

# **HIGH SCHOOL** CURRICULUM OVERVIEW



*School should prepare students for life as well as college. A GDS education engages students with real-world problems, motivates them by placing them at the center of their learning, teaches them to collaborate across difference, empowers them to connect with resources both at school and beyond our campus, challenges them to think critically and creatively, and prepares them to be active citizens in the world. These beliefs guide the High School to recommend the following course of studies for all its students.*

## RECOMMENDED COURSE OF STUDIES

*The recommended course of study for the High School is:*

- 4 years of English
- 4 years of mathematics
- 4 years of a world language
- 3–4 years of natural and physical sciences
- 3–4 years of history and social sciences
- 1 year each of performing and studio arts
- 2 years of physical education
- 9th grade seminar

## MINIMUM REQUIREMENTS

*The minimum requirements for receiving a Georgetown Day School diploma are:*

- Arts, Performing: One year of performing arts.
- Arts, Studio: One year of studio art.
- Community Service: At least 60 hours of service (See guidelines under Community Service.)
- English: Four years of assigned English.
- History and Social Sciences: 9th Grade: Communities and Change; 10th Grade: European History, African History, or World History; 11th Grade: U.S. History, AP U.S. History, or American Studies.
- Mathematics: At least three sequential years of math at the high school level.
- World Languages: Two successive years of the same language completed in high school.
- Ninth Grade Seminar: A required course for all ninth graders, focusing on identity development, cross-cultural communication, conflict management, and cyber ethics.
- Physical Education: Two years of physical education, taken freshman and sophomore year.
- Science: Three years, of which one is a life science and one is a physical science.

## COURSE LOAD

The required minimum for each semester's work is five academic courses, unless special circumstances arise. Many students elect to take additional academic, fine arts, or elective courses. GDS encourages all students to pursue their individual passions while exploring our diverse curriculum. Students who persist through our curriculum will be well positioned to gain admission to many colleges and universities. Highly selective colleges will expect students to explore beyond the minimum requirements for a diploma.

## COURSE LENGTH

Except where noted, most courses are yearlong (two semesters).

## COURSE CANCELLATION

At the School's discretion, any course in which the enrollment is fewer than ten students may be canceled.

## INDEPENDENT STUDY POLICY

If a student in his or her junior and senior years has a particular interest in a subject that is not covered in our curriculum, he or she may apply to complete an Independent Study. An Independent Study course is the equivalent of a regular academic course with the same level of rigor expected.

- Independent Studies will be evaluated on a Pass/Fail basis.
- Each Independent Study will be limited to a maximum of three students.

*In order for an Independent Study to appear on a GDS transcript the Independent Study must be:*

- Supervised by a member of the GDS faculty
- Approved by the Dean of Academic Life



To be approved for an Independent Study, a student must submit an application (available in the Dean of Academic Life's office) that clearly and thoroughly describes the work to be completed, the resources necessary for completion of the work, the scheduled meeting times between student and faculty mentor, and an explanation for how the student work will be assessed. Copies of all assessments that are given in an Independent Study will be filed with the Dean of Academic Life. Proposals for Independent Study will not be accepted after the deadline for adding a course.

### **PASS/FAIL OPTION (JUNIORS AND SENIORS)**

Students in their junior and senior years have the option to take one course pass/fail each semester.

#### **Eligible Courses**

The P/F option may not be used to fulfill department requirements but could apply to courses that fulfill the five academics per semester requirement. AP courses as well as a select group of other courses determined by individual departments may not be taken pass/fail. See stipulation about sequential courses under pass/fail grading (next).

#### **Pass/Fail Grading**

A 60 or better is a passing grade. In sequential courses (i.e., math, science, and language courses), a 70 or better is required to move on to the next course. Students whose average grade is between 60 and 70 would receive a Pass but could not take the next course in the sequence without intensive remedial work.

#### **Pass/Fail Process**

Students may take one course pass/fail per semester and have at least four courses that are assessed with grades. Students may elect to take a course P/F up through the end of the first progress period. Students must request to take a course P/F from the appropriate department chair and also get approval from the College Counseling Office and the Dean of Academic Life.

### **COMMUNITY SERVICE**

Students must complete 60 hours of approved service at no more than two locations. At least 20 hours must be completed by the beginning of junior year.

The 60-hour community-service requirement must be completed and submitted to the Community Service office by September of senior year.

### **ADVANCED PLACEMENT (AP) COURSES**

**GDS will phase out AP classes over the course of the next three years. We have committed to ending classes with the AP designation by 2022.** No changes to our current curriculum will be made for the 2019-20 school year.

Courses designated as Advanced Placement (AP) conform to the guidelines set forth in AP course descriptions prepared by the College Board. Departmental faculty and academic advisors work closely with students to determine if an AP level course is the right fit for each student's goals and strengths. We ask that students and parents be particularly sensitive to the demands that an AP course requires and understand that students are committing themselves to working at a college level. Students are expected to complete the AP curriculum and to take the AP exam.

Students taking three AP courses in a given year need only one additional academic course to satisfy minimum course load requirements. Students taking four AP courses in a given year may do so only with the approval of the Dean of Academic Life, and, if approved, will be considered as satisfying the minimum course load. Students enrolling in an AP course must pay the exam fee charged by the College Board. Students who receive financial aid from GDS should see the HS AP test coordinator, Kelly Morris, during AP test registration.

### **LIBRARY • INFORMATION AND LITERACY SKILLS**

The GDS library program supports the curricular mission of GDS by providing print and online collections, managing welcoming library spaces, encouraging exploration of identity via interactions with media, supporting independent reading and individualized learning, and teaching information skills. In the High School, the librarian teaches students effective research skills and information-finding strategies, including efficient searching, critical evaluation of sources, and ethical and responsible use of intellectual property. This occurs through project planning with other departments, co-teaching within classrooms, stand-alone lessons, reference interactions, and individualized instruction. The library is available for reference, research, and readers' advisory for the entire community, encouraging lifelong habits of library use to prepare our students for life beyond GDS.



## NINTH GRADE SEMINAR

### **Diversity and Equity: The Intersections of Identity**

The 9th grade seminar will focus on identity and points of connections within groups. The start of high school is a key time to examine identity and how it reflects personal as well as community values. Building a campus culture that embodies equity, inclusion, and engagement is essential for equipping today's students with the knowledge and skills necessary to successfully and compassionately address the increasingly complex challenges of our global society.

## SENIOR QUEST

All seniors participate in a Quest, or investigation, in which they apply their curiosity, talents, interests, skills, and knowledge to a question, task, creation, or issue of relevance to the student in particular as well as to a significant constituency outside of the GDS community. Quests call for teamwork, a multi-disciplinary approach, community involvement, demonstrable social value, and presentation and communication skills. Quest proposals are due in February of senior year. Work on a Quest may begin once approval has been granted by the Senior Quest Committee, composed of GDS staff and seniors. Seniors present their Quests results to parents, staff, and invited guests at the Senior Quest Night in late May.

## NOTE ABOUT THE 2020-21 ACADEMIC YEAR

Throughout the Course of Study, students will see two designations related to our changing curriculum:

1. **WILL NOT BE OFFERED AFTER 2019-20** Indicates courses that will not be offered in the 2020-21 academic year.
2. **POTENTIAL NEW COURSE OFFERING:** Indicates courses that are currently in development, along with the year it may be launched. As GDS faculty are currently working to innovate our curriculum, these courses are subject to change.

## ARTS: PERFORMING

*Graduation Requirement: One year of Performing Arts*

### THEATER

#### **Acting I: An Introduction to Acting**

This course focuses on basic techniques for the beginner. Classwork includes acting exercises and games, improvisation and scene work, monologues from classic theater, including Shakespeare and twentieth-century American drama. The

course will also touch on the history of theater, examining its components—playwriting, performance, and technical aspects—and looking at its impact on society. Students perform throughout the year in the Lunchbox Series. Requirements include an interest in theater and acting, and a commitment to learning lines.

#### **Acting II: Advanced Introduction to Acting**

*Prerequisite: Permission of instructor or audition*

This course covers the same techniques as Acting I, but is designed for the student who has previous acting experience and training. Material for scenes and monologues is more challenging than in Acting I; exercises and games are more sophisticated. The course also includes theater history and a consideration of its impact on society. Students perform in the Lunchbox Series, at the year-end theater showcase, and in a joint show with Directing and Theater Production students. Students are encouraged to participate in extracurricular theater.

#### **Introduction to Theater Production**

This is the ideal class for students with an interest in Design and Technology for the Performing Arts. Students learn how costume, light, sound, FX, and set design come together to enhance the story that performers are telling. In this hands-on class, students will develop construction skills such as building sets and costumes as well as technological skills such as running lights and soundboards. They will apply these skills to theater and dance performances. In the class, students will work on Fata Morgana Dance Company performances and on a joint show with Directing and Acting II students. The class will travel to live performances of theater and dance in the area. Students are encouraged, but not required, to work on after-school performances.

#### **Directing for the Stage**

*Prerequisite: One course from the GDS High School Performing Arts Department and permission of instructor*

This course for the advanced theater student concentrates on the vision and the methods of significant directors of American, European, and Japanese theater, including Stanislavsky, Meyerhold, G.B. Shaw, Peter Brook, Suzuki, Joseph Papp, and Craig Wolfe. Plays studied include those from the classical repertoire, including Shakespeare, Chekhov, and Brecht, as well as contemporary works by recognized playwrights such as Mamet, Fugard, McNally, and N. Shange. Students study the theatrical values in Ancient Greek theater. Students both direct and act in each other's projects and direct designers and



actors from other classes in the department. Student work is performed in the Lunchbox Series and the spring theater arts showcase. Instructors include a director, acting coaches, and a variety of guest artists. This course is recommended for students who wish to direct a show in the Winter One-Acts series. Students attend several professional productions.

## DANCE

### Dance I

This course is designed for students without previous dance experience. Students become acquainted with basic technique in ballet, contemporary, and theater dance, including jazz, tap, and ballroom dancing. Exposure to these techniques develops physical and artistic awareness, as well as physical and mental discipline. Students will also learn dance fundamentals, such as terminology, placement, and strength. Students will study dance history and dance criticism.

### Dance I.5 **NEW**

*Prerequisite: At least one year of dance training in any style*

This course is for Beginning II level dancers. Students will develop technique in ballet, jazz, tap, contemporary, theater dance, ballroom, and international dance. Students will learn dance fundamentals and dance history as in Dance I.

### Dance II

*Prerequisite: At least one recent year of consistent ballet training*

This course is for Advanced Beginning level dancers. Dancers will continue to study ballet, as well as jazz, tap, hip hop, and ballroom dancing. Students will learn fundamentals and dance history as in Dance I and I.5. Students will perform in the Lunchbox Series.

### Dance III: Dance in the 21st Century

*Prerequisite: At least two recent years of consistent ballet training*

This course for Intermediate/Advanced Dancers will bridge the gap between classical technique and the world of commercial dance in order to prepare students for diverse careers on stage and in the entertainment industry. Students will continue to study ballet, jazz, and tap, as well as contemporary dance, theater dance, and aerial work. Students will also learn about the the business of a dancer's career, including contracts, unions, auditions, resumes, and marketing, and explore dance management careers.

### Dance for Musical Theater I

Designed for students without previous dance experience, this course introduces students to the styles of dance that make

up American musical theater: ballet, jazz, modern, ballroom, and tap. Each style is approached through a particular musical. Students study and emulate the great choreographers, Bob Fosse, Agnes DeMille, Twyla Tharp, Jerome Robbins, and more; and learn to choreograph, as well as dance, in those styles. This course is recommended for students wishing to audition for the HS Spring Musical. Students will perform in the Lunchbox series.

### Dance for Musical Theater II

*Prerequisite: Audition or permission of instructor*

The curriculum in this course is similar to Musical Theater I, but at a more advanced level. Students explore the history of the American musical and its impact on our culture. Students learn audition techniques through simulations of Broadway musical auditions. This course is recommended for students wishing to audition for the HS Spring Musical.

## MUSIC

### Music Theory and Composition

*Prerequisite: One course from the GDS HS Performing Arts Department and permission of instructor*

In this course students will learn the rudiments of musical structure and form. Topics include sound and notation, rhythm, melodic writing, ear training, and chord progressions. In addition to these theoretical concepts, student will work with the compositional elements of orchestration, balance in structure, motivic development, and setting text to music. Students will also learn keyboard technique. Students will present their arrangements and compositions at public performances.

## VOCAL MUSIC

### Vocal Technique

*Prerequisite: Ability to match pitch*

Open to all: beginning, intermediate, and advanced singers. Over the course of the year, students will learn to manage their breathing, form beautiful vowels, and engage their whole bodies to produce a pure and rich sound. They will learn to turn a musical score into sound—to sight-read. The repertoire ranges from ancient to modern, and examines music from many cultures. Students in the this class will be encouraged to join GDS Singers. This class is a perfect opportunity to meet other students who love to sing.



### **GDS Singers**

*Meets Wednesday evenings, 6:00-8:30 p.m., with dinner provided for small fee.*

*Does NOT fulfill the Performing Arts course requirement.*

Open to all students. Over the course of the year, students will sing four-part harmony and learn breathing exercises, warm-ups, posture/position, and basic sight reading skills of an octavo score. GDS Singers is the 100-Voice Choir at the High School that performs at the National Cathedral, Christmas Assembly, and Passover Seder. Attire for Concerts: Students will rent from GDS tux/gown attire.

### **Touring Chamber Choir**

*Prerequisite: Audition/Permission of the Instructor.*

Chamber Choir is the premiere performance choir for GDS; the Choir travels nationally and internationally in alternating years. This curriculum includes music from early Renaissance to Contemporary Choral settings. This course focuses on intermediate music reading, music theory, music appreciation, and some form and analysis. The course is designed for soloists, a cappella leadership students, and section leaders in voice parts. Included are performance tours and a rigorous concert schedule, which includes participation in GDS Singers at the final rehearsal and concert of each semester.

## **INSTRUMENTAL MUSIC**

### **Jazz Improvisation and Creative Music Lab (Beginning Level)**

Jazz Improvisation Lab is open to all students of any instrument. The Lab provides answers to the question, “What do I play?” when asked to improvise. The course develops instrumental technique, as well as a foundation in music theory. Activities in class include reading notated music, playing by ear, improvising, and learning to read chord progressions and notation. The course includes opportunities to perform on and off campus throughout the year.

### **Jazz and Creative Music Chamber Ensemble (Advanced Levels II-IV)**

*Prerequisite: Jazz Improvisation. Open by audition or permission of instructor.*

Jazz Chamber Ensemble is an advanced-level jazz ensemble for mixed instruments. Improvisation, written music, and ear-training/theory are incorporated into the creation and performance of arrangements of music from the standard jazz repertoire and creative music. Students will participate in several performances through the year on and off campus. Jazz Chamber Ensemble and Jazz Ensemble-Big Band will combine for special events and repertoire presentations.

### **Jazz Ensemble-Big Band (Advanced Levels II-IV)**

*Prerequisite: Jazz Improvisation. Open by audition or permission of instructor.*

The Jazz Ensemble is a classic big band (reeds, trombones, trumpets, guitar, piano, bass, drums) as well as other instruments (flute, clarinet, vibraphone, violin, etc.) performing music from the Swing Era and beyond. Written music, “head” arrangements, improvisation, and more culminate in performances with concerts of music by Duke Ellington, Count Basie, Sun Ra, and contemporary big band composers. Students will participate in several performances throughout the year on and off campus. Jazz Chamber Ensemble and Jazz Ensemble-Big Band will combine for special events and repertoire presentations.

### **Honors Jazz and Improvisation Ensemble NEW**

*Prerequisite: Permission of instructor*

This course focuses on repertoire for small groups and on improvisation techniques. Students will hone skills acquired in previous jazz courses. Arranging, theory, and the business of making music will be explored in order to give the students a fuller picture of a music career. Students will record, tour, and participate in competitions and festivals.





## ARTS: STUDIO

### *Graduation Requirement: One year of Studio Art*

The studio art department offers a comprehensive curriculum that fosters skills and creativity in a variety of media. Students may begin their study of art in ceramics/sculpture, photography, drawing/painting, graphic design, or film and video. Advanced courses are available once students have completed a first year in a specific course. Students are advised to begin their study of art in 9th or 10th grade in order to meet the requirement for graduation and to allow time for advanced study for those inclined. The curriculum emphasizes the principles of design and complements these skills with research projects including museum visits and historical and contemporary artist studies.

### **Introduction to Ceramics & Sculpture**

This course introduces students to a range of three-dimensional media, with a strong emphasis on wheel-thrown pottery. Students learn how to prepare clay, use a variety of glazes, and successfully operate a pottery wheel. During the first semester, students complete a broad range of wheel-thrown vessels while in the second semester the course focuses on a more hand-built and sculptural approach to form. Work will be completed using clay, plaster, plastic, wood, paper, and found objects. Projects will range from realism to abstraction. Students electing this class should expect to get messy and be challenged to be resourceful and imaginative in their art-making.

### **Advanced Ceramics & Sculpture**

#### *Prerequisite: Introduction to Ceramics and Sculpture*

Advanced Ceramics and Sculpture is for students who are exceptionally motivated and work well independently. Although not specifically an AP course, students may elect to focus their work on preparation of an AP three-dimensional design portfolio. Students will work directly with concepts of design and articulate artwork that clearly reflects an understanding of these principles. In addition to refining skills and building their craft as potters, students will tackle more challenging assignments in sculpture. The objective will be to help students learn to articulate a cohesive vision, while producing engaging artwork.

### **Introduction to Drawing & Painting**

This introductory drawing and painting course offers training in basic and advanced techniques of drawing, painting, and composition. Students work in a variety of genres that

challenge them to see more analytically while gradually expanding their repertoire of skills. Each student works toward building a portfolio of artwork that meets the criteria for advanced course work and reflects his or her unique vision.

### **Advanced Drawing & Painting**

#### *Prerequisite: Introduction to Drawing and Painting*

Advanced Drawing and Painting is for highly motivated students who want to further their studies in painting and drawing as well as prepare for the AP Studio Art course. Projects designed to help students develop their technical skills include landscape drawing, still life oil painting, figure drawing, architectural drawing, digital drawing, portrait drawing, and anatomical studies using the skeleton. Students learn to use a variety of media and develop a personal artistic voice. The structure of the course helps students prepare a well-developed portfolio.

### **Introduction to Fine Art Photography**

This course provides a comprehensive experience in current photographic processes. It introduces students to the technical and visual processes of photography. Students examine how digital technology has transformed photography from a medium of absolute record to one of limitless manipulation of digital images with Adobe Photoshop. Assignments initially stress the essentials of the photographic process and then shift toward fostering an understanding of the expressive elements of the medium. Students follow an introductory photography curriculum that covers both technical and aesthetic aspects of this rapidly evolving medium using digital cameras in conjunction with the computer programs Adobe Photoshop and Lightroom. Students learn the essential principles of composition and design while exploring classic photographic subjects such as architecture, still life, portraiture, landscape, and social documentary. In addition, an art history research project requirement focuses on prominent photographers. Each student is expected to develop a portfolio that meets assignment objectives and demonstrates technical competence. Students should supply their own digital cameras and memory cards.

### **Advanced Photography**

#### *Prerequisite: A digital or black-and-white photography course*

Through a series of portfolio-building assignments, advanced photography students continue their creative, visual, and technical inquiry into traditional and/or color digital camera operation. There is a strong emphasis on the photograph both as fine art and as an interrelated extension of the students'



interests and perceptions. Advanced metering, studio lighting, alternative printing techniques, Lightroom, and Adobe Photoshop manipulations are taught. Initially assignments stress the essentials of the photographic process, however as the year progresses students gain an understanding of the expressive elements of the medium. Students are expected to build a comprehensive portfolio in addition to designing and hanging an exhibition for the community. Students should supply their own digital cameras and memory cards.

### **Digital Media & Design**

Students will learn to create magazines, CD covers, game covers, posters, logos, infographics, and web design using Adobe Photoshop, Illustrator, and InDesign. Students will also learn how to develop a concept, work with typography, create digital graphics, and manipulate photos.

### **Making Video in the 21st Century**

This introductory course takes a whole new approach to creating video as works of art, combining a variety of art forms (including film, painting, sculpture, photography, and performance) with the use of mobile phones, apps, and digital cameras for creating and capturing content. Students will exhibit hands-on art projects with sound and learn the basic production methods of shooting and editing with Final Cut Pro and Adobe Premiere. Students will take field trips to museum exhibitions, watch movie screenings of current shorts and features, and discover ground-breaking art from the 1930s to the present, from such artists as Man Ray, Andy Warhol, Nam June Paik, and Marina Abramovic. Presentation of class projects will be tailored to reflect specific interests of each student. Projects may include video installations, multi-media sculpture, or performance art works.

### **AP Studio Art**

*Note: AP Studio Art is designed as a one-year program*

*Prerequisite: Successful completion of Advanced Painting and Drawing*

AP Studio Art is a one-year intensive portfolio-based course designed for students seriously interested in art beyond the intermediate level. It is a rigorous college-level curriculum offered in a supportive high-school environment. Students need to be self-motivated and serious about following through on assignments in order to have a successful experience and to be properly prepared for the AP examination, which is an extensive portfolio submission. A highlight of the course is the intellectually charged and technically challenging atmosphere

in which students explore their own work, as well as that of classmates and professional artists. The course of study is based on the College Board requirements and successful completion of a portfolio for the AP examination.

### **AP Studio Art: Photography/2-D Design**

*Prerequisite: A digital or black-and-white Advanced Photography course*

AP Studio Art is a one-year intensive portfolio-based course designed for students seriously interested in photography as design beyond the intermediate level. It is a rigorous college-level curriculum offered in a supportive high-school environment. Students need to be self-motivated and serious about following through on assignments in order to have a successful experience and to be properly prepared for the AP examination, which is an extensive portfolio submission. A highlight of the course is the intellectually charged and technically challenging atmosphere in which students explore their own work, as well as that of classmates and professional artists. In addition students will study historical and contemporary artists through gallery visits and research throughout the year. A complete description of the course's expectations is available on the College Board website.

### **AP Studio Art: Ceramics and Sculpture/3-D Design**

*Prerequisite: Successful completion of Advanced Ceramics and Sculpture*

AP 3-D Design is a one-year intensive portfolio-based course designed for students seriously interested in ceramics and sculpture beyond the intermediate level. It is a rigorous college-level curriculum offered in a supportive high school environment. Students need to be self-motivated and serious about following through on assignments in order to have a successful experience. The objective of the course is to guide each student to create an original portfolio of artwork that meets the standards set by the College Board. Students should expect to be challenged to develop their skills to the highest level and defend their work and ideas during critiques. Assignments will directly address the key principles of design and are geared to building work for each student's portfolio. A complete description of the course's specific portfolio expectations is available on the College Board website.





## COMMUNITY SERVICE

*Graduation Requirement: Students must complete a minimum of 60 hours of approved service at no more than two locations.*

At least 20 hours must be completed by September of junior year. The 60-hour community service requirement must be completed and turned in to the Community Service office by September of senior year.

No more than 40 hours earned on a service trip, camp, or experience elsewhere will count towards the requirement.

### Community Service at GDS

Community service has been a bedrock of GDS's educational mission since the school's founding. We firmly believe that independent community service helps prepare GDS students for life. Students who interact within and outside of their communities, who have engaged with—and learned about—a variety of individuals, and who have had to think critically about real-world problems, leave GDS prepared for the 21st century with better communication and collaboration skills, an ability to think creatively about the world's challenges, and tools that empower them to address the systemic inequities that exist in the world.

### Independent Service Guidelines

*Community service must be:*

- Approved before service begins
- Completed at one or two established nonprofit organizations
- Free to and provide direct contact with the organization's clients
- Local and free to the student
- Focused on social justice and increasing equity of opportunities, rights, and resources for all
- Unpaid
- Unique to this requirement (the service must be done for this requirement and not also applied for a scout project, court ordered, or for another organization), and
- Supervised by someone unrelated to the student

Students must submit an evaluation form and meet with their advisors to reflect on their experiences to receive service-hour credit. Complete guidelines are available at [www.gds.org/Page/Academics/Community-Service](http://www.gds.org/Page/Academics/Community-Service).

### GDS Student-Led Community Service Clubs

GDS students find participation in student-led community service clubs particularly rewarding. Students can receive community service credit for ongoing involvement in a service club. Current service clubs include teaching and tutoring, environmental work, and informal mentoring through arts instruction. See [www.GDS.org/HSCommunityService](http://www.GDS.org/HSCommunityService) for details about clubs and opportunities.

### Service Learning at GDS

Service Learning is an integral and transformative part of every GDS student's education. GDS uses a combination of instruction, service, real-world collaboration, and reflection to inspire students to become fully engaged citizens in diverse communities. With the support and encouragement of the administration, teachers in all departments are working actively to explore ways to incorporate service directly into the curriculum.



## ENGLISH

### *Graduation Requirement: Four years of assigned English*

It is in the shared encounter with great literature that we reflect on our deepest humanity, discover our most inventive thinking, and hone our powers of articulation (both written and spoken) in order to participate in the most crucial conversations about the world and our place in it.

### English 9

English 9 serves as an introduction to literature and composition. Common texts include selections from the Book of Genesis, *Gilgamesh*, Hurston's *Their Eyes Were Watching God*, Yang's *American Born Chinese*, and a Shakespeare play: *Romeo and Juliet* or *A Midsummer Night's Dream*. Individual teachers supplement these texts with works of their own choosing, including Foer's *Extremely Loud and Incredibly Close*, Cisneros's *The House on Mango Street*, and Brontë's *Jane Eyre*. English 9 texts focus on journeys—both metaphorical and physical—in which the protagonists adolcesce as they struggle toward the formation of tested and tempered identities. The readings and discussions introduce students to basic literary concepts pertaining to epic, dramatic, and narrative forms. Class discussion generally focuses on the assigned reading and emphasizes the interdependence of close attention to textual detail and sound interpretive generalization.

Students write poems, stories, tests, and extended critical essays all of which constitute “major assignments”—but the abiding focus of the writing project is the five-paragraph essay. Beginning with single paragraphs in response to relatively narrow writing prompts, students are guided toward an essay whose thesis unfolds like a short, discursive sonata. The format enables students to present a long thought in an efficient and logically satisfying array. Once students have mastered this paradigm—and have felt the momentum that coherent and efficient presentation can give to their thinking—this model can guide them to more sophisticated argumentative designs. Along with the writing project, there is a good deal of grammar instruction. Formal grammar lessons are reinforced by teachers' extensive notations in the margins of student compositions and by one-on-one meetings with students as they plan revisions. Teachers work to deliver their students to 10th grade with a firm grasp of the mechanics of strong writing, together with an alertness to the accent of mature prose.

### English 10

In the readings and discussions of English 10, we carry the ninth-grade theme of identity formation into more problematic terrain attending to the ways in which identity can be compromised by its social and cultural context. We also pay more attention to intertextuality, to the ways in which parallels and symmetries between texts—even texts so far afield that they could not have influenced each other—can open rich, interpretive terrain. Reflecting this new level of complexity in text and discussion, the writing project of English 10 tackles increasingly complex issues of form in both analytical and creative writing. Analytical essays move beyond the boundaries of the five-paragraph essay to explore diverse argumentative forms that respond organically and nimbly to the textual issues at hand. Creative writing becomes increasingly investigative of and responsive to the literary work being studied, while still honoring the student's powerfully individual writing voice.

Our shared texts are the Gospel According to Mark, Morrison's *Song of Solomon*, Fitzgerald's *The Great Gatsby*, Smith's *Life on Mars*, Lahiri's *Interpreter of Maladies*, English Romantic Poetry, and Baldwin's *Giovanni's Room*. These are supplemented by a variety of texts chosen by individual teachers, with a particular emphasis on texts with female protagonists. These might include Barry's *One Hundred Demons*, Moore's *Who Will Run the Frog Hospital?*, and Alderman's *Disobedience*.

### English 11

The first semester of English 11 is a writing course that we call “Argument.” Our shared texts are the Declaration of Independence, Thoreau's “Civil Disobedience,” King's “Letter from Birmingham Jail,” Morrison's *Playing in the Dark*, the Declaration of Sentiments, the Alcatraz Proclamation, “Woman-Identified Woman,” and essays by bell hooks. Other texts might include Baldwin's *The Fire Next Time* and Chisholm's “Equal Rights for Women.” These are supplemented by a wide variety of readings on contemporary issues of the day—for instance, transgender rights, immigration, and the criminal justice system—along with some classical models of persuasive discourse, all chosen to bring the students' argumentative skills into contact with questions beyond our standard literary topics. In the readings and in discussion, there is a strong focus on issues of social justice, and on the logical skills and habits of mind that enable one to take well-grounded and effective stands in the conversations that shape our national life.



The second semester focuses on the figuration of American identity in American poetry and fiction. Our shared texts include poems by Walt Whitman, Emily Dickinson, and Elizabeth Bishop; short stories by Nathaniel Hawthorne, and Edgar Allan Poe; and three longer texts: Jacobs' *Incidents in the Life of a Slave Girl*, Melville's *Benito Cereno*, and lè's *The Gangster We Are All Looking For*. Additional texts might include Bennett's *The Sobbing School* and Orange's *There There*.

## English 12

English 12 serves as the culminating experience of a student's progress through the GDS English curriculum. Common texts include Shakespeare's *Hamlet*, Aeschylus' *Agamemnon*, Fornés's *Fefu and Her Friends*, Morrison's *Beloved*, and a Faulkner novel: *The Sound and the Fury* or *As I Lay Dying*. These are supplemented by such texts as Brontë's *Wuthering Heights*, the graphic-novel version of Auster's *City of Glass*, Smith's *White Teeth*, and Rankine's *Citizen*. These texts are chosen for the richness and intensity of their disruptions and for the ways in which they challenge their protagonists to find some sort of decency and fulfillment in worlds where the moral compass seems to be spinning, but also for the ways in which they challenge the students to find interpretations sufficiently capacious and stable to honor the scope and integrity of the works.

The writing assignments include both creative and critical responses to the reading. Following the trajectory of the three previous courses, they hold the students to high standards while giving them room for aspiration and self-expression. While students are reading Faulkner, for instance, and studying the signature Modernist technique of "stream of consciousness" narrative, they're asked to write narratives of their own in which they attempt to capture the deflected monologue of a mind guided by surprise, both expressing and taking in the converging streams of sensation and reflection. Literary analysis, however, continues to be the course's center of gravity and a realm of particular growth. In class, students focus intensely on the page, with a view to stirring up interpretive possibilities to be explored in the writing, where audacity and originality are encouraged and acknowledged, even as we continue to reinforce the protocols of lucid, logically coherent, and intellectually responsible prose.

The final writing assignment is the Senior Paper. The paper is a work of original critical inquiry on a text not included in the English 12 curriculum. The project, a sustained act of "guided autonomy," gets under way in March with a proposal naming

the text to be studied and stating the questions that will guide the student's reading and thinking. The writing begins in earnest after Spring Break. Regular classes convene less often, and students meet at least once a week with their teachers to present their work in progress, meeting internal deadlines, until the final draft arrives on the teacher's desk the last day of Senior classes.

## JUNIOR AND SENIOR LITERATURE ELECTIVES

The following electives are offered both semesters. Students may take these courses as a semester course in the fall or in the spring or as a yearlong literature elective as available. (Literature offerings may change from year to year.)

### Public Speaking

To inform, to persuade, to refute, to inspire: these are a few reasons why speakers stand behind a podium, in front of a class, at a board meeting, or to kick off a celebration. In this course, we will experiment with different kinds of speech writing as well as with different kinds of delivery. Each class will include practical strategies for writing as well as for speaking in a variety of settings. We will practice delivering written and impromptu speeches, consider presentation aids and how to work successfully with a microphone, learn to analyze an audience, and more—skills that will support your work in every class and any discipline. Supporting texts will include readings from classical oratory manuals to historic and contemporary speeches, lectures, and TedTalks.

### Contemporary Women's Literature

"I write hungry sentences," says poet Natalie Diaz. "They want more and more lyricism and imagery to satisfy them." All of the works we'll read in this course share this hunger for beauty and power in their language, as Diaz describes her poems' hunger. Equally important, our books share an appetite that looks up off the page and at the world around us. These books are hungry to disrupt authority, challenge presumptions, and unsettle truths—authority, presumptions, and truths predicated on (mis) conceptions of gender as it intersects with class, race, ethnicity, religion, sexuality. Our work—our joy—will be to sit at the table with these hungry texts.

The syllabus may include work from the following: *Salvage the Bones* (Jesmyn Ward); *Another Brooklyn* (Jacqueline Woodson); *Dry Land* (Ruby Rae Spiegel); *Department of Speculation* (Jenny Offill); *A Visit from the Goon Squad* (Jennifer Egan); *Nevada* (Imogene Binnie); *The Diving Pool* (Yoko Ogawa); *Bright Dead Things* (Ada Limón); *When My Brother Was an Aztec* (Natalie



Diaz); *It Is Daylight* (Arda Collins); *Marlena* (Julie Buntin); and *Sour Heart* (Jenny Zhang).

### **The Age of Shakespeare**

Although this course concentrates on Elizabethan and early seventeenth-century culture, society, theater, and the works of Shakespeare (approximately ten plays and some sonnets), there may be additional readings from the works of poets and dramatists immediately preceding the Shakespearean era.

### **Creative Writing (Not offered in 2019-20)**

Creative Writing is an elective which, on some days, will look like other literature classes, with focused and searching discussions of iconic texts, but most days will be a workshop for young poets, playwrights, and storytellers. We will be writing frequently, but each of the writing assignments will begin with reading. Our texts will be *The Norton Anthology of Poetry*, drama and short fiction anthologies that will vary from year to year, and several anthologies of short plays where we will find models, thematic cues, and a tradition of English poetry, drama, and fiction that we can't help but join, and modify by our own contributions to it. In this class, however, we'll try to be particularly mindful of the ways in which the work we're doing relates to the work of artists who have written before us. Writing will be due every week or so, which should give us time to read and discuss each other's work in class, and at the end of the semester each student will submit a portfolio of finished work that reflects in some integral way the student's response to the notes she has received on work in progress, but also reflects the student's own developing taste and artistic motives. (In each semester, we'll be exploring different genres. The emphasis of the first semester will be poetry. The emphasis of the second semester will be playwriting.)

## **HISTORY AND SOCIAL SCIENCES**

*Graduation Requirement: 9th Grade: Communities and Change; 10th Grade: European History, African History, or World History; 11th Grade: U.S. History, AP U.S. History, or American Studies*

The GDS History and Social Science Department seeks to foster a healthy sense of inquiry, empathy, and scholarship in students as they explore diverse historical, economic, and political developments, along with individuals, movements, and cultures, across the spectrum of the department's various disciplines. Students will develop the ability to think, speak, write, analyze, and research (all assessed in a variety of ways) that will help them succeed after graduation as local and global citizens and lifelong learners.

### **History 9: Communities and Change**

This dynamic course allows students to actually “do” history as they develop key skills in historical analysis, writing, and research and confront the challenges of applying historical concepts to the world around them in a variety of ways. Students begin by examining the communities that comprise and surround Washington, DC, using historical records, archival newspapers, oral histories, and other sources to explore long-held assumptions and little known facts about life in the nation's capital. Questions regarding politics and socioeconomics, race and ethnicity, and continuity and change will be explored as students learn to extract, synthesize, and analyze information in order to come up with conclusions about historical patterns and processes. In the second semester, students move to the wider world as they examine current global conflicts starting with an analysis of the post-9/11 world and examining current effects of conflicts globally and among immigrants locally who are affected by them.

Throughout the year, students will produce regular research and position papers and comparative essays; they will have the opportunity to engage in discussion and debates about current events and their connections to those of the past.

### **European History (Grade 10)**

This survey course examines the political, social, and ideological changes in Europe from the Renaissance to the modern era. In addition, the course provides practice in historical analysis through formal writing, research, debate, discussion, and a host of other activities. Topics include the





Renaissance and Reformation, the Age of Exploration, the Scientific Revolution, the development of absolute monarchies, the rise of nation states, the Enlightenment and the French Revolution, nationalism, imperialism, industrialization, the two World Wars, the Cold War, and the rise of the European Union. The course emphasizes the importance of how perspectives on the past should be understood because of their continuing role in influencing the present.

### **World History (Grade 10)**

This dynamic course provides students with a wide-ranging look at the history of the world, focusing on the lived experience of individuals and groups in a variety of settings. Beginning with notions of power and developing webs of relationships and ending with modern expressions of action and agency in response to both internal and external pressure, the course allows students to actively engage with a variety of sources as they develop understandings of the ways that history manifests politically, economically, and culturally in different settings. Students will employ case studies in order to develop understandings of both commonalities as well as distinct and singular developments throughout the world, exploring routes of engagement as well as agency and action within specific societies. Throughout the course, students will engage in activities designed to develop skills in researching and using evidence to support their ideas, use available technology to present their understanding, and build key competencies in historical writing and thinking.

### **African History (Grade 10)**

This survey history course will investigate all corners of Africa. The course begins with an exploration of Africa as the cradle of civilization, as we examine early humans and new developments in that field. Issues of ethnicity and race emerge in an examination of ancient Egypt and Nubia, along with the ways that western historians have chosen to spin the histories of these civilizations. Much of the course is concerned with Africa's history before the arrival of Europeans, and the arc of Africa's great kingdoms and the variety of political, religious, and economic life across the range of the continent is explored through discussion, debate, inquiry activities, and research. The second half of the year examines the impact of the European incursion, colonialism, and the struggle for independence. Special focus will be given to the social-cultural, political, and economic transformations that occurred in Africa during this time. As they move from topic to topic, students engage with the material in a variety of ways, using literature, art, and music along with primary and secondary sources to develop their active understanding of content and context.

### **U.S. History (Grade 11)**

U.S. History is designed to familiarize students with the important people, places, and movements in American history as well as to acquaint them with changing historical interpretations. In addition, the course is designed to sharpen skills in essay and research writing through a variety of activities, including discussion, debate, and analysis of primary sources and other historical documents. Above all, our goal is to impart a love of history that we hope will last a lifetime.

### **AP U.S. History (Grade 11)** **WILL NOT BE OFFERED AFTER 2020-21**

This survey course, which begins with the pre-Columbian world and ends with the Obama presidency, allows students to explore U.S. History through the vantage point of primary sources and the lens of historiography. Nightly readings in Eric Foner's *Give Me Liberty* are supplemented with articles and documents so that students come away not only with knowledge of political and social history, but also a real sense of how, and sometimes why, history is written. Students should be prepared for extensive reading and additional homework, and should be ready to take the demanding AP exam at the end of the year.

### **American Studies (Grade 11) (Gender or Immigration focus)**

This interdisciplinary American Studies course offers students an opportunity to explore American history with different lenses from the colonial period through to the 20th century. The Focus on Immigration theme will allow students to examine and analyze the experiences of Americans from a variety of backgrounds while exploring continuities and changes in immigration policy over time. Concepts include race and ethnic-based policies; international and national contexts; the politics of immigration, assimilation, acculturation, and ethnic identity; and the social construction of race and ethnicity. The Focus on Gender theme brings together women's and feminist studies, men's and masculinity studies, and LGBT/Queer studies to explore different representations of gender in American history over time. Students will work to understand critical gender theory along with the development of institutionalized approaches to gender. This course fulfills the 11th grade U.S. History requirement.

### **U.S. Political History (Grade 11)** **NEW**

This course will focus on the historical development of our current political system and how our institutions and political practices have changed since Colonial times. This examination will include the development of our system of political parties; how and why the right to vote has expanded; changing roles and expectations of and for the Presidency and Congress; some basic constitutional law including major Supreme Court





decisions and their implications; and the changing role of the media and public interest groups and lobbyists as political influencers. Students will complete profiles, projects, analyses on all of these topics and there will be much discussion of current political issues.

## ELECTIVES IN HISTORY

The following courses have been designed to allow students to explore select topics in greater depth than can be covered in the required courses. Electives are open to juniors and seniors with the exception of AP Psychology, which is reserved for seniors.

## YEARLONG ELECTIVE

### AP Psychology (Grade 12) **WILL NOT BE OFFERED AFTER 2019-20**

Psychology is the scientific study of mental processes and behavior. It is a broad field that explores a variety of questions about thoughts, feelings, and actions. Using a college-level text, students examine the history of psychology, review psychological methods, and investigate areas such as motivation and emotion, perception, cognition, learning, and abnormal psychology.

## SEMESTER ELECTIVES

### American Civil War (Fall)

The course will explore the war to end slavery from a variety of perspectives—social and political as well as military—to help seminar participants evaluate how and why the war came, how and why it was fought in the manner in which it was, and how and why the war continues to be a “living” conflict in American culture, society, and politics. Students will explore military history in a broad sense to note not just the tactical and strategic movements of soldiers but also the larger contexts of social and political history that motivated those soldiers’ collective decisions to fight. To that end, the class will focus on seminar-style discussion of primary and secondary sources and culminate in a research project that incorporates scholarly research in both primary and secondary source materials. Hands-on activities will include seminar discussion, primary source research, walking tours of DC’s circle forts, a visit to a Civil War battlefield, and a trip to the Smithsonian Institution’s military history exhibit.

### Contemporary Issues (Spring)

This course, the first to be proposed and designed primarily by students, allows juniors and seniors to engage with contemporary issues through a variety of critical lenses. Using the range of available media and through the creation of a bimonthly online interactive journal that analyzes emergent

issues in depth, students will gain a better understanding of events as they occur at the local, national, and international levels and a better appreciation of the connection between past and present. Collaborative teaming, discussion and debate, and media literacy provide consistent structures for a course whose content will reflect the ever-changing news landscape and national discussion. Further, the bimonthly journal will provide additional content for the second-semester 9th grade history course, which focuses on the experiences and challenges of international immigrants to the greater Washington area and the recent history of their places of origin, including Africa, the Middle East, Asia, and Latin America.

### Cultural Anthropology (Spring)

Cultural Anthropology considers the nature of culture through customs and beliefs including language, subsistence, families and kinship, religious beliefs, and art in non-Western societies. The second half of the course concentrates on a number of American subcultures, such as religious cults, ethnic or racial groups, and regional subcultures. Choices of subcultures will be based on class interest. Students also have the opportunity to examine specialized monographs and articles as well as to develop non-library research projects.

### From Freedom Rides to Ferguson: Civil Rights in America (Spring)

The first half of the course will focus on the history of the Civil Rights movement in the 1960s. Topics will include: the Freedom Rides of 1961; the integration of the University of Alabama and University of Mississippi; the Birmingham Children’s Crusade of 1963; the March on Washington in August 1963; Mississippi voter registration drives (1962–65); the historic march from Selma to Montgomery in March 1965 and events leading up to it; passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965; and the Black Power movement. The second half of the course will focus on current civil rights issues. Depending on the interest of the students, we will select topics from the following: police use of deadly force in dealing with persons of color; racial disparity in policing activities more generally; racial disparity in the criminal justice system, including particularly the administration of the death penalty; recent attempts by various states to impose voting restrictions; the Supreme Court’s invalidation of Section 4 of the Voting Rights Act of 1965; use of affirmative-action policies in educational institutions; or the increasing segregation of public schools.

Most importantly, this course is intended to provide students with much more than a merely academic view of the civil rights



battles of the mid-20th Century. We hope that it will inspire students to continue to advocate for civil rights and social justice throughout their lifetime in whatever way most aligns with their principles, values, and interests.

### **Introduction to Economics (Fall)**

This course covers the basics of economics, including the micro-foundations of consumer behavior and allocating scarce resources as well as the macro-level of complex market interactions in an economy such as that of the United States. Significant components of the American economy, such as the stock market, get special attention. Students also examine economic development in nations where “normal” rules of the marketplace may not completely apply.

### **Gender Studies (Fall)**

This class introduces students to the complex interdisciplinary field that is gender studies today, bringing together women’s and feminist studies, men’s and masculinity studies, and LGBT/Queer studies. While primarily U.S.-based, the course will explore how different definitions and representations of gender and sexuality spread via immigration and media. The goal of the class is to explore key concepts in gender studies through the lens of critical theory, to understand the ways in which critical theorists have engaged, critiqued, and developed the work of other philosophers, and to build understanding of how these philosophies connect to the students’ own lives. Topics include the debate between nature versus nurture, feminism, masculinity, gender-based violence, and social institutions such as family, education, sport, and religion.

### **Law & Constitutional Rights (Spring)**

This course is designed to give students a sampling of the meaning, operation, and significance of law in recent American history and government. We begin the course with a full-length case study of a legal issue as it makes its way to the U.S. Supreme Court. Thereafter, we focus on various aspects of American law (depending, in part, on the interests of the students). Topics covered in the past include criminal law, the law of search and seizure, and the rights and legal protections of various minorities. In each case, our purpose is to learn substantive law in that area and understand how it develops through precedent and legislation. Main ideas in the philosophy of law may also be covered. Finally, we engage in a simulation—perhaps a mock trial or moot court—in order both to expand our understanding of a substantive issue and to experience one aspect of the legal process.

### **Politics & Policy (Fall)**

This course introduces students to various aspects of foreign and domestic public policy. Students learn how various aspects of the system of U.S. government affect public policy—the Congress, the Presidency, and the Courts, as well as regulatory agencies, the federal bureaucracy, and state and local governments. Students also explore the ways in which private citizens, civil society, lobbies, and non-governmental organizations affect local and international public policy. The course features field trips to think tanks. There will be special attention given to the President’s State-of-the-Union address, and there will be guest speakers on various aspects of public policy. Students engage in two major policy research projects, as well as debates, discussions, and class presentations.

### **The Middle East (Fall)**

The course begins with an overview of the founding and spread of Islam, with some exploration of the Umayyad, Abbasid, and Ottoman Empires. Students will study the breakup of the Ottoman Empire and examine the rise of Arab nationalism and Zionism, as well as the rise to power of Shah Reza Pahlavi in Iran. The strategic and economic importance of the region is studied along with the founding of Israel; the continuing conflict among Jews, Arabs, and Christians; and the rise of Islamic fundamentalism. Particular emphasis will be placed on understanding the Arab-Israeli conflict.

### **The Middle East Since World War II (Spring)**

The course will be based on the events that shook and shaped the greater Middle East, and include a focus on the two main themes of colonialism and nationalism. The various ideologies that grew out of these themes, such as pan-Africanism, will also be addressed.

This course will deal with a multicultural and diverse political, social, and environmental milieu. Basques, Berbers, and other ethnic groups that are frequently overlooked by mainstream courses will also be explored. Throughout the course, a variety of methods will be used to ensure that student learning styles and preferences are addressed, supported, and developed in a way to produce flexible thinkers and active writers.

### **World War II (Spring)**

Although focused on military history, this course also asks students to consider the interplay between battlefield choice and social, political, and ethical considerations. More than just a following of the armies, this course explores how



racial and ethnic minorities and women played into “the war efforts” of various combatants on both the battle and home fronts. The goal of the course will be to create an advanced history seminar, similar to what students might experience in an honors 100- or 200-level course in college. To that end, the class will focus on seminar discussion of primary and secondary sources and culminate in a research project that incorporates scholarly research in both primary and secondary source materials. Field trips to the Udvar-Hazy center, the National Museum of American History, and the National Museum of the Holocaust will offer hands-on activities, as will seminar discussion and writing workshop of seminar papers.

**AP U.S. Government & Politics (Fall)** **WILL NOT BE OFFERED AFTER 2019-20**

This course is an introduction to the processes and institutions of U.S. Government: Congress, the Presidency, the federal bureaucracy, interest groups, political parties, campaigns and elections, as well as the judicial system and civil rights and liberties. In addition to the textbook, Blanco and Canon’s *American Politics Today*, there will be guest speakers and field trips, as well as readings by political scientists and journalists to provide different perspectives and theoretical underpinnings.

**AP Comparative World Politics (Spring)** **WILL NOT BE OFFERED AFTER 2019-20**

AP Comparative World Politics offers students an opportunity to examine international issues such as globalization, democratization, political change, public policy, and the relationship between citizens and the state using as illustrations and examples the governments of six countries: Britain, China, Iran, Mexico, Nigeria, and Russia in addition to the European Union. Much of our study of world governments focuses on current affairs. In addition, guest speakers and field trips ensure that students receive a broad range of perspectives.

**POTENTIAL NEW COURSE OFFERINGS IN 2020-21**

**International Relations**

This course involves a survey of major principles and an investigation of key topics in international relations, including security, trade, cooperation, and conflict. With a primary focus on current events as they unfold around the world, the course offers students a chance to investigate not only the key differences among nations, but to interrogate their own understandings of the world and the role the U.S. plays in its relationships with foreign nations.

**Comparative Politics**

Comparative Politics at GDS involves an integrated approach to political systems and structures throughout the world. The course employs the case study model to examine issues relating to power, privilege, and political structures in 8-10 countries, while making use of the rich resources available in Washington DC to drill down into these questions even further. Students produce position papers, engage in debates, and travel to think tanks and universities to experience the kind of work that is done by experts in these areas.

**American Government**

This course will be an introduction to the study of the American political system. It will introduce the institutional structures, political actors and constitutional debates in American government and politics. The course will begin with the constitutional underpinnings of the US political system and then discuss how the government operates in practice. By looking at current issues in the American political system, students will come to know more about the role of campaigns and elections, the influence of political parties, interest groups and the media, and the institutions of the federal government, as well as recent and longer term changes in the powers and expectations of the office of the President. The course will also examine the role of race and gender in American politics. Overall, this course will enhance students’ ability to think critically about politics, political choices, political institutions, and public policies.



## INNOVATION & COMPUTER SCIENCE

### Introduction to Programming (Fall & Spring)

In this one-semester, introductory computer programming course, students will develop logic, problem-solving, and programming skills using the Python and Processing languages. Students will then use this knowledge to control and work with a variety of different microcontrollers such as Raspberry Pi's and Arduinos. This course represents an awesome opportunity for students new to programming to experience computer science in a collaborative, hands-on, and fun environment. After completing this course, students will be prepared to explore other opportunities within the Computer Science department.

### Robotics, Electronics, and Programming (Fall & Spring)

This is a hands-on laboratory course involving the physical construction, electronic wiring, and computer programming of robots. Students will, both individually and in groups, be responsible for constructing their own individual robots. Where possible, these robots will be evaluated on students' lab completion and reflection process, and where appropriate through timed and agility robotics competitions. This is considered an introductory level class, and all are encouraged to join—students should welcome, and not fear, our new robot overlords.

### Introduction to Web Design (Fall) **NEW**

This course introduces students to the fundamentals of web design using HTML, CSS, and JavaScript. Students will learn to create websites containing tables, lists, images, hyperlinks, audio, video, and mechanisms for dynamic user interaction through components such as text controls, radio buttons, and checkboxes. In the process, students will learn to deploy their work, create a software portfolio for future accomplishments, and learn important software development skills and concepts that can be applied to other programming settings.

### Introduction to Android App Development for Android (Spring) **NEW**

This course introduces students to the fundamentals of app development for Android using App Inventor 2. Students will learn about basic programming concepts and how to deploy their app on an Android device. In addition, students will learn the basics of event-handling, user-interface design, prototyping, the user experience, and other principles involved in the creative process that bring an app to life.

### Special Topics in Computer Science (Fall & Spring) **NEW**

This course exposes students to a variety of topics and applications in computer science. Topics studied will vary from year to year and include cryptography, algorithms, artificial intelligence (AI), machine learning, graph theory and combinatorics, and functional programming with Haskell, a language that encourages programmers to reason more mathematically about their code.

Graph theory and combinatorics are two important topics in applied mathematics and STEM. Students will learn about the theory of graphs and how graphs play a larger role in a variety of networks that affect us everyday. Topics include basic properties of graphs, Eulerian and Hamiltonian graphs, coloring theorems, trees, flows, connectivity, searching/sorting/traversal algorithms, basic counting techniques, distributions, linear and inhomogeneous recurrence relations, and generating functions. Both topics are a challenging and fun departure from pure mathematics.

### AP Computer Science A with Data Structures

*Prerequisites: Well-prepared students should be in honors or extended level math, possess a high degree of motivation, and be comfortable learning at a quick pace.*

This course covers the AP curriculum in addition to more advanced topics that would typically be seen in a second course, including data structures and algorithms. Main topics to be covered include variables, data types, selection, iteration, recursion, inheritance, polymorphism, generics, Big-O notation, sorting, searching, sets, maps, linked lists, binary trees, stacks, queues, and hashing. Part I covers object-oriented programming and design in Java. Part II covers data structures.

### Accelerated Python (Spring)

*Prerequisites: While programming experience is not strictly required, students should be prepared to move at a quick pace. Students should be mathematically mature and feel comfortable programming independently outside of class.*

This course moves swiftly and is divided into two parts: The first part of the course will cover all the elements of object-oriented programming. In addition, the course will introduce students to simple graphics and gui programming. The second half of the course will focus on data structures and algorithms. Topics to be covered include linked lists, stacks, queues, hashing, and algorithmic analysis.





## Audio Engineering & Music Production <sup>NEW</sup>

This course will explore the process, science and art involved in the production of a contemporary audio recording.

Students will grow their understanding of music production by experiencing the process in three distinct roles: studio musician, audio engineer, and record producer. Students will analyze, consume and perform acoustic and electronic music (yes, we will make many SICK BEATS), learn the basic concepts of working with MIDI, explore the use of microphones, employ classic recording techniques, and learn just what it is a music producer actually does in the music business of today.

Students will glean information from foundational instructional texts that include *Modern Recording Techniques*, *The Mixing Engineer's Handbook*, *Zen and the Art of Producing*, various podcasts, interviews and video sources, as well as the firsthand experiences of their wizened-yet-not-totally-jaded instructor, an active professional musician, engineer, and producer. All students will have the opportunity to sing and play instruments in this course, but proficiency as a vocalist or instrumentalist is in no way required for participation.

## INTERDISCIPLINARY

The goal of our interdisciplinary courses is to have students move beyond subject-specific boundaries, while offering opportunities to expand their understanding of a particular topic that no one discipline offers. We seek to develop a more all-inclusive approach to learning with an emphasis on the connections found among disciplines as a unifying thread. Ultimately, the coalescence of knowledge and learning are key in any learning community, and at GDS we view this as part of our larger commitment to a progressive teaching philosophy.

### Conflict Analysis and Resolution <sup>NEW</sup>

The course will introduce students to core concepts and processes in conflict resolution. This interdisciplinary field will draw from psychology, political science, public policy, history, anthropology, sociology, economics and other disciplines. It also generates conflict-specific theory and research, as well as procedures and interventions aimed at preventing, diminishing, and resolving conflict. Students will have the opportunity to interact with our Lower and Middle School students in the development of peer mediation initiatives along with other projects.

### Neuroscience

In this two-semester elective course, students will be introduced to the biological underpinnings of behavior, particularly when it comes to areas of brain dysfunction. While students will gain a solid grounding in the discipline of neuroscience, it is our deeper hope that through collaborative projects focused on specific topics that are likely to impact their lives (i.e. Anxiety and Depression, Alzheimer's, Autism, Learning and Memory, Schizophrenia, the Adolescent Brain, PTSD, etc.), students will gain a real understanding of how the brain works, how sometimes it doesn't, and what we can do both on an individual and a collective level to help those who need support. In what we think seems like an extraordinary opportunity, we plan to leverage myriad resources here in the DC area to challenge students to be more than consumers of information, but rather active learners and researchers who will, in turn, use their skills to advocate on behalf of others. Throughout the process, students will take the lead in the discovery process, learning not only about a particular body of information, but also developing a skill-set that would enable them to present their learning in a purposeful, sophisticated manner. Ultimately our hope is that students will not only grasp the essential underpinnings of neuroscience but also be able to apply their understanding and to advocate on behalf of those impacted by the various conditions. The neurobiology perspective of the course will complement the





behavioral approach by offering a physiological explanation for normal and pathological behavior. Throughout the year, students will explore the cellular basis of brain function, investigating neural communication, both within a single neuron and between neurons. Our exploration will ground students in a molecular perspective that will foster understanding of neuronal proteins, ion channels, neurotransmitter receptors, and signal transduction. Finally, the brain will be seen as a large organization of neural networks with potential for both extraordinary function and dysfunction. In addition to a number of laboratory investigations, the course will include visits with local experts, and some hands-on collaborative work with area institutions and organizations.

### **Youth Participatory Action Research (YPAR)**

*Prerequisite: Permission of instructor*

YPAR (Youth-led Participatory Action Research) is an opportunity for students to engage in studying and improving school culture at GDS. This course teaches students how to conduct action research, which includes formulating research questions, conducting focus groups, writing surveys, and making recommendations. The course culminates with a collaborative event with other area schools.

### **Technology in the Western World <sup>NEW</sup>**

This course will explore how technology and invention have changed the course of history—beginning with the invention of gunpowder, moving on to the printing press and moveable type, telescopes and microscopes, the caravel and celestial navigation, the development of germ theory.... all the way to the internet and artificial intelligence, and how some of those innovations have had inadvertent consequences. The course will be jointly taught by the history and tech department. Students will make use of the GDS Innovation Lab to enhance their understanding of the mechanics and science of the technology, and the significance of previous technology in helping to make the next “giant leap forward.”

## **MATHEMATICS**

*Graduation Requirement: At least three sequential years of math at the high-school level.*

The Mathematics Department believes every student can develop a high level of skill and deep understanding of mathematics principles. To facilitate this, we offer a wide range of opportunities for each child. We work carefully to construct numerous course offerings and sequences with wide ranges of challenge, varied teaching approaches, and different assessment strategies in order to help each student find their path to success. When offered a variety of approaches, opportunities to adjust challenge from year to year, and varied opportunities to demonstrate knowledge, students will develop enthusiasm, confidence, skill, and comprehension in our math classes.

To provide maximum opportunity for students to learn at their optimal pace and to offer appropriate challenge and support to develop each student’s potential, the math department divides Geometry into two levels (Core and Extended), and Algebra II and Precalculus into three levels (Core, Extended, and Honors). Extended and Honors sections spend less time introducing or reviewing topics and more time extending ideas and working on more difficult problems. While all of our sections include significant problem-solving, Extended sections often approach new topics through applications and projects, while Honors sections delve more deeply into the theoretical underpinnings of topics and proof. The distinction between levels does not appear on any transcripts or records.

### **Placement**

Placement of students in classes is determined through a cooperative approach toward consensus among the student, the current teacher, the department, the student’s family, and the advisor. The math department engages students in the course selection process in order for students to learn how to make informed and appropriate decisions about their education. Yet it is often challenging for students to decide which course is right for them. It can be particularly challenging for students to know which level of a course is appropriate when they have not had experience in that course. The teachers in the math department have a broader perspective about our curriculum and the level that would be the best fit for the student, but they may not know the larger context of each student’s schedule and interest. This is why we believe it is essential for the registration process to be a conversation among teacher, student, family, and advisor.



Students sometimes want to sign up for an Extended or Honors course to ‘try it out,’ believing that they can drop down at any time if the course does not work out. Our goal is to ensure that students are registered for the appropriate courses initially, because switching courses or levels during the school year is usually not an easy process. While we try to schedule courses so that this process is possible, a change in a course or level may require a substantial change in a student’s schedule, or it may not be possible at all.

Level changes must first be discussed with the teacher of the course. After the initial discussion, the department chair and Dean of Academic Life will be brought into the conversation to determine if such a move is possible and is in the student’s best interest. When a student switches levels, any grades he/ she earned in the initial course will be included in the semester grade in the new course.

### **Summer Course Work**

Because we believe that the mathematical maturation students develop over the course of a school year can rarely be fully attained in an abbreviated, condensed summer course, the only summer math course we recognize for advancement in our course sequence is Geometry. Although summer courses vary widely both in approach and content, we have found that they often focus primarily on skills to the detriment of a deeper understanding of concepts. Our curriculum goes beyond skills to emphasize mathematical inquiry, discovery, critical thinking, problem solving, and making connections among concepts and skills—all of which require a full year of synthesis and development.

Accelerating through the curriculum by taking Geometry over the summer is only encouraged in certain cases, and if a student decides to take a summer Geometry course with the hope of advancing in our sequence, they must:

- Inform their math teacher and High School math department chair by the end of the school year and obtain the GDS course information.
- Keep a portfolio of all summer work (assessments, assignments, syllabus, etc.) to turn in to the department chair in August (if taking the summer course outside of GDS)
- Take and earn a satisfactory grade (B- or above) on the corresponding GDS semester exams.

Important notes about taking Geometry over the summer :

- Summer courses not taken at GDS will appear on GDS transcripts in a special notes section.
- Students are responsible for completing all content and concepts covered in the GDS course, even if it not covered in their summer course.
- Taking a summer course does not guarantee that a student will move on in the GDS course sequence. The department chair will consider the student’s portfolio of work as well as her performance on the GDS semester exams.

### **Passing Grades**

The Mathematics Department seeks to have students understand math sufficiently to ensure success in the next sequential course. Therefore, a student with a low passing grade, between 60 and 70, would be required to take intensive remedial work before advancing to the next course in the sequence. Questions regarding study options may be directed to the Department Chair.

### **The Math Center**

The Math Center offers assistance to students in all math subjects through one-on-one conferences on a request, referral, or drop-in basis. Students seeking help with assignments, concept comprehension, skill refinement, or study techniques are encouraged to visit the center. The Math Center is open during all periods and is staffed by a math teacher or advanced math student.

### **Use of Calculators**

All students need to learn how and when to use calculators. Calculators are used throughout the math curriculum for ease of extended accuracy, for the opportunity to manage complex operations, and for graphing and other visualizations. Although scientific calculators are occasionally sufficient in Algebra I and Geometry, all students are introduced to the graphing calculator as part of their class work and must own a TI-84 or TI-84+ graphing calculator.

Understanding math concepts and expanding on them is a principal goal for students in the mathematics program. To assess students’ achievement, the faculty asks them to demonstrate mastery of the mathematics behind the solutions of problems. Use of the calculator, in some instances, can provide solutions to problems without fostering understanding of underlying concepts. For this reason, calculators are not permitted on some tests or portions of them.



## Algebra I

Algebra introduces variables into the operations of mathematics. Topics include linear and quadratic equations, inequalities, polynomials, exponents, formulas, and functions, with a strong emphasis on problem solving and graphing.

## Geometry

*Prerequisite: Algebra I*

The study of geometry concerns the discovery, understanding, and proof of plane and space relationships based on the logical use of definitions and deductive reasoning. Topics include logic and methods of reasoning, angle relationships, parallel and perpendicular lines, polygons, congruence, similarity, circles, right triangle trigonometry, volume, and area. Use of algebra is integral to this course.

## Algebra II

*Prerequisites: Algebra I and Geometry*

This course focuses on functions and operations with functions, including transformations, inverses, composition, and functions as mathematical models. Students study algebraic and graphical representation of equations and inequalities in one and two variables, and perform operations with rational expressions, radicals, rational exponents, and complex numbers. The functions covered include linear, quadratic, exponential, logarithmic, and polynomial.

The extended and honors levels of this course are accelerated and include minimal amounts of review and move steadily through the topics. The honors level includes abstract algebra and focuses on proving the theoretical bases of the material. A demonstrated mastery of previous course material and a greater time commitment for homework and reflection are essential.

## Precalculus

*Prerequisite: Algebra II*

This course continues the study of advanced algebra, trigonometry, and precalculus necessary for the study of calculus and statistics. Topics include exponential, and logarithmic functions and trigonometry, and introductory probability and statistics. Depending on the level, other topics may include parametric equations, polar equations, conic sections and limits, sequences, and series and rational functions.

The extended and honors levels of this course include minimal amounts of review and move steadily through the topics. Demonstrated mastery of previous course material, a greater

time commitment for homework and reflection, and increased independent thinking are all essential.

## Statistical Analysis and Applications

*Prerequisite: Precalculus*

This course covers the core topics and skills of descriptive and inferential statistics. Students engage in discovery of characteristics of data and in open-ended problem-solving through group work and projects. This course emphasizes application rather than proof or theory and is not designed to cover the required topics of the AP College Board curriculum.

## AP Statistics **WILL NOT BE OFFERED AFTER 2019-20**

*Prerequisite: Precalculus, or co-requisite with permission of the department*

This course covers all the topics included in the AP Statistics syllabus. The main topics are data organization, inferential statistics, probability as it relates to distribution of data, and the use of regression in mathematical modeling. Students will complete projects collecting and interpreting data.

## Calculus

*Prerequisite: Precalculus*

A non-AP course, Calculus covers the core topics and skills of differential and integral calculus of one variable. The approach will be concept-driven, with open-ended problem solving playing a major role in the class. Topics include distance, velocity, and acceleration relationships; slope functions and linearizations; area functions; differentiation techniques; and optimization. This course will explore applications from various fields, including economics. By the end of the course, students will be introduced to the idea of integrals. This course is not designed to cover all of the required topics in the AP College Board curriculum.

## AP Calculus AB

*Prerequisite: Precalculus Extended or Honors*

This double-period course is a study of differential and integral calculus of one variable and encompasses all of the topics included in the AP College Board AB Calculus syllabus. Topics include techniques of integration and differentiation; problems of volume, area, and distance; related rates and maxima-minima problems; and simple differential equations. Upon completion of the class, students are expected to take the AP Calculus exam.



## AP Calculus BC

*Prerequisite: Precalculus Extended or Honors*

This double-period course is a study of differential and integral calculus of one variable covering all of the topics included in the AP College Board BC Calculus syllabus. In addition to the topics listed in the AB Calculus syllabus, this course will include parametric equations, polar coordinates, sequences, series, and Maclaurin and Taylor polynomials. Theory will be stressed, as well as problem solving. Upon completion of the course, students are expected to take the AP Calculus exam.

## ADVANCED SEMESTER ELECTIVES IN MATH

### Linear Algebra (Fall)

*Prerequisite: AP Calculus (AB or BC) and permission of the department*

This course follows calculus and requires a good deal of rigor and abstract reasoning. It includes the following topics: matrix arithmetic, dot products and cross products, inner product spaces, fundamental spaces of matrices, eigenvalues and eigenvectors, and linear transformations. Students will also independently read on a topic of their choice in advanced mathematics and present a lesson on their reading to the class. In past years, topics have included Fermat's Last Theorem, the Riemann Hypothesis, Godel's Completeness Theorem, and graph theory.

### Advanced Linear Algebra (Spring)

*Prerequisite: Linear Algebra*

Students of introductory linear algebra will continue their study in this advanced course. Topics include QR- and SVD-decomposition; orthogonal diagonalization; Jordan Canonical Form; Unitary, Normal and Hermitian matrices; quadratic forms; linear programming; and various applications such as least squares approximations, Markov matrices, and solving differential equations. Students will also do independent reading on a topic in advanced mathematics and present the results to the class.

### Differential Equations (Fall)

*Prerequisites: solid foundation in AP calculus and be comfortable working independently. In addition, students should have strong organizational skills and be disciplined problem-solvers.*

This course teaches the techniques of how to solve a variety of differential equations from those of the standard first-order and higher to other types requiring a more sophisticated and integrated approach. Students will use computer software to execute calculations, perform simplifications, and generate

visuals that would otherwise be tedious by hand. Necessary topics from calculus and linear algebra not covered in other courses will be taught as needed. Students should be comfortable working independently and be disciplined problem-solvers.

### Multivariable Calculus (Spring)

*Prerequisite: AP Calculus (AB or BC)*

The course continues the study of calculus begun in AP Calculus. Topics include partial derivatives, directional derivatives, vector-valued functions, maxima and minima of functions of several variables, double and triple integrals, and line and surface integrals, and Green's and Stokes Theorems.

### Advanced Topics in Mathematics (Spring)

*Prerequisite: Calculus or AP Calculus (AB or BC) or permission of the department*

This course will introduce students to a variety of topics outside of the typical high school curriculum, including several usually found in college-level mathematics elective courses. Topics might include, but are not limited to, point-set topology, paradoxes, group theory, and formal logic. The course will emphasize the power and beauty of mathematics through the study of these topics and by encouraging exploration and self-discovery of some of the important ideas. Students are expected to complete weekly problem sets as well as complete a presentation on an independent topic outside of the curriculum.

### Mathematics for Computer Science and Engineering (Spring)

*Prerequisite: Students should be in extended or honors level mathematics. No programming experience is necessary.*

This course covers important topics for success in computer science and engineering. Topics to be covered include digital logic circuits, number systems, circuits for addition, algorithmic efficiency, program correctness, divide-and-conquer, recurrence relations, computability, data integrity, graphs, trees, graph algorithms, formal languages, regular expressions, finite-state automata, and Turing machines.

## POTENTIAL NEW OFFERING IN 2020-21

### Advanced Statistical Analysis and Applications

*Prerequisite: Precalculus, or co-requisite with permission of the department*

This course covers the concepts and procedures in descriptive and inferential statistics of one and two variable data. The main



topics are data organization, inferential statistics, probability as it relates to distribution of data and the use of regression in mathematical modeling. Students engage in discovery of characteristics of data and in open-ended problem-solving through group work and projects. Students will use software, especially Excel, enabling them to analyze larger sets of data.

While both levels of this course emphasize application, the extended level requires stronger analytical skills as students delve deeper into the mathematical foundations of inferential statistics.

## PHYSICAL EDUCATION

*Graduation Requirement: Two years of physical education*

The goal of the Physical Education Program is to teach students the knowledge and skills necessary to live a healthy life: to embrace physical activity, to think critically, to cooperate across difference, and to solve problems rationally. Health education is integrated into both ninth grade P.E. and P.E. II. The health curriculum content areas include personal health and fitness; family life education; nutrition; disease prevention and control; growth and development; sexuality education; mental, social, and emotional health; safety and injury prevention; prevention of substance abuse; and community health. The themes of responsible decision-making, respect for the worth and integrity of each individual, respect for and understanding of the diverse populations within our community, and consumer awareness run throughout the program.

### Physical Education I

All 9th grade students participate in physical education. The main goals of this program are to develop problem-solving skills, increase self-confidence, encourage group cooperation, and teach lifetime health and movement skills and knowledge. These goals are met through the Project Adventure Curriculum, which includes cooperative games, group problem-solving activities, and individual and group trust and initiative activities. Students are introduced to a wide variety of team and individual sports, methods of physical conditioning, CPR, and first aid. Grades are based on effort, improvement, positive attitude, and cooperation. Various health topics are covered as well, including nutrition, sexuality, drugs and alcohol prevention, and social, emotional, and mental health.

### Physical Education II

All 10<sup>th</sup> grade students complete a second year of physical education. The program focuses on the maintenance and improvement of health-related physical fitness; e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students acquire the skills, knowledge, and positive attitude necessary to assess and improve upon one's own level of health and wellness. Stress management and intervention techniques such as biofeedback, yoga, and nutritional education as related to sport performance and body composition are integrated with sport, dance, and exercise as the means to achieve and maintain health and wellness.





## SCIENCE

*Graduation Requirement: Three years, to include one life science and one physical science.*

The goal of courses in the science department is to help students gain a sophisticated understanding of the natural world using the scientific method of hypothesis-driven inquiry and mathematical description. Science literacy requires both an understanding of the fundamental concepts that underpin all of nature and the investigative skills necessary for their discovery. Ideally, the students' selection of science courses should combine the broad scope of scientific disciplines with an in-depth comprehension of at least one field. The introductory biology course for all ninth-grade students provides the foundation of scientific concepts and skills for the other science courses. Courses in the life sciences, physics, and chemistry at the intermediate level offer an investigation of relevant concepts in much greater depth. Finally, Advanced Placement courses in biology, physics, environmental science, and chemistry offer students the opportunity to learn science at the most intense and comprehensive level.

### Levels in Courses

To provide maximum opportunity for students to learn at their optimal pace, the science department divides chemistry and physics into two levels: Core and Extended. The Extended sections spend less time introducing and reviewing topics and more time extending ideas and focusing on math-intensive problems. Each level covers the subject matter that is required for students to continue in sequential courses in the curriculum while offering enough challenge and support to develop each student's potential.

### Biology 9 (Grade 9)

This introductory course for all ninth grade students emphasizes student-centered, active learning. The course covers many aspects of biological organization, beginning at the molecular level and progressing to interactions at the level of the biosphere. There is a particular emphasis on the levels of organization of populations, communities, and ecosystems. Integrated into the course are basic biological themes including evolution, diversity of living things, homeostasis, complementary structure and function, and genetics. The course exposes students to the basic laboratory techniques required for further study in the sciences, as well as introducing students to the skills involved in writing lab reports.

### Physiology (Grades 11, 12)

*Prerequisite: Chemistry*

This course explores foundational concepts as they apply to specific diseases. Each year a new disease is examined from epidemiology and clinical diagnosis to the most detailed chemical changes in protein and DNA. Diseases studied in previous years include autism, HIV/AIDS, Alzheimer's, diabetes, and sickle cell anemia. Labs are conducted as open-ended investigation, teaching how to conduct hypothesis-driven research. Past labs have included bacterial homeostasis, enzyme activities, and even the characterization of a zombie outbreak.

### AP Biology (Grades 11, 12) **WILL NOT BE OFFERED AFTER 2019-20**

*Prerequisite: Chemistry*

This course follows the curriculum for the AP Biology exam and includes molecular biology, genetics, physiology, evolution, and ecology. The course reflects 2012 adjustments to the AP curriculum designed to enable students to spend more time understanding biological concepts while developing reasoning skills essential to the scientific practices used throughout their study of biology. A more student-directed, inquiry-based lab experience provides students opportunities to design experiments, collect data, apply mathematical routines, and refine testable explanations and predictions.

### Chemistry (Extended or Core)

In chemistry, we seek to understand what matter does by understanding how electrons, atoms, and molecules interact. This is accomplished through a study of atomic theory, stoichiometry, gas laws, thermodynamics, and equilibrium. In addition, students will apply these concepts through experimentations in the laboratory. The learning in both the classroom and the laboratory includes an environment of self-discovery and discussion.

### *Extended versus Core Chemistry*

To provide the maximum opportunity for students to learn at their optimal pace and to offer enough challenge and support to develop each student's potential, Chemistry is divided into two levels: Core and Extended. The level designations do not appear on any transcripts or records.

Each level builds a solid foundation of chemistry and covers the subject matter that is required for students to continue in the science curriculum. However, the Extended Chemistry sections spend more time understanding concepts and models in a more in-depth manner in addition to focusing on math-



intensive problems. Students in the extended course should feel comfortable spending less time practicing problems in order to move through the material at a more accelerated pace. The Extended Chemistry class is strongly recommended for students interested in pursuing an AP science or who are considering taking AP Chemistry. Students select levels themselves with the advice from their current teacher and the science department.

### **Advanced Chemistry**

*Prerequisite: Core or Extended Chemistry*

In this single period course, students will continue their studies in chemistry by focusing on topics that include molecular bonding theory, thermodynamics, kinetics, equilibrium, electrochemistry, and an introduction to organic chemistry. They will hone their analytical and logical problem-solving skills while developing a clear, comprehensive understanding of atomic structure and reactivity. Independent learning, higher-level error analysis, and experimental designs are emphasized in both the classroom and laboratory.

### **AP Chemistry (Grades 11, 12)** WILL NOT BE OFFERED AFTER 2019-20

*Prerequisite: Chemistry Extended and/or permission of the department*

*Corequisite: Precalculus*

In this course, students hone their analytical and logical problem-solving skills. Through the fast-paced study of topics such as bonding, kinetics, equilibrium, and electrochemistry, and with an emphasis on models and their uses and limitations, students develop a clear, comprehensive understanding of atomic structure and reactivity. Independent learning, higher-level error analysis, and experimental designs are key components of the course. The course encourages the interrogation of existing scientific models and methods.

### **Physics (Extended or Core)**

*Physics Core: Corequisite: Algebra II*

*Physics Extended: Prerequisite: Algebra II*

These courses use observation and inquiry to develop physical concepts. Students observe phenomena, model it mathematically, and use models to predict outcomes. The courses emphasize a conceptual understanding of the laws of physics with a moderate amount of mathematical problem solving, relying on skills developed in Algebra II. Topics include selections from kinematics, force, energy, momentum electricity and magnetism, optics, light, heat, waves, and circuits.

### *Extended versus Core Physics*

To provide maximum opportunity for students to learn at their optimal pace and offer enough challenge and support to develop each student's potential, Physics is divided into two levels, Core and Extended. The level designations do not appear on any transcripts or records. Extended Physics spends less time introducing and reviewing topics and more time extending ideas and focusing on math-intensive problems. Students select levels themselves, with advice from their current teacher and the science department.

### **AP Physics, Level C (Grades 11, 12)** WILL NOT BE OFFERED AFTER 2019-20

*Prerequisites: Permission of the department*

*Corequisite: AP Calculus*

This course follows the curriculum for the AP Physics (level C) test and is comparable to first-year college physics for science and engineering majors. The first semester covers mechanics and the second semester covers electricity and magnetism. Calculus is used throughout the course, and the primary focus is on improving the student's problem-solving skills.

### **AP Environmental Science (Grades 11, 12)** WILL NOT BE OFFERED AFTER 2019-20

*Prerequisites: Chemistry and permission of the department*

This course follows the curriculum for the AP Environmental Science Exam and is taught at an introductory college level. Major topics include a review of ecological principles, geology and earth systems, biodiversity, biogeochemical cycles, human population growth, energy, pollution and environmental health, natural resource management, and global climate change. This course will have laboratory and fieldwork.

### **Hot, Crowded, and Hungry: Research in Environmental Science**

This course is designed for students who wish to engage in the scientific study of ecology and environmental science through extensive field investigations and experiments in the laboratory. We will explore topics such as climate change, biodiversity, wildlife biology, and water quality within the context of our need to feed, house, and provide energy for a growing global population. While there will be a significant amount of fieldwork and hands-on investigations over the course of the year, we will also spend a considerable amount of time discussing current events relating to these topics. Students will have the opportunity not only to build skills in the use of the scientific method, critical analysis, and the interrogation of



data, but also to design and carry out their own experiments in the laboratory and in the field. One overnight trip is likely to be included as part of the course depending on student availability and scheduling.

### **Neuroscience**

See listing under Interdisciplinary Department.

### **Quantum Mechanics and Special Relativity**

*Prerequisite: AP Calculus and AP Physics, or permission of the department*

This course focuses on two primary topics in modern physics: special relativity and quantum mechanics. Special relativity involves time and spatial descriptions of physical phenomena when speeds approach the speed of light. The quantum mechanics section will focus on models in wave mechanics that form the basis for much of modern physics and physical chemistry. The course will also review experiments conducted in the early 20th century that led to the development of quantum mechanics as a field of research.

### **Research Methods in Biology (Grade 12)**

*Prerequisites: Physiology or AP Biology, Extended Chemistry, prior experience in a research laboratory, or approval of the department*

The Research Methods course teaches students how to think like a scientist through hypothesis-driven inquiry by involving the student in authentic research investigations. Specific skills taught include understanding scientific literature, designing experiments, conducting contemporary biotechnological methods, using statistical and graphical analysis of data, and writing professional scientific reports. The first semester consists of conducting two or three long-term, open-ended investigations in which these skills are learned and applied. The second semester is dedicated to group research investigations of the students' choice after the teacher's approval of a formal research proposal.

## **SEMESTER ELECTIVES IN SCIENCE**

### **Astronomy (Fall)**

This course is a scientific exploration of the human place in the universe. We study the origin and history of the universe in addition to the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. Students will study the properties of light

and matter as well as the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe, and the search for extraterrestrial life. Note: This course does NOT fulfill the physical science requirement and it is NOT a prerequisite for Astrophysics.

### **Astrophysics (Spring)**

*Prerequisite: Algebra II*

This course focuses on how the physical laws determine the structure and evolution of stars, galaxies, and the universe as a whole. Emphasis is placed on understanding how observational evidence allows us to understand the universe. Topics will include the evolution of stars, galaxies and the universe as a whole. We will dig deep into the topics of gravity and spectroscopy to understand these cosmic processes. Students will analyze real data taken from astronomical objects. This is a fast-paced course that often uses algebra and trigonometry to model our universe and its laws. Facility and comfort with these mathematical topics is a must. Note: This course does NOT fulfill the physical science requirement.

### **Investigations in Botany (Fall)**

*Prerequisite: Biology 9*

This is a Botany course designed for students who have an interest in a greater understanding of vascular plants and how they function. Course content will include plant taxonomy, plant histology, plant metabolism, and plant evolution. Discovery learning will include a herbarium collection, mineral nutrient deficiencies in plant growth, pollinating mechanisms in plants, and a look into the ecological and economic importance of the plants to humankind.

### **Evolutionary Biology (Spring)**

*Prerequisite: Biology 9*

This course is designed for students with a keen interest in exploring Biology from an evolutionary viewpoint. The content of the course will be based on fundamental insights of Darwin's Theory of Natural Selection. This course, unlike traditional biology courses, will be divided into the following themes: variation and mutation, genetic drift, modes of selection, reproductive isolating mechanisms, natural selection and speciation. The course will culminate with patterns and processes in macroevolution, punctuated equilibrium, origin of life, phylogeny, and human origins.



### **Forensic Science (Fall, Spring, or both Semesters)**

This course explores the science behind crime scene evidence. Students learn how to secure and record evidence at a crime scene. Additional topics include exploration of DNA collection and its replication through PCR, the movement and patterns of fire in arson investigations, and the use of chromatography as a confirmatory test for many different types of trace evidence. Application of knowledge will be completed through numerous crime scene scenarios and labs. The content for each semester will be independent of the other; one semester is not required in order to take the other, and students may take both semesters without having material repeat. Please note: Forensic Science does NOT fulfill the physical science requirement.

### **Game Theory (Fall & Spring)**

*Prerequisite: Algebra II*

This semester-long course is designed for students to develop their ability to make and analyze strategic decisions during interactions (or as we call them: games). Students will learn to solve classic games, such as “chicken,” while refining their strategies for more complex games, such as the repeated prisoner’s dilemma. As we progress through the semester, we will study more advanced ideas such as strategic moves, ultimatums, Nash equilibriums, and strategic irrationality. The semester will conclude with a discussion of how to relate our understanding of game theory to real-life situations, ranging from navigating the internet to decision making during the Cuban Missile Crisis.

## **POTENTIAL NEW OFFERINGS IN 2020-21**

### **Molecular and Cellular Biology**

*Prerequisite: Chemistry*

This course will give students a comprehensive and rigorous overview of foundational topics in the discipline of cellular and molecular biology. Students will conduct an in-depth exploration of the cell as a dynamic center of complex processes such as cell proliferation, cell differentiation, cell signaling and communication, and bioenergetics. The various course concepts will be connected through a central theme, such as cancer biology or molecular genetics. This course will also include a significant lab component, where students will have opportunities to design experiments, collect data, apply mathematical routines, and refine testable explanations and predictions. Engaging in open-ended investigations will emphasize and develop critical thinking skills. A strong background in chemistry is necessary.

### **Genetics and Evolutionary Biology**

*Prerequisite: Biology 9*

This course is designed for students with a keen interest in biology from an evolutionary viewpoint. The content of the course will begin with an exploration of Darwin’s Theory of the Origin of Species, the basis for an understanding of the complexity and richness of life on earth. This course will be divided into the following themes: the historical framework of evolutionary biology and, more substantially, the organic framework of evolution, which includes cell division, genes and chromosomes, Mendelian genetics, molecular genetics, origins of variation, genetic basis of microevolution, patterns and processes in macroevolution, and the origins and diversity of life. In the first semester, molecular genetics will be the underlying principle. In the second semester, controversies surrounding the origins of life on Earth will be discussed and students will examine the phylogeny of six Kingdoms in depth. The capstone of the course will focus on human evolution.

### **Advanced Topics in Chemistry**

*Prerequisite: Chemistry Extended*

In this course, students will continue their studies in chemistry by focusing on topics that include thermodynamics, kinetics, equilibrium, acid-base chemistry, electrochemistry, valence bond theory, molecular orbital theory, experimental design, and data analysis. They will hone their analytical and logical problem-solving skills while developing a clear, comprehensive understanding of atomic structure and reactivity. Independent learning, higher-level error analysis, and experimental designs are emphasized in both the classroom and laboratory.

### **Mechanics**

*Corequisite: Calculus*

This course provides a systematic development of the main principles of physics, emphasizing problem-solving and helping students develop a deep understanding of physics concepts. Specifically, the class will cover kinematics, Newton’s laws, work, energy, power, linear momentum, circular motion and rotation, oscillations, and gravitation. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus, and will include a laboratory component.





## **Electricity and Magnetism**

*Prerequisite: Calculus*

Electricity and Magnetism covers electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Calculus is used throughout the course to formulate physical principles and apply them to physical problems. The primary focus is on improving the student's analytic problem-solving skills.

## **Advanced Global Scientific Issues in the Environment**

*Prerequisite: Chemistry*

This laboratory course allows students to delve into the study of select major environmental issues. Topics may include global warming, recycling of materials, air pollution, drinking water, and various environmental toxins. Supplementing classwork are field studies and trips that emphasize a hands-on, interdisciplinary approach to environmental assessment. Experiencing and understanding the plant and animal life common to the mid-Atlantic region fields and forests, students will spend much of the spring also studying the re-emergence of life in the green spaces in the greater DC region.

## **WORLD LANGUAGES**

*Graduation Requirement: At least two successive years of the same language completed in high school.*

The World Languages Department offers a wide range of courses across four language programs: Chinese, French, Spanish, and Latin. All programs include a course at the introductory level and progress through intermediate- and advanced-level courses up to the college-level courses of Advanced Placement and advanced literature and culture seminars. As they progress in their language study, students gain competency in auditory and oral skills, in reading and writing, and in cultural awareness.

The World Languages Department seeks to have students sufficiently proficient to ensure successful passage to the next sequential course. While a student with a low passing grade may advance to the next level, under such a circumstance the department strongly recommends that such students pursue significant remedial study prior to beginning a new course. Questions regarding study options may be directed to the department chair.

### **Placement**

Initial placement of students in language classes is determined through a brief language placement test given by the department. The placement test includes a written and an oral component. The goal is to determine the course that best develops each student's potential and continued growth.

### **Foundations I in Chinese**

This course is designed to help students develop basic communication skills by building a strong foundation of grammar and vocabulary. While instructional emphasis is placed on oral communication, reading and writing Chinese characters is introduced at this time. Study is complemented by other resources, such as Chinese music, film, and children's stories and varied classroom projects, including videos and in-class skits. Chinese culture is one of the core elements in this first year of study.

### **Foundations II in Chinese**

While continuing to focus on the development of oral/aural skills in communicative contexts, students undertake a comprehensive study of grammar and build a large practical vocabulary. Students expand their foundation in reading and writing characters. Reading selections, music, art, videos, and films further familiarize students with the culture of China.





## Chinese Language & Culture

In this intermediate course, students continue to develop proficiency in speaking/listening and reading/writing on a wide variety of current themes and issues by learning advanced vocabulary and grammatical structures. The course's audio/visual material introduces students to everyday situations and to cultural traditions in the Chinese-speaking world. Great emphasis is placed on developing the students' skills in writing and presenting in Chinese.

## Advanced Chinese Language & Culture

### *Prerequisite: Chinese Language & Culture*

This advanced-level class is designed for students who have completed Chinese Language & Conversation. Students continue to work with the Far East Chinese for Youth series and to hone their ability to discuss cultural topics with greater proficiency in the target language. Technology plays a key role in teaching, learning, practicing, and developing outreach project, including a pen pal program, video conferences, multimedia resources for the use of learning, and computer-based assessments.

## Advanced Topics in Chinese Studies

This is a college level course, as an alternative for AP course. This course will focus on the Chinese studies on history, philosophy, literature, and culture. Students will take an exploration of Chinese history, culture, philosophy, and society as it has been presented in the 20th and 21st century through the medium of film and literature. By engaging the contemporary uses of the Chinese language, students will work to improve their skills in the language and to broaden their awareness of its roots in a very rich and ancient past as well as the current issues of our day.

## Advanced Topics in Chinese Studies II

This course aims to help students continue building a solid foundation for four basic skills—listening, speaking, reading, and writing—in an interactive and communicative learning environment. With a focus on current events and contemporary Chinese culture, the course deepens students' grounding in linguistic competences and cultural competency and prepares them for advanced college level study of Chinese.

This course will provide students with extensive language skills and broad cultural exposure. The course is organized in eight units by cultural themes for two semesters. This course will follow the guidelines from the American Council on the Teaching of Foreign Languages (ACTFL). Students will be able to demonstrate their Chinese proficiency across

the three communicative modes (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities).

Students will have ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture.

By the end of the academic year, students are expected to attain the Advanced Low level of proficiency (ACTFL Oral Proficiency Guidelines), meaning that students should have acquired the ability to handle successfully most uncomplicated communicative tasks and social situations. Students will be able to initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics.

## Foundations I in French

This course is designed both for students who have had no previous work in French and those who need to perfect their elementary skills before going on to Foundations II. Primary emphasis is on acquisition of vocabulary and mastery of basic verb forms. All four skills—understanding, speaking, reading, and writing—are emphasized. Reading selections and videos introduce students to the geography and culture of France and of other French-speaking areas of the world.

## Foundations II in French

While continuing the development of oral-aural skills, students undertake a comprehensive study of grammar and build a large practical vocabulary. Students are also introduced to writing. Reading selections and watching videos introduce students to the geography and culture of France and of other French-speaking areas of the world.

## French Language & Culture

Students continue to develop proficiency in speaking and writing on a wide variety of current themes and issues by learning to use advanced vocabulary, verb forms, and grammatical structures. Oral skills are enhanced through viewing and discussing selected videos. Reading skills and cultural awareness are developed through the study and discussion of articles from French periodicals and excerpts from French and Francophone literature.

## Introduction to French Literature

This course introduces students to the study of major French works such as *Le petit prince* by Saint-Exupéry and *Huis Clos* by Sartre. Students will also watch a movie, *Au revoir les enfants*, by



Louis Malle, and short authentic videos to develop their listening comprehension skills. Through the discussion of literary texts, videos, and cultural themes, students will review and expand grammatical concepts and acquire an extensive vocabulary. Emphasis is put on oral and written proficiency and students are encouraged to speak and write more critically and analytically.

### **Advanced French Language and Culture**

This course is designed for those students who have completed Introduction to French Literature, but who are looking for a course less demanding than AP French Language and Culture. The course, through units of cross-cultural study, allows students to explore various themes such as family, education, and immigration. It uses films, readings, and related art forms as a springboard for discussion, presentation, and improvisation as well as creative and analytical writing. Comprehensive grammar review and vocabulary building exercises are included. *Not offered as a Pass/Fail Option.*

### **AP French Language & Culture**

*Prerequisite: Permission of the department*

The AP French Language and Culture course is a rigorous course taught exclusively in French that requires students to improve their proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. These three modes of communication, defined by the Standards for Foreign Language Learning in the 21st century, are fundamental to the AP French Language & Culture course. At the heart of real-world communication lie six overarching themes, which students meet and master through authentic texts and multimedia materials gathered from throughout the French-speaking world that provide a diverse learning experience. Students are required to engage in real-life activities outside the classroom to enrich their French language and culture experience. *Not offered as a Pass/Fail Option.*

### **Francophone Literature & Culture**

*Prerequisite: AP French Language & Culture*

This college-level course focuses on the Francophone world while further developing language skills and imparting a greater facility in speaking, reading, and writing in French. Emphasis is also placed on vocabulary acquisition. Following a historical introduction and a study of French authors, the diversity of Francophone cultures and voices is explored through the works of writers from Canada, the French Antilles, and Western and Northern Africa. This course explores various themes such as loss, exile, identity, and women's voices. *Not offered as a Pass/Fail Option.*

### **Foundations I in Latin**

This course is designed for students with no experience in Latin or for those who need to strengthen their knowledge of the basics. Students learn Latin through a natural language approach by reading, writing, listening, and speaking. The material introduces students to an understanding of the ancient Mediterranean world and the daily life of its various inhabitants. During this first year, great emphasis is placed upon building a strong vocabulary and the fundamentals of the Latin noun system.

### **Foundations II in Latin**

This course continues the work of Foundations I, introducing students to the more complex constructions of Latin, especially to its very flexible verb system. Building a strong vocabulary and being able to comprehend spoken as well as written Latin remain primary goals. The students continue learning the foundations of the culture—especially the mythology, heroes, and heroines—of the ancient Mediterranean world to prepare them to read Classical Latin literature.

### **Latin Language & Culture**

This course completes the student's introduction to the Latin language. Students work on mastering the classical idiom, especially its love of subordinate clauses. As they study ancient Mediterranean history to understand the ethical and political systems that gave birth to the modern world, great emphasis is placed on building the students' confidence in writing and speaking Latin. To achieve this end, students read the works of ancient authors such as Catullus, Martial, Cicero, Plautus, and Petronius as they learn to discuss and write about these texts in the language itself.

### **Introduction to Latin Literature: From Myth to Sci-Fi**

This course focuses on imaginary worlds created over the millennia from ancient Greece and Rome to early-modern Europe. Students will read and discuss a range of texts about imaginary worlds to improve their abilities in Latin to speak and to write more critically and analytically. The texts of this course will appeal to the lovers of myth, of fantasy, of science, and of philosophy as each of the potential authors (Ovid, Apuleius, Thomas More, and Baron Holberg) will open for us conversations into how we think, talk, and live in our imaginations. Students will continue to speak, read, write, and converse using these texts, which will allow them to write and act in their own creative projects.



### **Urbs Aeterna: The History, Literature, and Topography of Rome**

*Prerequisite: Introduction to Latin Literature or department approval.*

This advanced level course is a 3,000-year survey of Rome as a window into the human condition. Through the study of archaeological remains, Latin literature, inscriptions, and urban design, with authors ranging from Plautus in the 3rd century B.C. up to the current Pope of Rome, students will explore some of the great themes of civilization that continue to confront us such as inequality, the place of religion, freedom of conscience, human dignity, and how these ideas manifest themselves not only in language but also in art and architecture.

### **Speculum Vitae: Latin Comedy**

*Prerequisite: Advanced Latin Literature: Myth to Sci-Fi or Departmental Approval*

In this advanced course, students read from and perform parts of comedies from the playwrights Plautus (ca. 250-184 BCE) and Terence (ca. 195-159 BCE). Students gain an understanding of how dramatic comedy grew out of religious festivals and Rome's emergence as an empire into the world of Hellenism. Students also write their own comic skits according to the types inherited or invented by the Romans.

### **Foundations in Spanish**

Designed for students who have had no previous experience in the language and for those who need to reinforce basic skills, this course simultaneously builds all four language competencies (speaking, listening, reading, and writing). Students learn how to communicate on very familiar topics using a variety of words, phrases, and simple sentences. Through various media, students encounter aspects of Spanish culture. This course is taught primarily in Spanish.

### **Integrations in Spanish**

Designed for students who have completed Foundations or have demonstrated the equivalent level of proficiency, this course continues building all four competencies (speaking, listening, reading, and writing.) Students will use a series of simple sentences in given contexts to navigate everyday situations and create with the language. Emphasis is placed on students' further engagement with materials from Spanish cultures. This course is taught primarily in Spanish.

### **Applications in Spanish**

Designed for students who have completed Integrations or have demonstrated the equivalent level of proficiency, this course reviews and reinforces the four language skills (speaking, listening, reading, and writing) thereby strengthening all modes of communicating: interpreting, conversing, and presenting. Students practice maintaining conversations with one another, as well as understanding and organizing information across multiple time frames on a variety of topics related to everyday life and personal interests. This course is taught entirely in Spanish.

### **Spanish Language & Culture**

This course is designed for students who have completed Applications or have demonstrated the equivalent level of proficiency. Emphasis is placed on developing more advanced structures in various timeframes and expanding vocabulary, applied in more extensive oral and written presentations. Furthermore, students explore in greater depth socio-cultural, historical, and literary topics through resources such as short stories, art, films, and readings. These themes provide context for further developing the skills required for interpretive, communicative, and presentational modes. This course is taught entirely in Spanish.

### **Introduction to Spanish Literature**

*Prerequisite: Spanish Language & Culture course or a placement exam*

This course introduces students to the study of Spanish and Latin American writers such as Jorge Luis Borges, Pablo Neruda, Gabriel García Márquez, Ana María Matute, Isabel Allende, among others. Focus is placed on readings and discussions of literary texts and diverse cultural themes. Students expand their vocabulary and refine their oral and written expression through informative class presentations, creative compositions, and persuasive and analytical essays. Resources such as films, documentaries, interviews, and videos enhance students' interpretive skills. This course is taught entirely in Spanish.

### **Advanced Topics of the Spanish-Speaking World**

*Prerequisite: Introduction to Spanish Literature*

This course is designed for students who have completed Introduction to Spanish Literature or wish to continue their studies beyond AP Spanish Language and Culture or Advanced Spanish Literature. Works from Spanish, Latin American, and Caribbean authors provide a base for cross-cultural exploration and discussion of cultural, historical, literary, and sociopolitical



issues. Course work includes analysis of African and indigenous cultural concepts as well as creative writing. In addition, students will examine issues related to cultural identity, immigration, feminist cultural expression, contemporary political trends, and the environment. The course stresses proficiency in reading, writing, listening, and speaking at an advanced level through various cultural expressions, including music, film, literature, and journalism. Emphasis is placed on vocabulary acquisition.

### **AP Spanish Language & Culture**

*Prerequisite: Introduction to Spanish Literature and permission of the department*

The AP Spanish Language & Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. These three modes of communication, defined by the Standards for Foreign Language Learning in the 21st Century, are fundamental to the AP Spanish Language & Culture course. At the heart of real-world communication lie six overarching themes, which students meet and master through authentic texts and multimedia materials both gathered from throughout the Spanish-speaking world and providing a diverse learning experience. Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experience.

### **Advanced Spanish Literature**

*Prerequisite: Permission of the department*

This course offers advanced Spanish students an opportunity to read literature on a college level from a variety of Hispanophone cultures. The year is devoted to Latin American literature and literature from Spain. Readings are selected from contemporary works and will include poetry and short stories from the likes of José Martí, Rubén Darío, Juana de Ibarborou, Luis Palés Matos, Gabriel García Márquez, Juan Rulfo, and Federico García Lorca. Movies and songs are included as integral parts of the literature's culture and are intended to enhance oral, writing and analytical skills through essays, presentations, and the exchange of ideas on politics, history and literature. Feminism, black literature, avant-garde, magical realism are topics that demand from the student consistent oral input, which will require the integration of other academic fields. All together, we will continue to sharpen all the student's skills in the study of the language and the culture.

