skills and help students build real-life communication skills. The course also includes periodic review lessons for cumulative practice. A multimedia-based and technology-assisted curriculum will enhance communicative fluency, tonal pronunciations, and an ability to navigate real-life scenarios. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: <i>Integrated Chinese Level 2 Series</i> and supplemental materials designed by the teacher.</p>		

MANDARIN CONVERSATION

Xiaolin

NEW COURSE FOR 2019-2020**Duration:**
2 Mods**Offered in:**
12**Prerequisites/Permissions:**
Min. avg. of C- in Mandarin IV and
permission of instructor**Description:**

This course is designed to strengthen students' advanced conversational skills. A multimedia-based curriculum will strengthen linguistic fluency and pronunciation accuracy. Films, documentaries and educational videos will be presented, along with selected scripts for grammar review, vocabulary extension, and intensive reading. The course will include activities for practicing interpersonal, presentational, and interpretive language skills and for building communication skills. The course includes periodic review lessons for cumulative practice. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, quizzes, assignments, an exam, and a final project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: *Integrated Chinese Level 1/2 Series* and supplemental materials designed by the teacher.

MANDARIN V

Xiaolin

Duration:
3 Mods**Offered in:**
12**Prerequisites/Permissions:**
Min. avg. of C- in Mandarin IV and
permission of instructor**Description:**

This accelerated course designed for students with intermediate-advanced knowledge and skills in Mandarin. The goal of the course is to reinforce and solidify students' competence in speaking, listening, reading, writing and deep cultural appreciation. A multimedia-based curriculum facilitates the linguistic fluency and accuracy. The curriculum covers material from previous courses at a greater depth and at a brisker pace. The study of Chinese history and culture is a central part of this course. Extensive grammar review, intensive reading, composition, conversational and idiomatic expressions, formal and written-style language are emphasized. The course will include activities for practicing interpersonal, presentational, and interpretive language skills and to help students build communication skills. Themes include college life, dining, shopping, career planning, social media, jobs/internships, education, and Chinese geography. The course includes periodic review lessons for cumulative practice. Differentiated and small-group instruction will be provided to accommodate diverse learners. Comprehensive assessments include class performance, character writing and listening comprehension quizzes, communicative assignments, a final reading/grammar/listening exam, and a final writing and speaking project. Students will also have the opportunity to visit local museums and Chinatowns to engage in real-life conversations in an immersive setting. Text: *Integrated Chinese Level 2 Series* and supplemental materials designed by the teacher.

SPANISH I

TBD

Duration:
3 Mods**Offered in:**
9, 10**Prerequisites/Permissions:**
None**Description:**

In this beginner course, students will learn basic grammar and vocabulary structures in order to communicate in Spanish by speaking, listening, reading, and writing. We also combine the study of the language skills with an exploration of different Hispanic cultures. Students learn vocabulary and structures to greet and identify oneself, to talk about the classroom and school life, family and occupations, pastimes and sports, travel and vacation, and clothing and shopping. Assessment is based on tests and quizzes, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. The course includes field trips through which we explore the ways in which Hispanic cultures are present in the city. Textbook: *Adelante 1—An Invitation to Spanish*. Reading: *Realidad y Fantasia*.

SPANISH II		Mariana
Duration: 3 Mods	Offered in: 9, 10, 11	Prerequisites/Permissions: Placement Test <u>or</u> min. avg. of C- in Spanish I <u>and</u> permission of instructor
<p>Description: In this beginner-intermediate course, students will learn basic grammar and vocabulary structures in order to communicate in Spanish by speaking, listening, reading, and writing. We also combine the study of the language skills with an exploration of different Hispanic cultures. Students learn vocabulary and structures to discuss topics such as the daily routine, food and meals, parties and celebrations, personal relationships, stages of life, health terms, and parts of the body. Assessment is based on tests and quizzes, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. In addition, students work on an oral presentation of their interest pertaining to a Hispanic culture. The course includes field trips through which we explore the ways in which Hispanic cultures are present in the city. Textbook: <i>Adelante 2—An Invitation to Spanish</i>.</p>		

SPANISH III		TBD
Duration: 3 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Placement Test <u>or</u> min. avg. of C- in Spanish II <u>and</u> permission of instructor
<p>Description: In this intermediate course, students will continue to strengthen grammar and vocabulary structures in order to communicate in Spanish by speaking, listening, reading, and writing. We also combine the study of the language skills with an exploration of different Hispanic cultures. Students learn vocabulary and structures to discuss topics such as nature and the environment, city life and daily chores, health and wellbeing, professions and occupations, and arts and the media. Assessment is based on tests and quizzes, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. In addition, students will work on at least one project to research and present to the class. The course includes field trips through which we explore the ways in which Hispanic cultures are present in the city. Textbook: <i>Adelante 3—An Invitation to Spanish</i>.</p>		

SPANISH IV		Mariana
Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in Spanish III <u>and</u> permission of instructor
<p>Description: In this intermediate-advanced course, students will review grammar and vocabulary structures in order to solidify their mastery of them, and learn new structures that will allow them to express themselves with more nuance. We also combine the study of the language skills with an exploration of Hispanic cultures. Students learn vocabulary and structures to discuss topics such as love and relationships, urban life, family and ancestry, nature and the environment, politics and human rights, and others. We also read literary and journalistic texts, and we watch films spoken in Spanish. Assessment is based on tests and quizzes, homework, and class participation. In addition, students complete a project where they maintain and record a conversation with a native Spanish speaker, and then transcribe a fragment of it. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a productive classroom environment. The course includes field trips through which we explore the ways in which Hispanic cultures are present in the city. Textbook: <i>Imagina—Español sin barreras</i>.</p>		

SPANISH V: CONVERSATION		Mariana
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Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in Spanish IV <u>and</u> permission of instructor
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Description:
 This course is aimed at strengthening students' conversational skills. The course provides guided oral practice of grammar and vocabulary skills through a discussion of topics of current interest and an exploration of Hispanic cultures. Though the course is focused on improving the students' listening and speaking skills, we will read literary and journalistic texts to learn new vocabulary. In addition, we will view films to frame our discussions. We will also review grammar structures for students to gain accuracy. Some of the topics we will discuss are fantasy versus reality, character and personality, the influence of the media, and immigration and ways of living. A larger unit is devoted to study the political movements and the dictatorships of the 1960s and 1970s in Latin America. Assessment is based on written quizzes, oral tests, homework, and class participation. The evaluation of homework is based exclusively on timely completion. Similarly, participation is assessed on the basis of the students' collaboration to maintain a respectful and productive classroom environment. The course includes field trips through which we explore the ways in which Hispanic cultures are present in the city. Textbook: *Revista—Conversación sin barreras*.

SPANISH V: SPANISH & LATIN AMERICAN FILM		TBD
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Duration: 3 Mods	Offered in: 11, 12	Prerequisites/Permissions: Min. avg. of C- in Spanish IV <u>and</u> permission of instructor
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Description:
 This course that offers a critical view of film productions through the perspective of classic and contemporary filmmakers in Latin America and Spain. A variety of films will be presented, along with selected scripts and fragments of novels adapted for cinema. While watching movies, we will consider issues such as the transition from dictatorship to democracy in Spain after the Civil War, and similar transition issues in the countries of Latin America. Related to this are the responses of writers, script writers, and film directors in their productions. We will also examine critical perspectives of gender, immigration, and exile. An interdisciplinary approach will allow us to explore themes such as dream and nightmare or utopia and dystopia. While analyzing films, we will practice the four skills of listening, speaking, reading and writing. The class will be conducted in Spanish. The class has a component of speaking and writing about movies. There is also a review of grammatical structures learned in the past and practice with the use of these structures when talking about movies. Assessments include tests, projects and speaking activities such as presenting movies in the target language, as well as questionnaires about movies, critiques, and oral presentations. Textbook: *Intrigas. Advanced Spanish Through Literature and Film*. Readings: Scripts written by Hispanic and Latin American script writers and fragments of novels adapted to films. Trips to the Metropolitan Museum of Art, MoMA, and Natural History Museum are featured.

SCIENCE

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

CORE COURSE	FACULTY	9	10	11	12	PREREQ?
Active Physics	John	R				None
Chemistry	Hadda		R			None
Biology	Francesco			R		None
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Astronomy	Naomi	✓				None
Bioethics	Hadda	✓	✓	✓	✓	None
Introduction to Engineering	Naomi	✓	✓	✓	✓	None
The Science of Food	Hadda	✓	✓	✓	✓	None
Uses & Misuses of Scientific Evidence in Policy	John	✓	✓	✓	✓	None
The Universe & Our Place In It	John		✓	✓	✓	Active Physics
Forensic Science	Naomi		P	✓	✓	None
Experimental Design	Hadda		P	P	P	Algebra II
Physics A: Electromagnetism	John		✓	✓	✓	Active Phys/Alg II
Physics BC: Classical Mechanics	John		✓	✓	✓	Active Phys/Alg II
Environmental Science	Naomi		P	✓	✓	Biology
Advanced Chemistry	Naomi			P	P	Chem/Alg II
Advanced Biology	Francesco				P	Biology

SCIENCE CORE COURSES

ACTIVE PHYSICS		John
Duration: 3 Mods	Required in: 9	Prerequisites/Permissions: None
<p>Description: Employing a thematic, inquiry-based approach to understanding the behavior of objects in the physical world, Active Physics sets the scene for learning science in Calhoun's Upper School.</p> <ul style="list-style-type: none"> ● Mod 1: Students learn about motion at constant speed, at constant acceleration, and around curves, and its relationship to forces in terms of Newton's laws of motion. They do this in the context of the important topics of safe driving and safety devices on automobiles, and they demonstrate what they have learned by making presentations at a hypothetical driving school and by creating a device to protect an egg in a collision. Students also begin a study of the structure of the atom, designed to serve as a bridge to the Chemistry course they will take in 10th Grade. ● Mod 2: Students learn the physics of things in their everyday lives. Using their knowledge of electric circuits and ways to heat water, students write a manual for a family to meet its electrical needs using three kilowatt-hours per day. Using the knowledge acquired about what produces sound, the pitch of a sound and its transmission, light reflection and the refraction of light rays, students produce a short sound-and-light show. Students also continue their study of the structure of the atom. ● Mod 3: Students apply what they learn to flights of fancy. From what they learn about gravitational and kinetic energy, and using their knowledge about force, they redesign a roller coaster for a particular audience of their own choosing. They also apply what they learn about human motion in a gravitational environment one sixth as strong as that on Earth, to design a sport to be played on the Moon. Finally, students conclude their study of the structure of the atom. <p>Active Physics uses the text <i>Active Physics</i> (3rd ed.) by Arthur Eisenkraft. Students are evaluated by the quality of their notebooks (in which they record their experimentation), their end-of-chapter challenges (as described above for each mod), and their description of the three physics principles or concepts they feel will be most valuable in their future.</p>		

CHEMISTRY		Hodda
Duration: 3 Mods	Required in: 10	Prerequisites/Permissions: None
<p>Description: This course introduces the theories and concepts of modern chemistry, as well as the skills to understand the process of scientific inquiry. Topics are presented to increase the awareness and understanding of how chemistry affects both our everyday lives and the environment in which we live.</p> <ul style="list-style-type: none"> ● Mod 1: What is "stuff" actually made of? What makes water such an extraordinary molecule? Students will learn the following concepts: classification of matter, elements, compounds, the periodic table and periodic trends, atomic models and chemical bonding. In addition, we will read the book <i>Napoleon's Buttons</i> to learn about the fascinating account of seventeen molecules that have greatly influenced the course of history. ● Mod 2: What happens in a chemical reaction? Is alchemy real? Students will learn the following concepts: types of chemical bonding and their structure and nomenclature, chemical reactions, and stoichiometry. ● Mod 3: What is ocean acidification and what are its implications for our future? How do batteries work? Students will learn the following concepts: acids and bases, titration reactions, electrochemistry, and redox reactions. <p>Laboratory work is an integral part of this course. Students will learn through inquiry-based activities, experiments, and student-centered projects.</p>		

BIOLOGY		Francesco
Duration: 3 Mods	Required in: 11	Prerequisites/Permissions: None
<p>Description:</p> <ul style="list-style-type: none"> ● Mod 1 [Biodiversity, Evolution, and the Origins of Life]: What were the first experiments that looked at the origins of life and spontaneous generation? How did scientists design them? How did life originate on our planet four billion years ago? What is evolution? What is happening to biodiversity in this mass extinction? In this mod, students will work with single-celled organisms. They will run some simple and elegant experiments with mold and seed germination. Evolution will be investigated extensively through visits to the American Museum of Natural History. We will spend many hours in the museum, exploring the Hall of Human Origins, the Hall of Dinosaurs, the Hall of Ocean Life, and the iconic wall of life, found in the Hall of Biodiversity. Students will also spend time with a partner investigating any topic in the world of biology and then present this to the class. Two unit exams are given during Mod 1. 		

Biology Description Continued...

- **Mod 2 [Anatomy, Research, and the Cell]:** How is urine made in the mammalian body? What does the liver and gallbladder do for our body? What is a neuron and how does the somatosensory cortex and motor cortex help us navigate through this world? In this mod, we dive into the world of anatomy and each student (with a partner) dissects a fetal pig. We compare and contrast the pig's anatomy with our own body systems. During this module students also write a research paper on any biological concept that means something to them. After having completed a co-presentation in mod I the students see many examples of how the study of all living systems relates to their own lives. At this point, they are ready to research a topic on their own. In the final two weeks, students make a 3-D cell model (some choose to make specific cell models: like neurons or cone cells in the eye) others make models of a plant or animal cell. They then present this to Middle School Calhoun students in a classroom, effectively teaching the organelles of living cells.
- **Mod 3 [Genetics: What is DNA? Who is Mendel?]:** How is DNA copied and how do organisms distribute DNA in specific cells like sperm and egg? How are proteins built, assembled and shipped in our cells? What is a gene? What will the future of Homo sapiens look like? How does the complex interaction between nature and nurture help to construct and create the world in which we live in? In this module, we discuss the discovery of DNA and build models, watch films and extract DNA out of E. coli cells. We will explore genetics, DNA, and transcription/translation, along with cutting edge DNA technology. Students also have the opportunity to teach other students, presenting the paper they wrote in mod II of this course to their peers. Three unit exams are given during Mod 3.

This course uses the Miller/Levine textbook. Students are evaluated by their lab notebooks, museum visit write-ups, unit exams, student-centered presentations/papers, section assessment homework assignments, their cell project, and class participation.

SCIENCE ELECTIVE COURSES

ASTRONOMY		Noomi
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 9	Prerequisites/Permissions: None
Description: Astronomy is one of the oldest existing sciences. Because we cannot perform hands-on experiments, we must wait for events to occur naturally in order to form and test hypotheses. Throughout the year, we will learn how our perceptions of the universe have changed over time, and you will learn scientific explanations for many aspects of life you take for granted. (i.e.: Why is the sky blue?)		

BIOETHICS		Hodda
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: None
Description: In this course, students examine decision-making and public policy in the domains of biology, medicine, and health care. Students will examine matters of basic scientific research and the social applications of biological knowledge and biomedical technology. The course exposes students to issues and dilemmas that have been opened by the biotechnology revolution. Students will use ethical inquiry to develop thoughtful positions on complex bioethical issues including, but not limited to: drug enhancement, vaccination policies, organ transplantation, genetic testing, human experimentation, end-of-life care, and animal ethics. Students will learn to see the connection between our decisions and their consequences for individuals and society, guided by the question: Just because we can, does that mean we should?		
<i>This interdisciplinary course is cross-listed with Social Studies.</i>		

INTRODUCTION TO ENGINEERING		Noomi
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: 9 th graders may enroll in this course with permission of the instructor.
Description: This is a hands-on, project-based course where you will learn the basic elements of engineering, including structures, machines, energy analysis, as well as how to use the engineering design cycle for design-based thinking. Pulling from physics, chemistry, and biology, we will investigate and work to solve some real-world problems, and come up with some cool innovations along the way.		

THE SCIENCE OF FOOD		Hodda
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Permission of the instructor.
<p>Description: What makes a cookie baking in the oven smell so good? How is cheese made? This class explores the science of food and cooking by examining the chemical processes and interactions of the biological and non-biological components of food. Students will also gain a better understanding of the chemical properties of food components and the changes they undergo in processing and storage. We'll explore four major topics in food science: fermentation, heat, acid, and salt. Laboratory techniques, inquiry-based activities, and student projects are key components of this class.</p>		

USES & MISUSES OF SCIENTIFIC EVIDENCE IN POLICY		John
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course focuses on the uses and misuses of scientific evidence, particularly in relation to policy-making. After reading and discussing Friedlander's <i>At the Fringes of Science</i> to learn how the scientific process has been designed to work and how it has been misused, students will write and present a paper showing how science had been misused in a way that affected society.</p> <p>This interdisciplinary course is cross-listed with Social Studies.</p>		

THE UNIVERSE & OUR PLACE IN IT		John
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Active Physics
<p>Description: Ever since they could look at the sky, humans have wondered what was out there, how it came to be, what it would become, and how they related to it. This would make astronomy the oldest of all of the sciences, and this course will explore what it has taught us as it has evolved through the years. In addition to learning how the universe has developed and is expected to develop, students will be asked to investigate one particular aspect of the structure or evolution of the universe in the context of its relevance to humanity.</p>		

FORENSIC SCIENCE		Noomi
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: 10 th graders may enroll in this course with permission of the instructor.
<p>Description: Have you ever wondered how police gather evidence and actually solve crimes? This course will take a broad look at the field of forensic science and criminology. From blood patterns to DNA to fiber analysis and fingerprints, we will learn more about the tools and science experts use to put criminals behind bars. Warning: this course may ruin your enjoyment of CSI.</p>		

EXPERIMENTAL DESIGN		Hodda
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Algebra II <u>and</u> permission of the instructor
Description: The overarching goal of this course is to provide a mechanism for science students to pursue science research on a topic of their choice. Students will formulate their own questions, write their own hypotheses, as well as plan and carry out their own investigations. Through this process, students will be introduced to the literature review, research, the process of scientific inquiry, APA writing style, statistics, types of investigations, and a variety of laboratory techniques. Laboratory work is an integral part of this course.		

PHYSICS A: ELECTROMAGNETISM		John
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Active Physics <u>and</u> Algebra II
Description: This course consists of four units: Electric Charge and Field, Electric Potential, Electric Circuits, and Magnetism. After performing experiments and calculations, students are evaluated by their performance on end-of-unit tests, with the option to improve by writing an essay about what they have learned. Physics A uses teaching materials developed by Modeling Instruction.		

PHYSICS BC: CLASSICAL MECHANICS		John
Duration: 2 Mods	Offered in: 10, 11, 12	Prerequisites/Permissions: Active Physics <u>and</u> Algebra II
Description: Students begin this course by learning about motion and forces in the context of four specific models: 1) the constant velocity model; 2) the constant acceleration model; 3) the zero force model; and 4) the constant force model. They then learn how force can do work to transfer energy to an object and the different forms of energy that are known. They also learn what determines the force needed to keep an object moving in a circle and apply this to a study of gravitation and what can be learned from the circular motion of objects in space. After engaging with the relevant physics concepts in performing laboratory experiments and solving both conceptual and numerical problems, students demonstrate their understanding in laboratory reports and quizzes. Physics BC uses teaching materials developed by Modeling Instruction.		

ENVIRONMENTAL SCIENCE		Noomi
Duration: 1 Mod	Offered in: 11, 12	Prerequisites/Permissions: 10 th graders may enroll in this course with permission of the instructor.
Description: This course endeavors to take a deeper look at the world around us to more fully understand the impact humans have had on the environment. We will dig into the variety of ecosystems that exist on the Earth, how the conservation of energy applies to all biological and environmental processes, the effects of humans on the environment, the various forms of energy and alternative energy that are being proposed, and other topics.		

ADVANCED CHEMISTRY		Noomi
Duration: 2 Mods	Offered in: 11, 12	Prerequisites/Permissions: Chemistry, Algebra II <u>and</u> permission of the instructor
<p>Description: This course is designed to develop a deeper understanding of the matter and energy, and will build upon concepts covered in Chemistry. It will include the study of the structure, composition, properties and behavior of matter, and deals with the changes that matter undergoes and the energy that accompanies this change. We will further explore topics of Chemical Kinetics, Chemical Equilibrium, Electrochemistry and Nuclear Chemistry. This course provides a development of the fundamental concepts and principles of chemistry with an emphasis on inquiry and critical thinking skills. Laboratory work is an integral part of this course.</p>		

ADVANCED BIOLOGY: ANATOMY, ORIGINS & ENERGY		Francesco
Duration: 1 Mod / 2 Blocks	Offered in: 12	Prerequisites/Permissions: Biology <u>and</u> permission of the instructor
<p>Description: How can we see evolution happening today? What is sexual selection? Sexual dimorphism? What does the liver of a shark look like? What about the pen of a squid, the fat in frogs or the reproductive organs in a mouse? How are Bonobos and Chimpanzees different in behavior and how did this evolve? When and in what ways did we evolve in terms of language, our tool use, our brain size and bipedal nature? These are some of the important questions we will ask and answer in this advanced biology elective. In this one-mod course (two block carrier) we will spend time at American Museum of Natural History exploring the Hall of Human Origins, special exhibits and films, the fourth floor dinosaur halls, the space show at the Hayden planetarium, and investigate other hidden treasures. We will also spend time re-exploring the past 4.1 billion years of evolving living systems, recalling what we began in Biology. Philosophy and biology will intersect as we ask how organisms such as ourselves are able to know what we know. Finally, we will study molecular machines such as chloroplasts and mitochondria. We will manipulate DNA by transforming bacterial cells, making them fluoresce green light.</p>		

COMPUTER & INFORMATION SCIENCE

ELECTIVE COURSES

CODING I		TBD
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: This course centers on the study of algorithms, computers, and programs. Topics may include: writing, debugging, and testing programs; loops and conditional control structures; method definition and parameter passing; arrays, array lists, and strings; sorting, searching, and other basic algorithms; input and output. Programming applications will be selected from various disciplines. The course will also touch upon the history and basic concepts of computer science.		

CODING II		TBD
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Coding I <u>and/or</u> permission of instructor
Description: This companion course to Coding I emphasizes the concepts of reliability, maintainability, and reusability. Topics may include: multi-file programs; abstract data types; objects, classes, and object-oriented design; test suites, test drivers, and testing strategies; debugging, assertions, and an introduction to formal techniques; recursion, event-driven programming, and threads; GUI programming; and simple network programming.		

MUSIC

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

SMALL GROUP & ENSEMBLE COURSE	FACULTY	9	10	11	12	PREREQ?
Beginning Strings	Luke, Kiwon	✓	✓	✓	✓	None
Strings Ensemble	Luke, Kiwon	✓	✓	✓	✓	None
Wind Ensemble	Ben, Brian	✓	✓	✓	✓	None
Chamber Winds	Ben, Brian	P	P	P	P	None
Chorus	Alison	✓	✓	✓	✓	None
Vocal Workshop	Alison	✓	✓	✓	✓	None
Introduction to Jazz Improvisation	Victor	✓	✓	✓	✓	None
Advanced Jazz Improvisation	Victor		P	P	P	Intro to Jazz Improv
Percussion I	Greg	✓	✓	✓	✓	None
Percussion II	Greg	P	P	P	P	None
ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Practical Music Theory: How Music Works	Victor	✓	✓	✓	✓	None
History Through Popular Music	Victor	✓	✓	✓	✓	None
Advanced Music Theory	Victor		✓	✓	✓	Prac. Music Theory
Race, Culture, Music in 21 st Century America	Victor		✓	✓	✓	None

SMALL GROUP & ENSEMBLE COURSES

BEGINNING STRINGS		Luke & Kiwon
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Students may choose instruction in violin, viola, cello, or bass. No prior experience is required. Students are taught privately or in groups of two or three, allowing them to learn the basic fundamentals of playing a string instrument (while learning a variety of material from folk songs, fiddle tunes, pop tunes, classical melodies, Suzuki exercises, scales and etudes). Depending on enrollment and the specific needs of individual students, a schedule consisting of a private lesson (usually one per rotation) and ensemble playing is devised, with an aim toward preparing students to join the Strings Ensemble. Students are expected to practice daily and to commit to study of their chosen instrument for the entire year. It is necessary for students to own or rent instruments (assistance available).</p>		

STRINGS ENSEMBLE		Luke & Kiwon
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course for violin, viola, cello and bass players meets as a full ensemble. Rehearsal serves as the core of our music study throughout the year, with winter and spring concert performances and enriching excursions into areas of chamber music, composition, and historical musicology. The needs and interests of the ensemble are considered when choosing what repertoire to study over the course of the year, with the aim of challenging students on a technical and musical level while creating opportunity to gain experience playing music across a broad spectrum of styles (from Baroque, Classical, and Romantic works to 20th-21st century music and contemporary popular genres). Student input is welcomed, sought, and honored where possible in terms of repertoire selection, including arrangements tailor-made to the group. Students are expected to practice daily and are expected to commit to the string ensemble for the entire year. It is necessary for students to own or rent instruments (assistance available).</p>		

WIND ENSEMBLE		Ben & Brian
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Woodwind and brass (flute, clarinet, oboe, saxophone, trumpet, trombone and baritone horn) students participate in a variety of public performances throughout the year. The course is designed for both beginning students and students who have been playing for some time. Ensemble experience and technique (scales, articulation, rhythm, and intonation) will comprise a major focus of classes. Repertoire is chosen with the aim of exposing students to a wide variety of musical styles and also to present progressive technical challenges. The group, along with students in the Chamber Winds, will perform together in a large ensemble. It is necessary for students to own or rent instruments (assistance available).</p>		

CHAMBER WINDS		Ben & Brian
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Permission of instructor
<p>Description: This course is open to experienced woodwind and brass (flute, oboe, clarinet, saxophone, trumpet, trombone and baritone horn) players at the discretion of the instructor. Students are expected to participate in a variety of public performances throughout the year. In this ensemble, musicians each have unique parts and, therefore, greater individual responsibility. Students will be encouraged to assess and critique their daily performance and participate in discussions of stylistic interpretation of the music as they prepare for concerts. Students will also gain knowledge of technical skills (scales, articulation, rhythm, and intonation) and practical rehearsal techniques (how to play with or without a conductor, what creates a balanced and satisfying ensemble sound, how to have greatest impact on an audience, etc) involved in preparing chamber music performances. The group, along with students in the Wind Ensemble, will perform together in a large ensemble. It is necessary for students to own or rent instruments (assistance available).</p>		

CHORUS		Alison
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The chorus studies a variety of genres, including Classical, Jazz, Pop, Broadway, Madrigals, and Doo-Wop and students are encouraged to suggest repertoire. Singers study vocal technique (including diction, breathing technique, pitch matching, vowel modification, blending, etc.). The chorus studies three- to five- part harmonies in various configurations, but is not limited to group work, as members often pursue individual interests that lead them to perform in smaller configurations. Concerts, which occur in January and May, are therefore rich in variety and highlight individual achievement as well.</p>		

VOCAL WORKSHOP		Alison
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Vocal Workshop challenges students to explore vocal collaborations beyond chorus. Members of the workshop will choose the genres that may include: Jazz, Gospel, Classical, Pop, Musical Theater, etc. In a master class format, singers may also opt to have their work peer reviewed. Students can use this class as an opportunity to work on vocal technique and interpretation, improve on their performance presentation, work on solving performance issues, or simply share recordings and listen to different vocal arrangements. The group may perform together with various other school ensembles. While performances are optional, process and participation in discussions are essential.</p>		

INTRODUCTION TO JAZZ IMPROVISATION		Victor
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What is improvisation? What is jazz? In this course, students will explore these two questions. They will be introduced to the world of jazz improvisation by listening and discussing recordings, dissecting the inner workings of basic music theory and considering how it relates to their instrument, and putting improvisational concepts into practice. We will explore improvisation on one- and two-chord progressions, diatonic improvisation, and the blues and the idea of the blues scale, and we will develop a greater understanding of the universal concepts of harmony, melody, and rhythm.</p>		

ADVANCED JAZZ IMPROVISATION		Victor
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 10, 11, 12	Prerequisites/Permissions: Introduction to Jazz Improvisation
<p>Description: What makes one soloist sound better than another? How do you measure your growth as an improviser, and what is it that makes any work or performance of music compelling to the listener? In this class, students will delve more deeply into understanding their own improvisational skills as well as the world of jazz improvisation by exploring a wide array of styles and sounds of jazz music. Different styles within the genre of jazz will be explored and played; swing, Latin jazz, fusion, free jazz, soul, and funk styles. Students will be expected to have a degree of familiarity with the music of established jazz greats such as Miles Davis, John Coltrane, Duke Ellington, Dave Brubeck, and Charles Mingus. Students in this course will also be challenged with extended song forms and increased harmonic complexity so that they may gain a greater degree of awareness of their own improvisational tendencies and skills.</p>		

PERCUSSION I		Greg
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: Students will explore and play a wide variety of percussion instruments including drum set, congas, bongos, marimba, vibraphone, timpani and many more. Percussionists will get the chance to immerse themselves in and perform many different genres of music including Jazz, Jazz-Fusion, Funk, R&B, Rock, Latin and Classical. Percussionists will work together as an ensemble as well as in smaller groups for collaborations with the chorus, wind, jazz and string programs. There will be a number of concerts throughout the year including a winter collaborative concert, spring solo percussion concert and additional performance opportunities outside the Calhoun School. Emphasis will be put on developing good reading skills and solid techniques on all instruments.		

PERCUSSION II		Greg
Duration: 5 Mods (3 E-Blocks per rotation)	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: Permission of the instructor
Description: Students will explore and play a wide variety of percussion instruments including drum set, congas, bongos, marimba, vibraphone, timpani and many more. Percussionists will get the chance to immerse themselves in and perform many different genres of music including Jazz, Jazz-Fusion, Funk, R&B, Rock, Latin and Classical. Percussionists will work together as an ensemble as well as in smaller groups for collaborations with the chorus, wind, jazz and string programs. There will be a number of concerts throughout the year including a winter collaborative concert, spring solo percussion concert and additional performance opportunities outside the Calhoun School. Emphasis will be put on developing good reading skills and solid techniques on all instruments.		

MUSIC ELECTIVE COURSES

PRACTICAL MUSIC THEORY: HOW MUSIC WORKS		Victor
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: There is a mysterious set of "rules" that governs the whole of Western Music. Have you ever wondered why a guitar chord sounds the way it does? Have you ever dabbled on the piano and picked out a tune and wondered how it works? Or experimented with any sort of musical instrument? In this course, students will explore what the mysterious "rules" of music are and begin to break them down into understandable parts. Students will be introduced to the basics and fundamental elements of music theory by exploring how the simplest and most familiar songs and compositions utilize common things like the major scale, major chords, minor chords, and time signatures. The class will juxtapose theoretical knowledge with practical application, showing how nearly everything that we listen to is subject to the same set of governing principles that can be understood and applied in making your own music.		

HISTORY THROUGH POPULAR MUSIC		Victor
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: Popular music is and always has been a powerful medium through which culture has historically been expressed, challenged, appropriated, commodified, and understood. Thanks to constant advances in technology, the typical high school student today experiences music in a vastly different way than previous generations have. In this course, we will explore the historical connection between the popular music of today and the immediate and distant predecessors of the music that is currently considered pop. The course will cover a broad spectrum of topics, including discussions centered around technical aspects of music, historical precedents within movements and genres in music, music and technology, the Internet revolution and how it has affected the current climate of popular music culture, as well as a general awareness of the timeline created by over 100 years of popular music's evolution in America. Students can expect to learn a great deal in this class about current trends in popular music, the economical climate surrounding the music industry, and an overview of the history of modern pop music.		

ADVANCED MUSIC THEORY		Victor
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Practical Music Theory
<p>Description: Building on the foundations of Practical Music Theory, this course will progress into the arena of improvisation, a deeper understanding of how music works, and it will challenge students to utilize compositional and performance skills while also allowing for conceptual exploration. The class will explore concepts such as songform, harmonic behavior and it will provide a larger framework for understanding Western music.</p>		

RACE, CULTURE & MUSIC IN 21 ST CENTURY AMERICA & BEYOND		Victor
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Today, music is a convergence of multiple social sciences and art forms that is growing at an unprecedented, explosive rate. More than ever, students and teachers alike have the ability to select and choose whatever it is in the world they want to listen to and possess individually, something that was unheard of and nearly impossible to even imagine as recently as twenty years ago. Amidst the chaotic industrial revolution that is responsible for the creation and distribution of music that is being produced and marketed in the present day, it is absolutely essential for the informed 21st century student to learn about, critically analyze, and make arguments about the volatile and controversial history of music in America from the perspective of multiple cultures, races, and viewpoints. Beginning with the advent of recorded music at the turn of the century, this course aims to engage students in an ongoing and in-depth dialogue and exploration of the myriad human experiences that are woven through the tapestry of a century's worth of American music history. The music that we listen to and experience today is inextricably linked to the lives and culture of the people who made it—this course aims to allow students to explore the different cultural landscapes surrounding the origins of the popular music of the present via means of historical discovery, analytical projects, interview questions, article readings, and individual research in addition to the classroom dialogues that are initiated.</p> <p><i>This interdisciplinary course is cross-listed with Social Studies.</i></p>		

THEATER ARTS

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Acting & Directing	Margie	✓	✓	✓	✓	None
Charlie Chaplin: Silent Film in Performance	Margie	✓	✓	✓	✓	None
Comedy Writing/Performance I	Margie	✓	✓	✓	✓	None
Playwriting I	Margie	✓	✓	✓	✓	None
Public Speaking	Margie	✓	✓	✓	✓	None
Screenwriting	Bobby	✓	✓	✓	✓	None
Theater Tech & Design	Peter	✓	✓	✓	✓	None
Advanced Acting: Scene Study	Margie		✓	✓	✓	Core TA Course
Comedy Writing/Performance II	Margie		✓	✓	✓	Comedy W/P I
Playwriting II	Margie		✓	✓	✓	Playwriting I

THEATER ARTS ELECTIVE COURSES

ACTING & DIRECTING Margie

Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
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Description:
How do you direct a play or develop a character? What do you do, where do you begin? The goal of this course is to give students the tools they need to help them perform in the role of both a director and an actor. In order to do that, we'll explore and practice various directing and acting techniques, methodologies and styles ('The Method,' The Meisner Technique and more). Members of the class will work in alternating teams as directors and actors, studying a step-by-step process for both, as well as working in an organic and ensemble style. In addition, each week we will address issues of performance and direction through theater games, improv and ensemble building activities. At the end of the semester, the class will create a group final project that will be presented at the end of the term. Plays we will explore include: *The Bald Soprano* by Eugene Ionesco, *The American Dream* by Edward Albee, and *365 Days/365 Plays* by Suzan-Lori Parks. In addition, students will be using chapters from *Respect for Acting* by Uta Hagen, and Konstantin Stanislavski's *An Actor's Handbook*.

CHARLIE CHAPLIN: SILENT FILM IN PERFORMANCE Margie

Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
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Description:
In this class we will study the short works of Charlie Chaplin and analyze the genre and style of silent film comedy. From narrative set-up, stock characters and the role of the underdog, to slapstick and exaggerated facial/body expression, we will break down the elements of his silent film performance. Simultaneously, we will deconstruct Chaplin's famous "Little Tramp" character by examining the historical context of his work in an attempt to understand the on-going worldwide appeal of this character. From there, we will collaboratively write, perform (or film) a short piece inspired by the "Little Tramp" - adrift in a world of adversity - and the silent movie techniques of Charlie Chaplin.

COMEDY WRITING/PERFORMANCE I Margie

Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
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Description:
"I'm not funny. What I am is brave."—Lucille Ball. In this course, we will explore what makes "funny" and why. Students will study and analyze numerous types of comedy and comics from Charlie Chaplin, Bert Williams and Vaudeville, to Commedia dell'arte and screwball comedy. We will also read plays that deal with issues through humor such as *Parallel Lives* by Mo Gaffney and Kathy Najimy. Simultaneously, members of the class will hone their performance abilities through improv and short-scene writing. As the term progresses, students will develop humorous pieces in multiple forms including a short Vaudeville, a screwball sketch and a silent comedy, and will present their creations in a mod-end presentation.

PLAYWRITING I Margie

Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
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Description:
The goal of this course is to intensively explore the craft of playwriting and to write dramatic pieces for the theater. Through the study of conflict, character, dramatic structure, as well as the analysis of a number of plays, we will study what makes an effective play. At the same time, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, we will develop our own ideas into compelling and interesting theater. By the end of the term, students will have written a monologue, a series of two and three person scenes, and a ten-minute play. Plays we will read for class will include *Who's Afraid of Virginia Woolf* by Edward Albee, *How I Learned To Drive* by Paula Vogel, *365 Days/365 Plays* by Suzan-Lori Parks, *Picnic* by William Inge, and "for colored girls who have considered suicide when the rainbow is enuf" by Ntozake Shange.

This interdisciplinary course is cross-listed with English.

PUBLIC SPEAKING		Margie
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Public speaking can be scary and overwhelming! It is also a skill that can be gently learned and practiced. In this class we will use theater games, improv exercises, and stand-up comedy techniques to build confidence and spontaneity. We will also learn basic voice and vocal technique. In addition, we will look at what makes an effective speech, how to break a speech into beats, and then practice delivering famous speeches. We will also write and deliver our own hypothetical graduation speeches.</p>		

SCREENWRITING		Bobby
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In this course, students will learn what screenwriters call "the classic three-act structure" for feature-length films. They will be asked to consider whether the movies they love adhere to or defy that structure. We will also seek to discover the secrets of irresistible dialogue. Each person in the class will set out to write the first act (about twenty-five pages) of a movie script. Throughout the mod, students will read and critique professional screenplays as well those of their classmates.</p> <p><i>This interdisciplinary course is cross-listed with English.</i></p>		

THEATER TECH & DESIGN		Peter
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Through collaboration and exploration of the elements of stage design such as set building, stage lighting, sound and projection design, and props fabrication, students in this class will gain hands-on experience discovering what goes into putting up a theatrical production. From selecting a play and examining its' needs and challenges, developing a design and working as part of a design team, and presenting and critiquing those designs, they will see what it takes to realize the ultimate goal of helping transport an audience into the world of the play, considering both traditional, and unconventional, creative ways of doing so. In addition, there will be opportunities for assisting in the school productions, and for visiting some of the venues that make our city one of the most remarkable places for theater in the world. Students taking this class are expected to follow all safety rules and best practices when and if using theater equipment and power tools, and should be prepared to participate in activities such as set construction and painting. Students are encouraged to become a part of the running crew for US productions, which will require some afterschool and weekend work.</p>		

ADVANCED ACTING: SCENE STUDY		Margie
NEW COURSE FOR 2019-2020		
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Acting & Directing, Comedy Writing Performance I, <u>or</u> Silent Film Performance
<p>Description: In this acting laboratory, students will work in pairs and trios on scenes from well-known English-language plays and classic plays in translation. We will first read and analyze the full texts, and then discuss story and character motivation. We will use these insights in our scene preparation. Students will also work as an ensemble to stage and perform at least one one-act play of a distinct genre (absurdism, realism, pop). This class will culminate in a public presentation of scene work.</p>		

COMEDY WRITING/PERFORMANCE II		Margie
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Comedy Writing/Performance I
<p>Description: In Comedy Performance II we will further explore what makes something "funny" and why. Students will delve deeper into various historic and modern comedy styles (from Roman comedy to Lucille Ball to Dave Chappelle). We will also read and view various scenes and clips to analyze the construction of satire, parody and lampoon. Simultaneously, members of the class will hone their performance abilities through improv and short-scene writing. As the term progresses, students will develop those pieces in performance—live and filmed—and will show their creations in an informal presentation at the end of the mod.</p>		

PLAYWRITING II		Margie
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Playwriting I
<p>Description: The goal of this course is to intensively explore the craft of playwriting by writing a one act or full-length play. We will review the elements of conflict, character, and dramatic structure. Then, through in-class and take-home writing assignments, writing "crashes," re-drafts and an extensive lab process, students will develop their ideas into compelling and interesting theater. By the end of the term, students will have completed a 30 to 90-minute play.</p> <p><i>This interdisciplinary course is cross-listed with English.</i></p>		

VISUAL ARTS

AT-A-GLANCE

R=Required; ✓=Offered; P=Permission Needed

ELECTIVE COURSE	FACULTY	9	10	11	12	PREREQ?
Digital Photography: Sense of Place/Time	Auguste	✓	✓	✓	✓	None
Digital Photography: The Microscopic World	Auguste	✓	✓	✓	✓	None
Drawing I	Chris	✓	✓	✓	✓	None
Graphic Design I	Hailey	✓	✓	✓	✓	None
Painting I	Hailey	✓	✓	✓	✓	None
Pottery I	Chris	✓	✓	✓	✓	None
Printmaking I	Hailey	✓	✓	✓	✓	None
Sculpture I	Chris	✓	✓	✓	✓	None
Drawing II	Chris		✓	✓	✓	Drawing I
Graphic Design II: Packaging & Product	Hailey		✓	✓	✓	Graphic Design I
Painting II	Hailey		✓	✓	✓	Painting I
Pottery II	Chris		✓	✓	✓	Pottery I
Printmaking II	Hailey		✓	✓	✓	Printmaking I
Sculpture II	Chris		✓	✓	✓	Sculpture I
SPECIAL TOPICS COURSE	FACULTY	9	10	11	12	PREREQ?
Anatomy for Artists I	Auguste	✓	✓	✓	✓	None
Future Fossils, Future Artifacts	Auguste	✓	✓	✓	✓	None
Illustration	Hailey	✓	✓	✓	✓	None
The Mask in Form & Function	Auguste	✓	✓	✓	✓	None
Geometrical Design & Technical Drawing	Taylor	✓	✓	✓	✓	None
Anatomy for Artists II	Auguste		✓	✓	✓	Anatomy for Artists I
Design for Publishing	Hailey		P	P	P	2 VA Courses

VISUAL ARTS ELECTIVE COURSES

DIGITAL PHOTOGRAPHY: SENSE OF PLACE, SENSE OF TIME		Auguste
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Photography has long participated in the description of place and time, conveying both the impermanence and persistence of localities near and far. What might side-by-side comparisons of historical with contemporary photographs of public, private, and wilderness sites reveal to us about our relationship to the world? How might we contribute to the ever-growing archive of images of our immediate and disparate turfs and whereabouts in a meaningful way? Using the New York Public Library's online archive of historical photographs of NYC neighborhoods as a starting point, students will actively retrieve images from The Big Apple's past, and generate contemporary digital images that respond to, document, and/or call into question the very notion of progress. Photoshop skills, site visits to archives, and discussions around communities and gentrification will guide our work path through this course. Progress will be assessed via acquisition and application of new technical skills, use of germane art history terms, participation in group critiques, production of original works of art, and upkeep of the studio and resources.</p>		

DIGITAL PHOTOGRAPHY: THE MICROSCOPIC WORLD		Auguste
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: "A crack in the wall, if viewed in terms of scale, not size, could be called the Grand Canyon. [...] Size determines an object, but scale determines art." –Robert Smithson Imaging the invisible world, from the micro to the astronomical, has long inspired artists and scientists alike to render that which the naked eye alone cannot perceive. Under the gaze of a microscope a salt crystal can take on mountainous monumentality, a fruit fly the ferocity of a raptor, the cells of a leaf the expanse of an open field. Using USB microscopes and Photoshop, students will study and reveal the complexities of the natural and fabricated worlds, all the while asking, "What can we learn about the world through closer inspection?" Site visits as well as field trips to retrieve specimens will augment our journey into the center of the invisible world. Progress will be assessed via acquisition and application of new technical skills, use of germane art history terms, participation in group critiques, production of original works of art, and upkeep of the studio and resources.</p>		

DRAWING I		Chris
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: This course will focus on developing drawing skills in a variety of media. Students will concentrate on still lifes, landscapes, figure studies, and conceptual drawing techniques. The goal of this class is for students to challenge themselves and find their own personal expression in the drawing medium. Students will also learn to communicate with art through critiques and an end of term exhibit where their work will be brought before a wider audience.</p>		

GRAPHIC DESIGN I		Hailey
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Why does the New York City subway use Helvetica for all of its signs? What happens in our mind when we judge a book by its cover? In this course, you will use your most powerful software (your brain) and your most versatile tool (your hand) to design and problem-solve. Through focused lessons, you will gain understanding of the basic and fundamental concepts of typography and composition, and use it to present and/or represent information or ideas. While the main focus of the course will be on your studio practice, it will also introduce works from historical and contemporary visual culture to build awareness and critical eye. No prior knowledge or experience with computer required.</p>		

PAINTING I		Hoiley
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Why have human beings painted since the dawn of time? This course explores one of the most basic and profound aspects of artistic expression. We will tap into the inherent impulse to paint as we build the foundation of oil painting, including knowledge of materials, mediums, supports, color mixing and brushwork. Methods will include monochromatic underpainting, glazing, scumbling and wet-on-wet paint application. Through observational work, students will become familiar with basic technical skills. As they expand their visual language through experimentation and exploration with materials, students will give visual form to their own experiences and ideas. The class focuses on the process inside the studio, and will also incorporate the larger art world with visits to museums, galleries, and artist studios. This class is intended for students who have no prior knowledge of painting but have an urge to make a mark, leave a trace, and delve into a direct experience with the creative process.</p>		

POTTERY I		Chris
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: The multi-level class will be taught as a studio workshop course. Students will learn ceramic history, contemporary practices, and art theory. The main focus will be on developing basic technical skills in the medium and progressing creatively in the ceramic arts. Both hand-built vessels and wheel technique will be covered as well as glaze application and firing. Students must be prepared to work in clay, glazing, or firing in every class meeting.</p>		

PRINTMAKING I		Hoiley
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Make a great impression! This course will introduce students to a variety of basic printmaking techniques and materials. These techniques will include screen printing, monotype printing, relief and intaglio. We will also take a look into the rich history and traditions of printmaking. Students will keep a sketchbook, which will include their own drawings and inspirations as well as notes on techniques covered. Students will also participate in class discussion and studio critiques. Trips to museums and galleries will enrich students' understanding and appreciation of printmaking.</p>		

SCULPTURE I		Chris
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: In Sculpture I, students are introduced to several methods of sculpting using additive and subtractive techniques. Students will use materials including clay, stone, foam- core, and paper to create original works of art. Through group and individual assignments, students will be able to investigate different three dimensional methods of sculpting throughout the mod.</p>		

DRAWING II		Chris
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Drawing I
<p>Description: This is an advanced level drawing course that builds upon Drawing 1. Students will work from observation and their own ideas in a variety of drawing media. The class will be taught as a studio workshop and lecture course. Students will also learn art history, contemporary practices, and art theory through lectures, critiques, discussions, assignments and presentations. The main focus will be on developing basic technical skills in various 2-D mediums, learning design terminology and progressing creatively in the arts.</p>		

GRAPHIC DESIGN II: PACKAGING & PRODUCT		Hailey
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Graphic Design I
<p>Description: When we get a box of chocolate, why are some of us secretly more excited about the box than the chocolate? When there is a new product on display, how do you know it is what you need (or simply can't resist) while it's safely protected inside its wrapping? Building upon the experience from Graphic Design I, we will tackle many conceptual, visual, and structural design challenges about what meets the consumers' eye before the product it contains is revealed. You will dissect and analyze different examples of packaging design to tap into the intellectual/artistic framework that produces wrappings of all kinds, from a humble piece of candy wrap to highly collectible display boxes. Classes will include studio activities to allow each student to build understanding of typography, color, composition, and form. Lessons will also focus on ways of translating two-dimensional design into handcrafted three-dimensional structures through the use of desktop programs like Adobe Illustrator and InDesign.</p>		

PAINTING II		Hailey
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Painting I
<p>Description: Continuing from Painting 1, you will develop a personal vocabulary and strengthen your grasp of oil paint as a medium. As you engage further with the material, you will discover ways of manipulating the "colorful mud" to serve as a connecting channel, through which you communicate with and understand the world at large. Greater attention will be paid to surface, mark-making, and texture, while in-depth exploration of color will be continuously stressed. Visits to museums and galleries will provide you with tactile examples of art history and various approaches to constructing a painted illusion, or an object that is painted. Studio activities will entail creating both representational and non-representational pieces while the focus will be on observation, interpretation, and synthesis. Notions of size, scale, mass, space will be considered as you reexamine the definition of painting. In addition to completing a series of assignments, you will conceive of and execute a personal project using the insight and knowledge gained throughout the course.</p>		

POTTERY II		Chris
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Pottery I
<p>Description: The multi-level class will be taught as a studio workshop course. Students will learn ceramic history, contemporary practices, and art theory. The main focus will be on developing basic technical skills in the medium and progressing creatively in the ceramic arts. Both hand-built vessels and wheel technique will be covered as well as glaze application and firing. Students must be prepared to work in clay, glazing, or firing in every class meeting.</p>		

PRINTMAKING II		Chris
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Printmaking I
<p>Description: In this course, students will expand on printmaking skills developed in Printmaking I, as well as explore more advanced techniques. This course provides advanced students with the opportunity to delve deeper into printing processes they find most intriguing. Students are encouraged to explore alternative processes and push the limits of what is traditionally defined as printmaking. We will continue to look into the rich history and traditions of printmaking. Students will keep a sketchbook, which will include their own drawings and inspirations as well as notes on techniques covered. Students will also participate in class discussion and studio critiques. Trips to museums and/or galleries will enrich students' understanding and appreciation of printmaking.</p>		

SCULPTURE II		Chris
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Sculpture I
<p>Description: The class builds upon and extends Sculpture I. It examines the definition of sculpture as a constantly shifting discipline embracing a variety of approaches that allow for meaningful engagement with contemporary culture. This class promotes an expanded approach to the discipline in order to expose students to the diversity of sculptural practice. Students are encouraged to develop their own individual approach and to form a unique identity as an artist.</p>		

VISUAL ARTS SPECIAL TOPICS COURSES

ANATOMY FOR ARTISTS I		Auguste
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What the body is, where it came from, how it works, and who decides how or what the body is used for have intrigued artists, scientists, theologians, and philosophers since time immemorial. Through a thorough investigation of the form and function of the muscular, skeletal, tendinous and adipose deposits and systems, students will gain a more nuanced appreciation for how to articulate believable, fleshed out forms on paper, in clay, and through mixed media. Moreover, examining medical texts and diagrams from different time periods and regions of the world, drawing live figures from direct observation, and examining shifting cultural attitudes around beauty and body types will lend scientific, anthropological, historical and aesthetic dimensions to this advanced course of study. Students interested and involved in sports, the performing/visual arts and the sciences are particularly encouraged to consider enrolling. Progress will be assessed via acquisition and application of new technical skills, use of germane art history terms, participation in group critiques, production of original works of art, and upkeep of the studio and resources.</p>		

FUTURE FOSSILS, FUTURE ARTIFACTS		Auguste
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What might everyday objects and activities reveal to generations from now about our current events, class, attitudes about gender and race, national priorities, familial rituals, or cultural proclivities? Organisms and civilizations come and go, but what they leave behind can speak volumes across millennia. Much of what we know (or surmise) about the past comes to us via objects: fossils, ceramic wares, tomb relics, jewelry, and more. Not incidentally, clay has played a significant role in conveying the past to future scholars, artists, scientists, and researchers: animals leave impressions of their activity and or bodies in it, while humans manufacture wares, art, votives, and utilitarian appliances from it. In this course, students will create ceramic artifacts from our present day lives and activities to leave behind for future explorers to study: narrative pottery forms, cast objects, and "fossils." Field trips to archeology, history, and art museums will augment our research, as well as a day trip to Dead Horse Bay: a nineteenth-century landfill site. Experience with pottery, anthropology, and/or history electives recommended.</p>		

ILLUSTRATION		Hailey
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: "Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice, 'without pictures or conversations?'" From the caves of Lascaux to Harry Potter, people have used visual images as either text or to supplement the text. In this class, we will look into different methods to illustrate something we will either read or write. From the newspapers to haikus to our own comic books, we will find new and untraditional ways to bring the written word into a more visual realm.</p>		

THE MASK IN FORM & FUNCTION		Auguste
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What is a mask? What are the purposes of a mask? How do masks function? What masks do we wear consciously or unconsciously? How many masks do we wear in any given day or lifetime? How do they affect our emotional or physical wellbeing, or survival as a species? Participants in this class will examine mask making and mask wearing through hands-on projects and activities designed to get us thinking about the many ways in which we alter our identities and sense of self. We will take a comparative approach to looking at the purposes masks play in: gender roles and notions of masculinity and femininity; rites of passage and rituals; mythologies; traditions in theater; crime and punishment; festivals; beauty and body modification; sports and war; and more. Students ought to be prepared to confront the psychological as well as historical mechanisms that masks play in and beyond our immediate culture(s) as we experiment in working with clay, papier mâché, face paint, and a variety of mixed materials. Local trips to the American Museum of Natural History, as well as slideshows and student presentations/performances will augment our collective and individual understanding of this innately human experience.</p>		

GEOMETRICAL DESIGN & TECHNICAL DRAWING		Taylor
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Before most products are made, an engineer designs what it will look like. The goal of this course is to learn the basics of how the design process works by learning to draw objects that have already been designed and produced. We will start by drawing objects with basic geometric shapes and progress to more complex objects. To do this we will learn how to draw perpendicular lines and parallel lines using a straightedge and a compass, how to correctly mark measurements on our drawings, and how to choose how many "views" are necessary to fully represent the object. As with all things, there are different ways to do each of these steps and students will be encouraged to come up with their own solutions.</p> <p>This interdisciplinary course is cross-listed with Mathematics.</p>		

ANATOMY FOR ARTISTS II		Auguste
Duration: 1 Mod	Offered in: 10, 11, 12	Prerequisites/Permissions: Anatomy for Artists I
<p>Description: Students who have completed Anatomy for Artists I are invited to participate in this advanced course of study on the human figure in art. Drawing upon anatomical knowledge of the physical and esoteric layers of the body, students will concentrate their efforts on realizing two primary, ambitious, long-term projects: a fully realized figure drawing(s) from a live model; and a fully realized sculpted likeness from a live model. We will continue to explore the body as an intersection between art, mathematics, science, politics, culture, gender studies, and theology through direct investigation of image, text, and historical and contemporary works from various time periods and geographical regions. While charcoal, india ink, and clay will constitute the primary ingredients of our art production, students are encouraged to explore and integrate additional media germane to their interests into their respective processes. This is an excellent opportunity to focus deeply on your ideas and improving your craft, while generating content for your portfolio. Progress will be assessed via acquisition and application of new technical skills, use of germane art history terms, participation in group critiques, production of original works of art, and upkeep of the studio and resources.</p>		

NEW COURSE FOR 2019-2020

Duration:
2 Mods

Offered in:
10, 11, 12

Prerequisites/Permissions:
Two Visual Arts courses (one must be Digital Photography, Graphic Design I, or Illustration)

Description:

In this age of social media, cloud data storage, and online publishing, the way we document and share our lives have changed dramatically. What role, then, does the printed book have in memorializing our lived experiences? What impact and beauty, if any, does a physical album have that a digital, algorithmically-compiled "album" doesn't? In this two-mod, multi-disciplinary course, you will gain insight and skill necessary for an exciting and tangible aim: designing the Calhoun School Yearbook. You will wear many hats as you put into practice your understanding of layout strategies, photography, image-editing, printing and book binding, while being able to engage creatively with the year's theme. Given the nature and scope of our goal, the team will rely on each other's vision, craftsmanship, and organization for the successful publication of the yearbook.

COMMUNITY SERVICE

While students from every division at Calhoun are engaged in school-directed service learning activities, Upper School students are required to do a **minimum of 60 hours of community service on an individual level**, with at least 30 of those hours completed outside of school. Upper School students have opportunities to engage in community service by taking one or more of the following elective courses:

COMMUNITY ACTION		Debbie
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: As community members and citizens, we have the opportunity to develop partnerships and create positive change in the world. This class will help students to become change agents. Students will decide on the focus of their advocacy or community-service project based on their personal interests. They may choose, for example, to teach or mentor children, to interact with senior citizens, to advocate for the environment or animal rights, or to fight against injustices such as hunger and homelessness. Students will keep a journal, participate in activities designed to encourage reflection, and discuss and share their experiences with each other.</p>		

HUNGER & HOMELESSNESS		Debbie
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: Students will have the opportunity to explore different types of organizations that support people who are struggling with homelessness and hunger in New York City. The class will partner with food pantries, shelters and other organizations around the city. Students will keep a journal, hear from speakers, watch documentaries, participate in reflections, and share and evaluate our experiences as a group. The class will explore such issues as affordable housing, food insecurity, fare wages, domestic violence, education inequality, and child welfare. Participants will investigate the facts and misconceptions about homelessness, raise awareness, and advocate for the issues they care about.</p>		

STUDENTS TEACHING STUDENTS		Debbie
Duration: 1 Mod	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
<p>Description: What is it like to teach? This course will explore the challenges that schools, students and teachers face today. We will meet with people in the field to better understand how the education system works in New York City. The class will share information and ideas and decide how to take action on an issue of their choice. Students will work at Calhoun, a public school, pre-school, daycare or other type of educational program. Our goal will be to have opportunities where students can work with schools, teachers and children in the classroom. Each student will choose an aspect of education to focus on which interests them such as literacy, special education, experiential learning, social action, the arts, or academic subjects. Based on their interests, students will create a project which will benefit the school or classroom they are working with such as assisting a teacher, leading a project, creating a lesson plan, or organizing a trip. Perhaps education will become an interest that students will pursue in the future!</p>		

PHYSICAL EDUCATION

Each Calhoun student is required to complete 2 credits a year, for a total of 8 credits before graduation. Students can accumulate credits in the following ways:

1. Attend and participate in a physical education class during E-Block (0.5 credit). Students who choose to participate in a physical education class can take class four out of the five mods.
2. Participate on a Calhoun Athletic Team (1 credit). There is an attendance requirement, which will directly affect whether a student receives the 1 credit or not. Students who participate on 2 athletic teams per year, and meet all attendance requirements, will receive 2 credits.
3. Complete and submit an outside of school PE form for a total of 20 hours per mod (0.5 credit). Students who choose to complete an outside of school PE form can take a form four out of the five mods.

Students can combine the 3 ways to accumulate credit each year. For example, a student can play on a Fall Athletic team during Mod 1 (1 credit), then attend a PE class for Mod 3 (0.5 credit), and finally complete an outside of school PE form for Mod 4 (0.5 credit), for a total of 2 credits.

Some students like the structure of a physical education class. It is a class built into their schedules and they do not have to worry about how they are obtaining their credits. A physical education class also gives students' exposure to different sports and fitness activities.

Other students like the freedom of an outside of school PE form. Some students are already participating in sports teams, such as volleyball and swimming, while others are participating in dance and martial arts classes. Students can choose to go to their own gym, attend fitness classes such as spin and yoga, or decide to take a run in the park. Outside of school PE forms can be picked up in the 8th floor PE office at the beginning of every mod.

PHYSICAL EDUCATION		Physical Education Staff
Duration: 1 Mod [may be repeated 4x per year]	Offered in: 9, 10, 11, 12	Prerequisites/Permissions: None
Description: The goal of this class is to provide knowledge, resources, and activities designed to promote personal initiative in developing a healthy lifestyle. Through fitness, cardio, strength training, flexibility, cooperative activities, games, and discussions, students will be exposed to an array of options for which they can achieve their own fitness goals. On the first day of the mod, each class will collectively decide what their goals and interests are, and the course will then be specifically shaped around them. What might be of interest to one class (e.g. fitness circuits and stretching) may be completely different to another class (e.g. sports activities). Physical Education classes meet twice per 6-day cycle, during the E-Block, for 45-minutes each, and will be based in the gym, with the Fitness Room also utilized.		

SPECIAL COURSES

LIFE SKILLS		Martha & Senior Peer Leaders
Duration: 2 Mods	Automatic Enrollment for: 9	Prerequisites/Permissions: None
<p>Description: This class begins on the mandatory camping trip before school begins and meets regularly in E-Block. A major shift in focus has occurred in health care in recent years to emphasize disease prevention, healthy choices, and a healthy lifestyle. Indeed, to stay healthy requires that we consciously and habitually make good decisions. In this course students will explore topics related to the decisions that they will make as teenagers that bear on their mental and physical wellbeing including: wellness/stress management, drug and alcohol abuse, and interpersonal relationships. Emphasis is placed on examining choices and consequences, and making responsible decisions. Trained 12th Grade Peer Leaders conduct sessions using a variety of readings, activities, and other resources.</p>		

9 TH GRADE 101		Martha
Duration: 2 Mods	Automatic Enrollment for: 9	Prerequisites/Permissions: None
<p>Description: Welcome to ninth grade at The Calhoun School! Now what? This is a required class for all ninth graders. In the course, we focus on learning the tools necessary for having a successful first year in the Upper School and beyond.</p>		

JUNIOR COLLEGE SEMINAR		Lisa & Jarrod
Duration: Mods 3 & 4 (1 E-Block per rotation)	Automatic Enrollment for: 11	Prerequisites/Permissions: None
<p>Description: Everything you've been doing at Calhoun has been preparing you for the life that lies outside of this building. You've been learning to think critically, to pose and answers questions, to work collaboratively, to write analytically, and to solve problems creatively. These skills and habits are also precisely what you need to succeed in college—and in life beyond college. This course covers topics that include building a thoughtful model for your college search, using college research tools, starting the work of the Common Application, advice on college visits and interviews, and college admissions case studies. Juniors are also invited to sign up for an optional series of Essay Writing Workshops after school during Mod 5.</p>		

JUNIOR WORKSHOP		Bobby & JW Team
Duration: 2 Mods	Automatic Enrollment for: 11	Prerequisites/Permissions: None
<p>Description: In Junior Workshop, each student in the 11th grade executes a project that arises out of a chosen passion. The project must bring something new into the world—that is, something that creates knowledge or insight or function or beauty (or, of course, some combination of these). In other words, it can't be a book report. While some courses present students with a set of facts and procedures that are meant to be received and given back, this course mostly puts students into the role of creator. This means that Junior Workshoppers frequently face the exciting, challenging, and true-to-life moment in which there is no set of instructions for the way forward. Each student in the grade is assigned a faculty mentor who works closely with the student throughout the process. The two-mod arc includes research, brainstorming, self-exploration, public critiques and revision. Examples of Past Junior Workshop Projects include an original comic book and comic book company, an experiment and paper on extrinsic and intrinsic motivation in athletic performance, a storyboard and images for a photographic novel, a new design for Calhoun's fourth-floor Upper School space, a statistical tool for baseball managers to limit stress on pitchers' arms, a photographic exhibit focusing on exonerees of the justice system, and a picture book designed to teach theoretical physics, among others.</p>		

SENIOR WORK & SENIOR BRIDGE		Lavern, Martha & Lisa Senior Work Advisors
Duration: Mods 3 & 4: Preparation Work Mod 5: 3 days/week at internship; 2 days/week at BRIDGE	Automatic Enrollment for: 12	Prerequisites/Permissions: None
<p>Description:</p> <ul style="list-style-type: none"> • Senior Work: Seniors spend part of Mods 3 & 4 reflecting on their interests and meeting with Senior Work advisors to identify a short list of possible internships. Seniors are required to develop working resumes that will serve as tools to introduce them to potential site supervisors. Advisors on the senior work team work closely with seniors to polish these documents. Students, Senior Work advisors, and faculty work together to mine school and community networks to identify internships for our students. Students will often be required to participate in interviews and preliminary vetting of internship sites. Site partners are encouraged to create meaningful and stimulating opportunities that ask the seniors to grow new capacities and talents. Upon completion of the internship, seniors share their learning with current students, faculty, parents, site supervisors, alumni and other members of the Calhoun community via an afternoon exhibition. • Senior BRIDGE: As a complement to their internship experiences during Mod 5, seniors will also spend two days a week at Calhoun taking a course called BRIDGE (Build on, Reflect, Implement, Develop, Grow, Enrich). The goal of the BRIDGE course is to give seniors tools, both concrete and abstract, to help with the transition from high school to their next step. Some potential topics covered in BRIDGE include how to be an employee, how to think about one's career long-term, how to make a successful transition to college, and how to be an engaged citizen. 		

PEER LEADERSHIP		Martha
Duration: 1 Mod	Offered in: 12	Prerequisites/Permissions: Selection into the Peer Leadership Program
<p>Description:</p> <p>The Calhoun Peer Leadership Program accepts 16-18 seniors to lead small group discussions in the Grade 9 Life Skills course, a program that helps students adjust to high school. To this end, Peer Leaders are required to participate in a one-day training before the opening of school, and they lead the ninth grade camping trip in early September. Peer Leaders also run small group discussions on a variety of subjects including, stress, eating disorders, drugs and alcohol, and sexual decision-making. Admission to the Peer Leadership Program is conducted by a written application, recommendations, and a group interview. The training program develops self-awareness, interpersonal communication and group leadership skills.</p>		

OTHER ACADEMIC POLICIES

LANGUAGE WAIVER CRITERIA

Upper School students who experience significant challenges with the three-year World Language requirement due to a learning difference may apply for a waiver. The petition for a waiver must be accompanied by an evaluation from an established and state-licensed diagnostician (PsyD or PhD), describing the nature of the disability and stating that the student's disability would prevent him or her from being successful in a world language. Each application is reviewed on an individual basis. The final decision rests with the Upper School Director in consultation with the Learning Specialist.

INCOMPLETES

Incompletes may be given when a student is missing a specific piece of work required to finish a course. Students will have no more than two weeks from the end of the mod to complete the outstanding work at which time a grade will be assigned. Teachers should indicate the incomplete in the grading system and write a comment detailing the outstanding work and what remains to be done. They will also notify the Upper School Director, the Associate Upper School Director, and the student's advisor of the incomplete. Once the incomplete is resolved, the teacher will email the final grade and a new comment to the Upper School Director and the Associate Upper School Director. The report will then be sent to parents and the advisor. Incompletes not revised in the prescribed time will be given a final grade of "F."

ACADEMIC/SOCIAL PROBATION

Calhoun attempts to support students who are experiencing difficulty meeting the school's academic or affective expectations in a variety of ways. Students who experience significant academic, social or emotional difficulty may be placed on probation during the course of the school year. Factors contributing to the placement of a student on probation might include, without being limited to, the following:

- Persistent problems in meeting academic standards or deadlines
- Persistent absences from or lateness to school or to classes
- Repeated inappropriate behavior in school
- Significant violation of school rules and procedures

The terms of a student's probationary status will include the identification of the problem, requirements of probation, the period of time for which the probation is to last, and the consequences of failure to meet the terms of probation. Requirements of probation might include, but are not limited to, the following:

- Meeting certain academic standards, e.g., grades
- Attending school and classes on time
- Substantiated and valid reasons for being absent
- Doing extra work in courses
- Restriction to the building during the school day
- Limitation of extracurricular activities
- Class make-up time

The terms of probation will be decided by the appropriate Division Director and will be presented to the student at a scheduled meeting, the student's parents having been informed beforehand of the general topic of such meeting. After such meeting, the Division Director will send the student and the student's parents a letter stating the terms of probation. In addition, a list of students on probation and the particular terms applicable to them will be regularly distributed to appropriate faculty and administrative members, including the Head of School.

If, in the judgment of school administrators, Calhoun seems not to be an appropriate school for a student, whether or not the student is on probation, the Division Director must notify both the student and the parents, in writing. A final decision to advise or require a student to leave the school will be made by the Division Director and the Head of School and confirmed in a letter from the administration.