



# VES CURRICULUM GUIDE



2019 - 20

# CURRICULUM

## GUIDE

The VES Curriculum Guide has been designed to provide students and parents with information about course offerings and basic requirements necessary for VES graduation.

Through our academic program, students will pursue STEM disciplines, explore diverse perspectives in the humanities, enjoy artistic endeavors, and build their fluency in another language and culture. VES courses are designed to develop curious, innovative thinkers and producers, who:

- create, transform and apply knowledge and come to see the disciplines as powerful lenses to understand the world.
- ask compelling questions and think critically.
- bring people together to collaborate in solving multifaceted problems.
- express their ideas with confidence and clarity.

Please thoroughly review this information. Thoughtful and deliberate planning of your coursework will ensure that you are well-prepared for your future. We encourage you to work closely with your advisor and, when appropriate, our college counselors to develop a clear path and specific course selections that excite and challenge you as you strive Toward Full Stature.

# GRADUATION

## REQUIREMENTS

Each student must earn at least 19 credits to graduate. All VES students must carry a course load of at least six classes per term, unless an exception is approved by the Academic Dean and Associate Head of School. Students must choose at least five core classes each year, and they may choose from a variety of electives each term. All courses listed below are one credit, unless otherwise noted.

**ENGLISH** (4 credits required. Students must be enrolled in an English class at all times.)

English 9: Culture & Identity  
 English 10: Communities & Power  
 American Writers  
 AP Literature & Composition  
 AP Language & Composition

English Seminar: Book Design  
 & Literature  
 English Seminar: Poetry across  
 the Curriculum  
 English Seminar: Classical Literature  
 & Contemporary Adaptations

**HISTORY** (3 credits required, including US History. The third credit can include 2 one-term courses.)

Global Cultures  
 Modern World History  
 AP World History  
 US History  
 AP United States History  
 Economics

US Government  
 AP US Government & Politics  
 Contemporary American History:  
 1945-Present  
 Psychology

**MATHEMATICS** (3 credits required, including Algebra I, Geometry, Algebra II/Trigonometry)

Algebra I  
 Geometry  
 Honors Geometry  
 Algebra II/Trig  
 Honors Algebra II/Trig  
 Math Analysis  
 Honors Math Analysis

Statistics  
 AP Statistics  
 Calculus  
 AP Calculus AB  
 AP Calculus BC  
 Multivariable & Vector Calculus  
 Science & Math Advanced  
 Consortium

**SCIENCE** (3 credits required, including Biology and either Chemistry or Physics)

Biology  
 Honors Biology  
 AP Biology  
 Chemistry  
 Honors Chemistry  
 AP Chemistry  
 Human Anatomy  
 & Physiology

Physics  
 AP Physics  
 AP Environmental Science  
 Science & Math Advanced  
 Consortium  
 Introduction to Sports Medicine  
 (.5 credit)

# GRADUATION

## REQUIREMENTS

### **WORLD LANGUAGES** *(2 credits required in the same language)*

Chinese III & IV	Spanish I-V
French I-V	Honors Spanish III & IV
AP French Language & Culture	AP Spanish Language & Culture
	Spanish VI: Advanced Seminar

### **THE ARTS** *(1 credit required)*

Introduction to the Arts <i>(.5 credit)</i>	Glee Club <i>(.5 credit)</i>
Ceramics I <i>(.5 credit)</i>	Jazz Ensemble <i>(.5 credit)</i>
Ceramics II <i>(.5 credit)</i>	Vocal Ensemble <i>(.5 credit)</i>
Advanced Ceramics <i>(.5 credit)</i>	AP Music Theory
Digital Photography <i>(.5 credit)</i>	Video Production I <i>(.5 credit)</i>
Studio Art I	Video Production II <i>(.5 credit)</i>
Studio Art II	Acting <i>(.5 credit)</i>
AP Studio Art	Technical Theater <i>(.5 credit)</i>
Portfolio Development	Advanced Performance <i>(.5 credit)</i>
	Public Speaking <i>(.5 credit)</i>

### **COMPUTER SCIENCE** *(.5 credit required)*

- Computer Science I - Collaboration & Design *(.5 credit)*
- Computer Science II - Programming & Web Design *(.5 credit)*
- Computer Science III - Body Recognition Programming *(.5 credit)*
- Computer Science IV - App Design & Networking *(.5 credit)*

### **RELIGION** *(.5 credit required)*

- New Testament *(.5 credit)*
- World Religions I *(.5 credit)*
- World Religions II *(.5 credit)*

# DISTINCTIVE ACADEMIC

## PROGRAMS

### ADVANCED STUDIES PROGRAM

Students achieving the most advanced course in a particular discipline VES offers and who seek to explore a related topic in greater depth may be approved to pursue Advanced Studies credit in that specific discipline. Advanced Studies students complete a rigorous application process, gain the support of a faculty mentor, and set their own deadlines and goals as they develop a project to present to the VES community. Grades are based on the final project, the presentation and on their process, especially their ability to work independently and display mature habits of mind as they pursue their goals.

### SCIENCE & MATH ADVANCED CONSORTIUM

This course is a year-long, senior academic offering and is considered a core academic class (.5 credit Math, .5 credit Science). The course is team taught and provides rigorous interdisciplinary study in a collaborative and project-based setting. The course quickly moves toward a student-driven format with an emphasis on design thinking throughout, culminating in a year-end group project presented to the school community. Rising seniors who have excelled in advanced math or science coursework may apply to take this class.

### ADVANCED PLACEMENT PROGRAM

VES offers 16 AP courses. While students must meet requirements to enroll in certain AP courses, others are open to any interested student. VES students have been recognized by the AP Scholar Program as:

<b>Scholars</b>	135	<b>Scholars with Distinction</b>	87
<b>Scholars with Honors</b>	46	<b>National Scholars</b>	14

### 9<sup>TH</sup> GRADE ARC COLLABORATIVE

The 9<sup>th</sup> Grade ARC Collaborative provides an interdisciplinary introduction to three subject areas that students can apply across their VES experience and future studies. 'A' stands for the Arts, which students engage with through a trimester-long Introduction to the Arts course; 'R' stands for Reasoning, which is the focus of their trimester in the Critical Thinking course; 'C' represents their study in Computer Science I.

The ARC Collaborative enriches students' learning in core subject areas while exposing them to other aspects of our curriculum that may spark a new interest, talent or passion to pursue further over the course of their VES career. In short, the ARC courses are a meaningful segment in the path of our ninth graders' high school experience.

# HONORS & AP ADMISSION

## CRITERIA

### HONORS & ADVANCED PLACEMENT COURSES

Because of the demands, rigor and focus of AP courses, it is important that we help students make thoughtful decisions with regard to AP classes and the Honors courses that often lead into them. The first step is establishing a thoughtful pattern of academic growth and maturity. Therefore, VES has set the following limits on the number of AP courses a student may take without seeking approval from the Associate Head of School.

Grade 9 - no AP classes

Grade 10 - 1 (students accelerated in math or a world language may appeal to take 2)

Grade 11 - 3 (students accelerated in math or a world language may appeal to take 4)

Grade 12 - no limit

We also encourage the student, the advisor and the parents to consider the demands of Honors-level courses as they plan for and review the student's overall schedule.

Note that most every AP course has required summer work.

### HONORS & AP COURSE ADMISSION CRITERIA

To determine the student's strong aptitude, achievement and interest in the particular subject matter, and to aid students in making thoughtful academic decisions with regard to Honors/AP coursework, the Academic Departments present the Honors/AP course options and course admission criteria listed on the following pages.



# HONORS & AP ADMISSION

## CRITERIA

### ENGLISH

The following criteria are considered for admission into either AP Literature or AP English Language & Composition:

1. Support of the department and recommendation of the student's current English teacher, which emphasizes the student's demonstrated interest in reading and writing well
2. Average grade of 90 or higher in the student's current English class
3. PSAT Evidence-Based Reading and Writing score of 550 or higher (or an equivalent score on the SAT, Pre-ACT or ACT)
4. Satisfactory writing sample
5. Scores > 3 on any previous AP exams

Meet all criteria—Approved

Meet 4 of 5 criteria—Approval Likely

Meet 3 of 5 criteria—Approval Unlikely

Meet < 2 of 5 criteria—Not Approved

### FINE ARTS

The following criteria are considered for admission into an AP Fine Arts course:

#### AP Music Theory

1. Assessment of musical skills, literacy and working knowledge of basic music theory
2. Ability to sing or whistle on pitch
3. Recommendation of the teacher

#### AP Studio Art

1. Completion of an entry-level art class with a grade of 90 or better
2. Successful evaluation of the student's work by the instructor
3. Completion of a satisfactory number of pieces for the AP Studio Art portfolio in the year preceding enrollment in the actual class
4. Satisfactory completion of summer work

Meet all criteria—Approved

Meet 3 of 4 criteria—Approval Likely

Meet 2 of 4 criteria—Approval Unlikely

Meet < 2 of 4 criteria—Not Approved

# HONORS & AP ADMISSION

## CRITERIA

### FOREIGN LANGUAGE

The following criteria are considered for admission into Honors/AP Language courses:

#### AP Spanish Language & Culture

Completion of Honors Spanish IV with an average grade of 90 or better, the support of the department and the recommendation of the current teacher are required.

#### AP Spanish Literature

Completion of the AP Spanish Language and Culture course with an average grade of 85 or better and a score of > 3, the support of the department and the recommendation of the current teacher are required.

#### AP French Language & Culture

Completion of French IV with an average grade of 90 or better, the support of the department and the recommendation of the current teacher are required.

### HISTORY

The following criteria are considered for admission into an AP History course:

#### AP World History

10<sup>th</sup> graders must have:

1. Average grade of 88 or better in their previous English and history classes
2. Support of the department and recommendation of their current history teacher

12<sup>th</sup> graders must have:

1. Average grade of 88 or better in their previous English and history classes
2. PSAT Evidence-Based Reading and Writing score of 530 or better (or an equivalent score on the SAT, Pre-ACT or ACT)
3. Support of the department and the recommendation of their current history teacher
4. Score of > 3 on any previous AP exams

# HONORS & AP ADMISSION

## CRITERIA

### HISTORY (CONTINUED)

#### AP US History

1. Average grade of 88 in previous English and history classes
2. PSAT Evidence-Based Reading and Writing score of 530 or better (or an equivalent score on the SAT, Pre-ACT or ACT)
3. Support of the department and the recommendation of their current history teacher
4. AP score of > 3 on any previous AP exams

Meet all criteria—Approved

Meet 3 of 4 criteria—Approval Likely

Meet 2 of 4 criteria—Approval Unlikely

Meet < 2 of 4 criteria—Not Approved

#### AP US Government & Politics

10<sup>th</sup> graders must have:

1. Average grade of 88 or better in their previous English and history classes
2. Support of the department and recommendation of their current history teacher

12<sup>th</sup> graders must have:

1. Average grade of 88 or better in their previous English and history classes
2. PSAT Evidence-Based Reading and Writing score of 530 or better (or an equivalent score on the SAT, Pre-ACT or ACT)
3. Support of the department and the recommendation of their current history teacher
4. Score of > 3 on any previous AP exams

Meet all criteria—Approved

Meet 3 of 4 criteria—Approval Likely

Meet 2 of 4 criteria—Approval Unlikely

Meet < 2 of 4 criteria—Not Approved

# HONORS & AP ADMISSION

## CRITERIA

### **MATHEMATICS**

The following criteria are considered for admission into Honors/AP Mathematics courses:

#### **Honors Geometry**

Students must have successfully completed Algebra I with an average of 85 or better.

#### **Honors Algebra II**

1. Completed Honors Geometry with an average grade of 85 or better or Geometry with an average grade of 90 or better
2. The support of the department and the recommendation of their current teacher

#### **Honors Analysis**

1. Completed Honors Algebra II with an average grade of 85 or better or Algebra II with an average grade of 90 or better
2. The support of the department and the recommendation of the current teacher

#### **AP AB Calculus**

1. A grade of 90 or better in Honors Analysis
2. The support of the department and the recommendation of their current teacher
3. PSAT Math score of 550 or better (or an equivalent score on the SAT, Pre-ACT or ACT)

#### **AP BC Calculus**

1. Successfully completed the AP Calculus AB course by scoring  $> 3$  on that exam
2. The support of the department and the recommendation of their current teacher

#### **AP Statistics**

1. An interest in pursuing higher-level mathematics
2. Completed Algebra II/Trigonometry with an average of 85 or better
3. The support of the department and the recommendation of their current teacher
4. PSAT Critical Reading score of 500 or better (or an equivalent score on the SAT, Pre-ACT or ACT)

# HONORS & AP ADMISSION

## CRITERIA

### SCIENCE

The following criteria are considered for admission into Honors/AP Science courses:

#### Honors Biology and Chemistry

1. The support of the department and the recommendation of their current teacher
2. Evidence of a keen interest and strong performance in the study of science

#### AP Biology

1. Support of the department and recommendation of the current science teacher
2. Completion of both regular/Honors Biology and regular/Honors Chemistry with an average of 88 or better on each
3. PSAT Evidence-Based Reading and Writing score of 530 or better (or an equivalent score on the SAT, Pre-ACT or ACT)
4. Score > 3 on previous AP exams taken

#### AP Chemistry

1. Support of the department and recommendation of the current science teacher
2. Completion of a previous chemistry course, earning 90 or better in Chemistry or 85 or better in Honors Chemistry
3. Completion of Honors Algebra II/Trigonometry with an average of 85 or better
4. PSAT Math score of 550 or better (or an equivalent score on the Pre-ACT, SAT or ACT)
5. Score > 3 on previous AP exams taken

#### AP Environmental Science

1. Support of the department and recommendation of the current science teacher
2. Completion of Algebra II
3. Completion of Biology and Chemistry with grades of 90 or better (Honors Biology and Honors Chemistry with grades of 85 or better)
4. PSAT Evidence-Based Reading and Writing score of 550 or better (or an equivalent score on the Pre-ACT, SAT or ACT)
5. Score > 3 on previous AP exams taken

# HONORS & AP ADMISSION

## CRITERIA

### AP Physics

1. Support of the department and the recommendation of the current science teacher
2. Completion of Honors Algebra II/Trigonometry or Honors Math Analysis with an average grade of 85 or better and/or Algebra II/Trigonometry or Math Analysis with an average of 90 or better
3. Completion of Physics or Honors Chemistry with an average grade of 90 or better
4. PSAT math score of 550 or better (or an equivalent score on the PLAN, SAT or ACT)
5. Score > 3 on previous AP exams taken

Meet all criteria—Approved

Meet 3 of 4/5 criteria—Approval Likely

Meet 2 of 4/5 criteria—Approval Unlikely

Meet < 2 of 4/5 criteria—Not Approved



# ENGLISH >>>



VIRGINIA EPISCOPAL SCHOOL

# ENGLISH

## COURSES

We think of Shakespeare as a writer, but he was formatively a reader of books and life. It was said of Shakespeare that he could get more from a single book than most people could from the whole British Museum. He mastered the art of absorption and synthesis, the ability to read and appreciate and, with that knowledge, make something new. These are our goals in the VES English department. And Shakespeare was a man of the world too—not just academically inclined. So when one reads Shakespeare, one finds everything from references to curing leather (his father was a glove maker) to legal terms he picked up likely while suing his neighbors. Literature ought to include everything, and it does at VES, where material ranges from the classics to modern best sellers to the students' own lives and experiences.

Books help give you something to say, and they help you learn to say it well. The VES English program intensively promotes writing, whether in formal essays about literature or personal narratives. We believe that in reading we might discover the world; and in writing, we might reintroduce the world to itself.

ENGLISH 9: CULTURE & IDENTITY

ENGLISH 10: COMMUNITIES & POWER

AMERICAN WRITERS

AP ENGLISH LANGUAGE & COMPOSITION

AP ENGLISH LITERATURE & COMPOSITION

ENGLISH SEMINAR: BOOK DESIGN & LITERATURE

ENGLISH SEMINAR: CLASSIC LITERATURE  
& CONTEMPORARY ADAPTATIONS

ENGLISH SEMINAR: POETRY ACROSS THE CURRICULUM

# ENGLISH

## **ENGLISH 9: CULTURE & IDENTITY**

*Prerequisites: None. Open to 9<sup>th</sup> grade students.*

Focused on the theme of *Culture and Identity*, students in English 9 read literature from around the world, working to understand what makes different cultures distinctive and also to see the qualities of humanity that transcend place. Students learn to read, think and write with enthusiasm and skill, and develop scholarly habits in group discussions and team projects. This course asks students to strive to ask excellent questions, think critically about themes and literary devices and express their ideas with strong supporting evidence, clarity and style. By the end of the year, students will be on their way toward mastering the analytical essay and developing their authorial voice.

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## **ENGLISH 10: COMMUNITIES & POWER**

*Prerequisite: English 9. Open to 10<sup>th</sup> grade students.*

Students will gain appreciation for how groups develop, thrive and sometimes falter through the close appreciation of literature. The class, centered around the theme of *Communities and Power*, explores the differences in varying community structures—the individuals, the insiders, the outsiders, the families, the leaders, the honorable, loyal and corrupt. Through a variety of novels, short stories, plays and poems, students explore the manifestations of power in their own writing and their own role in shaping and developing their communities, macro and micro.

## **AMERICAN WRITERS**

*Prerequisites: English 9 and 10. Open to 11<sup>th</sup> grade students. Students in other grade levels require approval of the Department Chair to enroll.*

American Writers explores the literature of the United States through the lens of a variety of literary and philosophical movements that occurred throughout the nation's history, from the Enlightenment up to Post-Modernism. The essential questions students will attempt to answer over the course of the semester include: How do you see yourself? How do you see your world? What is your journey? How do writers and literary movements attempt to answer these questions?

Students will hear from a wide variety of American voices, and write a number of response papers, which are a mix of analytical and personal. The summative project is an autobiographical portfolio, in which students present their own answers to the above questions, including how their answers are influenced by and relate to American literary movements. This autobiography is then provided to College Counseling.

# ENGLISH

## **AP ENGLISH LANGUAGE & COMPOSITION**

*Prerequisites: See pages 6 - 7*

AP Language & Composition prepares students for writing at the college level. Through extensive writing practice and reading of essays by professional writers, students will develop their own style and gain greater confidence in their ability to express themselves in writing. Students will learn various forms of composition: the definition essay, the descriptive essay, the narrative essay, the expository essay, the persuasive essay and the critical review. Students also will practice the college application essay. This course prepares students to take the AP Language & Composition exam. The primary objectives are for students to take joy in what they read and delight in what they write.

## **AP ENGLISH LITERATURE & COMPOSITION**

*Prerequisites: See pages 6 - 7*

The primary goal of the AP Literature & Composition class is to develop students' abilities as independent readers and writers through a college-level course during their senior year. This course is both demanding and intellectually stimulating. It requires a student's best effort consistently and puts emphasis upon developing independence of thought and mature habits of critical thinking. Classroom discussion and active participation are vital and serve as a means of testing ideas. Written assignments, both short and long, will be an important and frequent feature of the course. Selected pieces are both canonical and modern fiction and poetry, concentrating on learning to encounter new works and respond in an informed voice.

## **ENGLISH SEMINAR: BOOK DESIGN & LITERATURE**

*Prerequisites: Open primarily to 12<sup>th</sup> graders. Students in other grade levels require approval of the Department Chair to enroll.*

Students enrolled in this course will become masters of a particular classic work of literature in the public domain (published before 1923). Examples include *Peter Pan*, *Treasure Island*, *20,000 Leagues Under the Sea*, *Black Beauty*, *The Secret Garden*, *Alice's Adventures in Wonderland*, and so forth. They will study this work intensely, demonstrating their knowledge through discussion, analysis and written reflections. Afterward, students will conceive, design and create a new edition of this book.

Along the way, students will study many examples of iconic as well as esoteric book design and illustration. Postmodern novels and artists' books will be analyzed closely for both literary and aesthetic merit as students consider the book as an artistic medium. Further study will include contemporary publishing houses such as MinaLima and Visual Editions. The dynamic, intertextual relationship between visual artists and authors will be highlighted and studied throughout the year through critical essays, biographies, poetry, film and images. Students will write and illustrate frequently and in a wide variety of genres, as they analyze and illuminate the texts they encounter. Class also will include field trips and guest speakers.

# ENGLISH

## **ENGLISH SEMINAR: CLASSIC LITERATURE & CONTEMPORARY ADAPTATIONS**

*Prerequisites: American Writers or AP English Language & Composition*

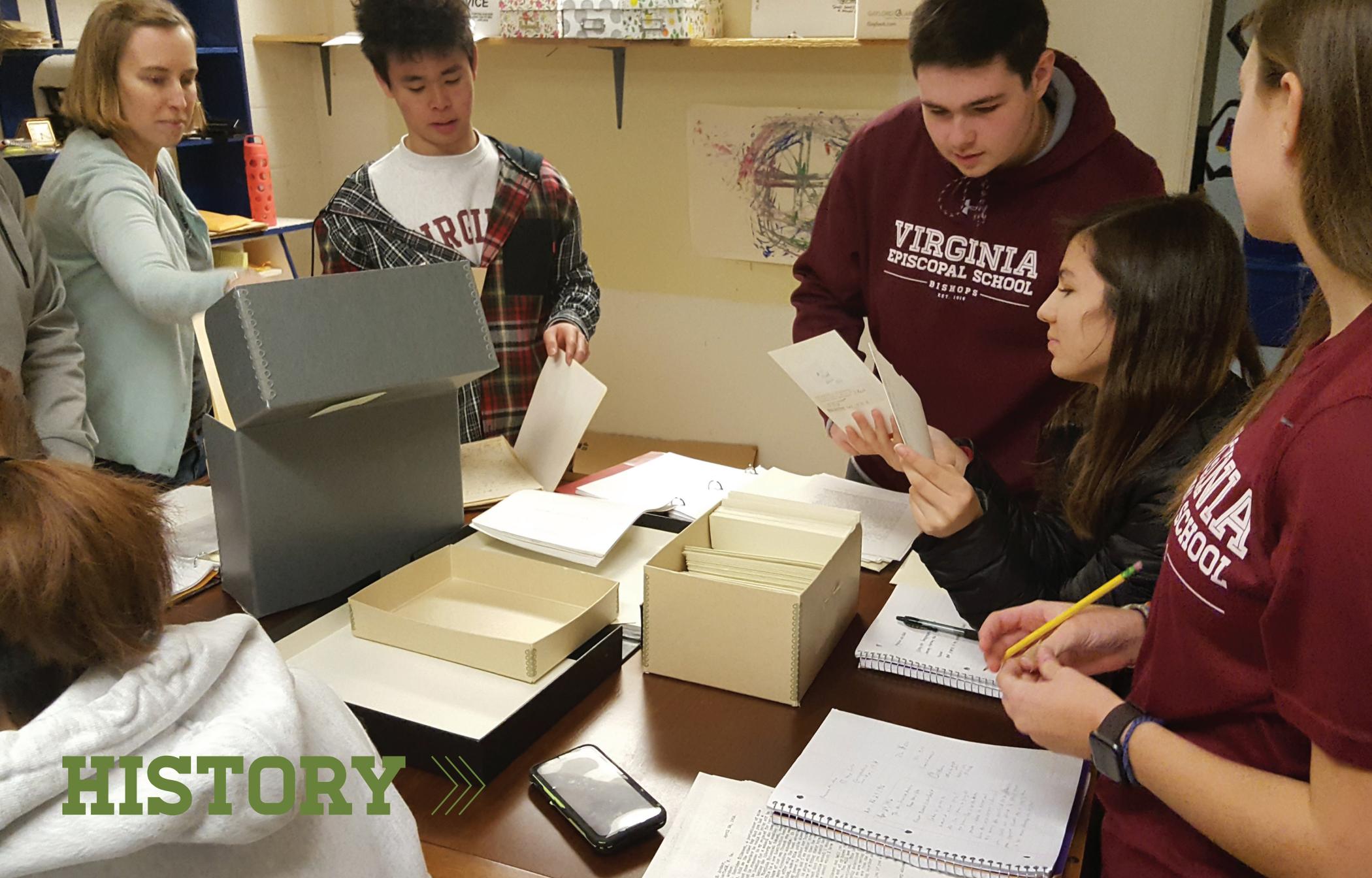
Students will study classic literature and equivalent modern adaptations in various types of media. Students will learn literary analysis skills and apply these skills to literature and text. Units will begin with students reading the text and discussing themes and literary devices at work. Then, students will watch the modern film version and discuss these themes and literary devices again. After each unit, students will complete an analytical essay, a creative writing assignment or a project-based assignment. By the end of the course, students will have a lexicon for analysis of literature and media, will recognize literary tropes, will write creatively and analytically, and will be able to draw connections between classic literature and modern adaptations.

## **ENGLISH SEMINAR: POETRY ACROSS THE CURRICULUM**

*Prerequisites: American Writers or AP English Language & Composition*

“Write what you know,” that tired edict, still holds water—at least it will hold water in the context of this course. *Poetry Across the Curriculum* will enable students to use the substance of their days at VES as the subjects of the poems they create. Students will be exposed to a variety of poetic forms, and then consider how the form of a poem holds the poem’s subject. Each poem they draft will utilize, directly or indirectly, the content they are wrestling with in their other classes, and the form of each poem they draft will reflect that wrestling.

By exposure to a wide array of poets and poetic forms, students will discuss how form can appropriately mirror content. Students will critique each other’s work with a keen eye toward the symphony created between words, and the form those words take as lines and stanzas. Students will also write reflective essays that critique their own work while at the same time critiquing the work of another poet. Each semester will culminate in a portfolio of polished work, with at least one piece that students will want to submit for publication in teen literary journals.



**HISTORY** >>

# HISTORY

## COURSES

The History department at VES is dedicated to developing critical, independent thought and expression among its students through a progressive and developmental sequence of courses. Faculty focus on preparing students for the challenges of a university education: reading texts, implementing strategies for note taking, and writing critical essays and research papers. The skills required for each course in our curriculum build on those learned in prior courses.

Teachers and students form strong relationships in the History department as a result of optimal student-to-teacher ratios and small class sizes. The Hopkins Writing Center provides a meeting place for students and teachers to work with one another.

Students are required to complete three years of history for graduation. Most students take Global Cultures in ninth grade followed by Modern World History or US Government & Politics, US History, then senior electives, including among other options Psychology and Economics. Advanced Placement courses are offered in World History, US History and US Government & Politics.

After completing the sequence of courses in the history curriculum, students should be able to understand the motives and ideas of historical figures and events, which will help them think critically and create logical and coherent arguments in their work in college and in later life.

GLOBAL CULTURES

MODERN WORLD HISTORY

AP WORLD HISTORY

UNITED STATES HISTORY

AP US HISTORY

US GOVERNMENT

AP US GOVERNMENT & POLITICS

CONTEMPORARY AMERICAN HISTORY:  
1945 - PRESENT

PSYCHOLOGY

ECONOMICS

# HISTORY

## **GLOBAL CULTURES**

*Prerequisites: None. Open to 9<sup>th</sup> grade students. A limited number of 10<sup>th</sup> grade students have taken this course by student request with permission of the Department Chair.*

In this course students learn about the history of the world from the beginning of civilization to the Renaissance through different global spheres: Europe, the Middle East, Africa, India, East Asia and the Americas. Content is taught through themes, including: What does it mean to be civilized? How do themes such as law, military, freedom, wealth and piety influence cultures? Why do cultures in different areas differ? Why are they similar?

The course further develops the academic skills and critical and independent thinking necessary for success in a college-preparatory environment. In addition to a common text, students read primary and secondary sources, conduct their own research on smaller and larger research projects and write persuasive essays. Course activities are designed to facilitate discussion among classmates and an understanding of the issues across the world in the past and present.

## **MODERN WORLD HISTORY**

*Prerequisites: None. Requirements: Students must be in the 10<sup>th</sup> grade to take the course.*

This course will continue to study topics introduced in the 9<sup>th</sup> grade Global Cultures course, and offers a survey course on the Modern World. After a study of the Enlightenment, students will study the Age of Napoleon and the implementation (and failed implementation) of many of these ideas. Afterward, students will study changes brought about by industrialization, the changes of relationships between European and non-European nations, and how resulting nationalist pride begins a cause and effect that results in World War, economic and political instability, another World War and a resulting Cold War. Yet the truly modern aspect of the course examines how changes from war and suffering result in greater rights for individuals, the desire and need for stability in life, and how some populations succeed in a post-war capitalist society. At the center of this course will be a guiding question: *What makes a modern nation, and how does this impact the relationship between people and the government?* A key aspect of this course includes connections across English and History departments. This course will continue to build common skills across both departments.

# HISTORY

## **AP WORLD HISTORY**

*Prerequisites: See pages 6, 8 -9*

AP World History is offered to both sophomores and seniors. This course will generally follow the prescribed AP World History College Board curriculum guideline, spanning from 8000 BCE to the present day through an investigation of significant events, individuals, developments and processes through analyzing historical sources and evidence, making historical connections, inducing chronological reasoning, and creating and supporting a historical argument. As this is an Advanced Placement course, there will be considerable depth and breath in covered content, and thus the pace of the course will move quickly. Students will be prepared to take the AP exam in World History at year's end, although the course will not be specifically taught to this exam.

## **US HISTORY**

*Required of all 11<sup>th</sup> grade students not taking AP US History*

United States History is a thorough course, ranging from the late prehistoric period through the beginning of the 21<sup>st</sup> century. The course covers traditional political and diplomatic history, as well as social, economic and cultural history. Major themes covered include, but are not limited to, exploration and colonialism, the early Republic, the causes and history of the Civil War, Reconstruction, industrialization and immigration, Populism and Progressivism, Imperialism, World War I, the Great Depression and the New Deal, World War II, the Cold War, civil rights and Vietnam, Liberalism and the "New Conservatism," and the Clinton-Bush period. United States History is required for graduation.

## **AP US HISTORY**

*Prerequisites: See pages 6, 8 -9*

AP US History is a college-paced survey of American History from 1607 to the present. While preparing for the AP exam is one of the goals, we hope to create an experience that brings relevance of American history to the lives of students. Students will learn solid communication skills through appropriate and effective analytical writing, public speaking and discussion opportunities, blogging and the basics of media literacy. Students also will gain a firm understanding of America's past, place in the world and how this relates to their lives regardless of where they were born.

## **US GOVERNMENT**

*Prerequisites: US History or AP US History*

Students are given an introduction to the functions, powers and properties of the American governmental system. Particular emphasis is placed on how the government has functioned from its founding to the present. Topics covered throughout the year include the inner workings of federalism, checks and balances, civil rights and national security. Through assigned readings, campaign ads and Supreme Court cases, students explore and analyze foundational elements of the American government, giving them the knowledge and skills necessary to become engaged citizens of America and the world in the 21<sup>st</sup> century.

# HISTORY

## **AP US GOVERNMENT & POLITICS**

*Prerequisites: See pages 6, 8 -9*

AP US Government abides by the rubrics set forth by the College Board. This course begins with a focus on the theories of government and the creation of the United States Constitution, separation of powers, and the system of federalism. Additional areas of focus include linkage institutions such as political parties, campaigns and elections, interest groups, and the media, the three branches of American federal government and its bureaucracy, an understanding of civil liberties and civil rights, and how these structures and institutions affect public policy.

## **CONTEMPORARY AMERICAN HISTORY: 1945 - PRESENT**

*Prerequisites: US History or AP US History*

This course is designed to give students an understanding of how America became what it is today, and how the world has been impacted as a result. From the end of World War II through Vietnam, the first half of this course will dive into Cold War America. The second semester will cover the end of the Vietnam War and Watergate, the Conservative Resurgence in the early 80s, the end of the Cold War and the fall of Eastern Europe on through the Gulf War and 9/11. The year finishes by exploring the globalization of the workplace, the technology revolution and the great recession. This course will help students understand the current foreign and domestic issues defining our world today.

## **PSYCHOLOGY**

*Open to students in grades 11 and 12, with preference given to seniors. Enrolled students must have taken Biology.*

This course is a broad survey of psychology topics and is designed to provide a thorough overview of the field. Students will learn the history and theory of psychology—comparing and contrasting the basic principles of different psychological theories, examining human growth across the lifespan, and analyzing how the brain makes sense of stimuli.

## **ECONOMICS**

*Open to 12<sup>th</sup> grade students and selected 11<sup>th</sup> graders who need a fifth full-year course or have a desire to pursue an economics degree in college*

This course is designed to provide students with an introduction to microeconomics, macroeconomics and business-related fields associated with an economics degree. The class emphasizes skill development such as note taking, reading a college level text, the application of charts and graphs, and writing essays. In addition, the class incorporates numerous project-based learning assignments that require students to use technology in and outside the classroom as a means for providing materials necessary for completing the project. The underlying purpose of the course is to give the students an emphasis on the application of theory and principle to contemporary business and consumer practices.



**MATHEMATICS** >>

# MATHEMATICS

## COURSES

Mathematics is as old as civilization itself, for only the most primitive form of civilization can exist without it. History and mathematics are deeply wedded, and where mathematics has flourished so has the human condition; where mathematics has remained sterile, so too has any form of progress, be it art, literature, science or thought. It is no accident that the technological revolution of today is the product of the mathematics of 60 years ago. The great irony in all this is that, although mathematics has been essential to man's ascent and knowledge, the reverse is not necessarily true.

The goal of the VES Math department is to bring as much of this form to our students as possible. We seek to teach students the mechanics of how all this works, why all this works and, to a certain degree, to prove that all this works. A close but constant secondary goal is to demonstrate at all levels the applications of mathematics in the world around us. Regardless of the particular class, students will be engrossed in problem solving, investigating, predicting, calculating, analyzing and verifying, followed by a well-reasoned presentation of results. Our math classes focus on discovery, taking chances, critical thinking and following where mathematics leads.

ALGEBRA I  
GEOMETRY  
HONORS GEOMETRY  
ALGEBRA II / TRIGONOMETRY  
HONORS ALGEBRA II / TRIGONOMETRY  
MATH ANALYSIS  
HONORS MATH ANALYSIS  
STATISTICS  
AP STATISTICS  
CALCULUS  
AP CALCULUS AB  
AP CALCULUS BC  
MULTIVARIABLE & VECTOR CALCULUS  
SCIENCE & MATH ADVANCED CONSORTIUM

# MATHEMATICS

## **ALGEBRA I**

*Prerequisites: None*

Algebra I, the introduction to mathematics at VES, is a vast world of functions, graphs and the fascinating exploration of numbers and their invaluable uses and qualities. The course seeks to develop a facility in working with numbers, variables, graphs, inequalities, tables and various equations. Particular emphasis is placed on solving word problems and reading questions carefully. This process helps build algebraic skills and strengthens the understanding of needing to solve problems in a context, rather than from drill and practice alone. Students learn to use graphing calculators as a problem-solving tool. Topics include the study of equations and graphs (linear and quadratic), linear data versus nonlinear data, exponents, inequalities, radicals, solving fractional equations, special products and factoring.

## **GEOMETRY**

*Prerequisite: Algebra I or permission of the Department Chair*

This course is designed to integrate algebra with the foundations of geometry. Topics include, but are not limited to angles, triangle congruences, parallel lines, polygons and polyhedrons, area, volume, circles and spheres, similarity, right triangle trigonometry and transformations. Independent thinking and discovery are encouraged throughout the course, as well as the study of and defending geometric proofs. This course seeks to demonstrate math's usefulness and encourages students to see connections to real-world problems. Problem solving, logical reasoning and critical thinking skills will be emphasized through the use of cooperative learning, manipulatives and technology.

## **HONORS GEOMETRY**

*Prerequisite: Algebra I or permission of the Department Chair*

The study of Honors Geometry encompasses far more than its definitions, postulates and theorems. Students will consistently be challenged to reason analytically. The process of formal proof is emphasized early in the course, and direct and indirect proofs are investigated extensively. Proofs include parallel and perpendicular lines, congruent triangles, parallelograms and geometric inequalities. The emphasis then shifts to applications. Topics include circles, right triangle trigonometry, coordinate geometry, areas and volumes. Late in the year, a computer software-assisted project is assigned, focused on the ideas of construction and locus. Graphing calculators and Geometer's Sketchpad software are used to demonstrate and model much of the geometry presented within the course.

## **ALGEBRA II / TRIGONOMETRY**

*Prerequisite: Algebra I or permission of the Department Chair*

This course provides a continuation and extension of the basic algebraic concepts from Algebra I and Geometry. Students discuss, represent and solve increasingly sophisticated real-world problems using more advanced algebraic techniques, bringing opportunities for doing mathematics into focus. Incorporating appropriate technology, they study the properties and the algebra of quadratic, exponential, logarithmic and rational functions, systems of equations and inequalities, as well as conic sections and applied trigonometry. This course provides a sound understanding of all elementary functions, including linear, trigonometric and circular.

# MATHEMATICS

## HONORS ALGEBRA II / TRIGONOMETRY

*Prerequisite: Honors Geometry or permission of the Department Chair*

The main topics of Honors Algebra II / Trigonometry are basic number theory, algebraic properties and proofs, formal notation, word problems and the algorithms to solve them. As the course advances, students solve higher order equations, formal functions, logarithms, exponentials and more extensive word problem applications. The spring term introduces trigonometry and vectors, including Laws of Sines and Cosines, radian and degree trigonometry, graphs of trig functions and trigonometric word problem applications.

## MATH ANALYSIS

*Prerequisite: Algebra II / Trigonometry*

Math Analysis helps students understand the fundamental concepts of algebra, trigonometry and analytic geometry. Topics covered in this course are the study of functions (polynomial, rational, trigonometric, exponential and logarithmic), systems of equations and inequalities, matrices, solving triangles and conic sections, along with the introductory concepts of calculus (determinants and limits). A balance is maintained among the algebraic, numerical, graphical and verbal methods of representing problems. Students use the graphing calculator daily to visualize topics from a numerical and graphical representation.

## HONORS MATH ANALYSIS

*Prerequisite: Honors Algebra II / Trigonometry or permission of the Department Chair*

The mathematical spectrum heightens as students enter the world of Honors Analysis. This course is aimed at those who have demonstrated excellent mathematical ability in their previous coursework, with the expectation being toward preparing them for Advanced Placement Calculus in the following year. The first term begins with an emphasis on mathematical reasoning and proof, with a specific focus on general functions and their properties. After a guided tour of the functions, students begin to explore the concepts of series and sequence, complex numbers, exponential and logarithmic functions, polynomial and trigonometric functions, conic sections, matrices and vectors. The students finish the year delving into topics essential to calculus such as polar coordinates, complex numbers, analytical geometry and an introduction to limits and continuity.

## STATISTICS

*Prerequisite: Algebra II / Trigonometry or permission of the Department Chair*

The course concentrates on application rather than formal theory. Students learn to formulate questions that can be addressed with data, and to collect, organize and display relevant data to answer them. They learn to select and use appropriate statistical methods. Students develop and evaluate inferences and predictions, and apply basic concepts of probability.

# MATHEMATICS

## AP STATISTICS

*Prerequisites: See pages 6, 10*

Statistics is the most widely applicable branch of mathematics, used by more people than any other kind of math both in the workplace and by consumers. Students study lists of raw data, graphical displays and charts, rates, probabilities, percentages, averages, forecasts and trend lines. Advanced Placement Statistics provides the opportunity for students to acquire statistical literacy. This course is designed to be the equivalent of an introductory college-level Statistics course. The syllabus has been constructed under the guidelines of the College Board and will prepare the student to take the Advanced Placement Examination in the spring.

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## CALCULUS

*Prerequisite: Math Analysis or permission of the Department Chair*

Students learn the mechanics behind solving derivatives and integrals both by hand and using a graphing calculator. Interspersed among the lessons throughout the year are applications of the course material in the form of physical motion, product package design, architecture, finance, flowing water, medication, populations, swings, springs, see-saws, police radars, wrecking balls, balloons, ballistics, bacteria and rocket science, to name a few. This is not a class about theorems or mathematical rigor as is the AP Calculus class, but is an excellent basis for college Calculus.

## AP CALCULUS AB

*Prerequisites: See pages 6, 10*

This is a rigorous course aimed at building a strong foundation in differential and integral calculus along with its various applications. The course begins with a study of limits, continuity and parametric equations. Topics include differentiation and integration of polynomial, exponential and trigonometric functions. Specific applications studied include velocity, acceleration, position, optimization, slope fields, exponential growth and decay, area and volume. Various techniques of integration are studied with particular emphasis placed upon the Fundamental Theorem of Calculus and its applications. The course prepares students for the College Board Advanced Placement Examination, with the potential for students to begin their college mathematics at a more advanced level of calculus.

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## AP CALCULUS BC

*Prerequisites: See pages 6, 10*

This course is highly rigorous and aimed at building a strong foundation in differential and integral calculus, along with its various applications. The AP BC curriculum includes all of the material covered in the AP AB course, with more emphasis on the underlying proofs. Additional topics include the study of Euler's method, logistical growth models, integration by parts, partial fractions, volumes by cylindrical shells, arc length and indeterminate forms. Focus is put upon polynomial approximations and series (Taylor and Maclaurin), as well as polar, parametric and vector functions and the analysis of planar curves. Students prepare for the College Board Advanced Placement Examination, and have the potential to begin their college mathematics at a significantly more advanced level of calculus.

# MATHEMATICS

## **MULTIVARIABLE & VECTOR CALCULUS**

*Prerequisite: AP Calculus BC with a score of 3 or higher on the AP Calculus exam and permission of the Department Chair.*

The course begins with a thorough review of analytic geometry, polar coordinates and parametric equations, then proceeds to vectors in both 2-space and 3-space. The topics include tangent and normal vectors, curvature, dot product, cross product, curves and planes in 3-space and quadric surfaces. Further topics include the analysis of cylindrical and spherical coordinates, partial derivatives, gradients, directional derivatives, and double and triple integrals. Stokes' and Green's theorems as well as the related underpinnings of vector theory will be discussed and studied as time permits.

## **SCIENCE & MATH ADVANCED CONSORTIUM**

*Prerequisite: Open to a limited number of seniors who have completed and excelled in at least one AP Science and/or AP Mathematics course. Tests scores (standardized and AP), grades, interview, essay, teacher recommendations and transcript rigor are all factors in the application process.*

A year-long academic offering for students as a core academic class in either Mathematics or Science that seeks to provide rigorous interdisciplinary study in a collaborative and project-based setting, this class quickly becomes a student-driven format with significant critical thinking applied throughout the course.

First semester topics include Team Building, Effective Collaboration, Learning Styles, Analysis, Methodology, Innovation and Design Thinking as well as day-long mini projects and three team-based collaborative projects with presentations. Second semester is designed around a thesis project that is significant in scale, interdisciplinary in nature, and collaborative in format. Teams work toward creating a significant document and large-scale presentation that will be delivered to both small and large panels. Teams build a website to track and display their project and a physical design model or equivalent display (ex., a piece of music, a computer program, etc.) depending on each individual project's aim and components. Clearly defined individual roles will be identified in all facets of the project, while ensuring a collaborative approach among the team throughout the venture.



**SCIENCE** »»

# SCIENCE

## COURSES

Science is everywhere. Our students begin with this simple notion and they develop a deep understanding of the principles and rules that govern the universe. A Physics class discusses the energy of a falling leaf, which converts from potential to kinetic, but also creates friction and heat as it presses on air molecules and the air presses back. While hiking through the back campus, an Environmental Science class observes a leaf decaying on the forest floor and discusses how nutrients and matter are recycled in the biosphere. As the students return from their hike, the Biology teacher strolls by, points to a caterpillar munching on a leaf and reminds the students that macromolecules from food are recycled into all body structures. The students remember their lesson from Chemistry—that we balance a chemistry equation because matter is never created or destroyed, merely recycled into another form. Thus the fundamental systems that guide our universe build upon each other and are reinforced at every turn.

Our Science department fosters curiosity about the world and creates students able to succeed in future scientific study. Through discussions, active discovery, experiments and group projects, we encourage our students to think, take intellectual risks and try, even if the outcome leads them to revise their understanding. Our students learn to work together, respect each other's ideas and talents, and celebrate the camaraderie and success that comes with like minds involved in critical thinking and problem solving.

Most students begin with the study of Biology in the freshman year and advance to Chemistry or Physics as their mathematical proficiency increases. After the first two years of study, their interest and skills guide them as they explore the wide range of science courses offered.

BIOLOGY

HONORS BIOLOGY

AP BIOLOGY

CHEMISTRY

HONORS CHEMISTRY

AP CHEMISTRY

HUMAN ANATOMY & PHYSIOLOGY

PHYSICS

AP PHYSICS

AP ENVIRONMENTAL SCIENCE

SCIENCE & MATH ADVANCED CONSORTIUM

INTRODUCTION TO SPORTS MEDICINE

# SCIENCE

## **BIOLOGY**

*Prerequisites: None. Open to all who have not already taken Biology, mainly students in grades 9 and 10.*

In Biology, students explore the fundamental structures of life, beginning with the principles that control atoms and molecules and building upon those principles as they journey through cells, genetics, the evolution of living organisms and culminating with the complexity of the human body. In the lab, students improve their observation skills and learn to use the scientific method to analyze complex natural systems and a variety of organisms. Students improve study habits and develop the critical thinking skills necessary to grasp intricate biological concepts.

## **HONORS BIOLOGY**

*Prerequisites: Algebra I and success in previous science courses*

Honors Biology is an introduction to the study of living things and their interdependence with other organisms and their environment. Upon completion of this course, students should have gained an understanding of basic biological concepts. Topics to be covered include biochemistry, cells, metabolism, genetics, evolution, nucleic acid synthesis and function, and plant biology. Regular work in the laboratory, along with analysis of results and formal presentation of findings, will be an important component of this course.

## **AP BIOLOGY**

*Prerequisites: See pages 6, 11*

Students are guided through an exploration of the recurring themes of biological processes in the equivalent of a college introductory Biology course. By making connections among biological principles, complex topics are simplified. For instance, the large area of respiratory surfaces serves the same function as the highly convoluted inner mitochondrial membrane—more space to do cellular work. Students also are required to put their knowledge into practice through review and discussion of current scientific findings. Learning is reinforced with demonstrations, animations, simulations and labs. Topics covered include biochemistry, cell structure and function, energetics, heredity, molecular genetics, DNA technology, evolutionary biology, diversity of life, human biology, plant biology and ecology.

# SCIENCE

## CHEMISTRY

*Prerequisite: Successful completion of Biology. Open to all grade levels, mainly students in grades 10 and 11.*

Students studying chemistry examine the makeup of all atomic and molecular forms of matter and the laws that guide matter's interactions. This allows students to understand some of nature's seemingly magical transformations, like the fact that two caustic and volatile substances such as chlorine and sodium combine to form a fundamental requirement for human life—salt. To build on these fundamental principles, students develop mathematical tools that allow them to predict how matter will behave. Through strengthening their mathematical skills, students gain confidence in their ability to grasp complex chemical concepts. In the lab, students practice the principles of scientific research as they conduct various experiments, collect data, and report their findings.

## HONORS CHEMISTRY

*Prerequisite: Completion of Biology (90% or better) or Honors Biology (85% or better)*

In Honors Chemistry, students examine the makeup of all atomic, elemental, and molecular forms of matter and the laws that guide matter's interactions. They develop an understanding of atomic structure and the elemental properties that arise from that structure, recognizing the patterns and distinctions between materials. Understanding fundamental principles of the universe like the electric force between charges and conservation of matter, honors students learn to predict the outcome of complex chemical reactions. Students also calculate the required amounts of reactants and the expected amounts of products using stoichiometry. In the lab, students use various methods to analyze compounds. Additionally, students will create their own hypotheses and will design experiments to test these predictions, and will refine their understanding of results through data analysis.

## AP CHEMISTRY

*Prerequisites: See pages 6, 11*

Advanced Placement Chemistry covers many topics from previous studies in greater detail and new subjects are explored. Particular attention is placed on predicting if a reaction will happen and why some reactions, like rusting, are terribly slow, while other reactions, like the explosion of dynamite, are incredibly fast. Problem-solving skills will develop significantly as students answer complex and multi-layered problems. Laboratory experiments require students to master lab techniques and to properly use various pieces of lab equipment. Students will be challenged to empirically analyze the results and explain sources of error in experiments. The work and level of thinking required in AP Chemistry are equivalent to that required in a college-level class.

# SCIENCE

## **HUMAN ANATOMY & PHYSIOLOGY**

*Prerequisite: Successful completion of Biology/Honors Biology and Chemistry/Honors Chemistry. Open to students in grades 11 and 12.*

This course is designed to provide students a detailed and comprehensive look at the human form and its individual systems (anatomy) as well as how those systems function physically, mechanically and biochemically (physiology). Students will learn more than just the bones and muscles of the human body. It is our goal that students gain a strong understanding of each of the body's systems as well as a familiarity of how the body moves, responds to stimuli and deals with adversity in the form of injury, infection and disease. As part of the bodies total functioning, some basic nutrition and exercise information will be discussed.

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## **PHYSICS**

*Prerequisite: Algebra II. Open to students in grades 10 through 12.*

In Physics, students explore the fundamental laws of the universe. They refine their algebraic abilities as they learn problem-solving techniques that apply to many scenarios and translate to many others, including a water balloon launched out of a slingshot, a rollercoaster rounding a loop, a sound wave striking the eardrum, a beam of light bouncing through fiber optic cable, a light bulb in an electric circuit and an electromagnetic motor. Toward the end of the year, students research the physics involved in any topic they choose and present their findings to the class. Students develop self-confidence in their ability to effectively retain challenging material, and they strengthen critical thinking skills through engaging classroom discussion and challenging self-directed laboratories.

## **AP PHYSICS**

*Prerequisites: See pages 6, 11*

AP Physics stretches students to become self-directed learners by reinforcing skills to think critically, analyze situations and make informed connections. Students refine their ability to understand the effect a variable has on any system, conceptually and mathematically. They master fundamental principles and problem-solving techniques that, when applied appropriately, help them solve any physical problem. Whether designing and building a soda can barge, determining the coefficient of friction for a material or predicting the motion of a charged particle in a magnetic field, students expand their abilities in creative problem-solving and experimental design as they explore the first semester of introductory algebra-based, college-level Physics.

# SCIENCE

## AP ENVIRONMENTAL SCIENCE

*Prerequisites: See pages 6, 11*

This course is designed to give students a diverse view of how our natural world affects us as individuals, as a species and all organisms as a planetary whole. The interconnection of organisms, environments and the systems of each are central to our understanding of how to best live within the natural world, not control it. We will cover many diverse topics ranging from the scientific, at a micro and macro scale, to data gathering and analysis, to US and world government policies and our own morality, role and responsibilities as inhabitants of this planet.



# SCIENCE

## SCIENCE & MATH ADVANCED CONSORTIUM

*Open to a limited number of seniors who have completed and excelled in at least one AP Science and/or AP Mathematics course. Tests scores (standardized and AP), grades, interview, essay, teacher recommendations and transcript rigor are all factors in the application process.*

A year-long academic offering for students as a core academic class in either Mathematics or Science that seeks to provide rigorous interdisciplinary study in a collaborative and project-based setting, this class quickly becomes a student-driven format with significant critical thinking applied throughout the course.

First semester topics include Team Building, Effective Collaboration, Learning Styles, Analysis, Methodology, Innovation and Design Thinking as well as day-long mini projects and three team-based collaborative projects with presentations. Second semester is designed around a thesis project that is significant in scale, interdisciplinary in nature, and collaborative in format. Teams work toward creating a significant document and large-scale presentation that will be delivered to both small and large panels. Teams build a website to track and display their project and a physical design model or equivalent display (ex., a piece of music, a computer program, etc.) depending on each individual project's aim and components. Clearly defined individual roles will be identified in all facets of the project, while ensuring a collaborative approach among the team throughout the venture.

## INTRO TO SPORTS MEDICINE

*No prerequisites. Open to students in all grade levels.*

The purpose of this course is to provide the student with a basic knowledge of athletic training. This course is not intended to be “all inclusive,” rather a course directed at the practical aspects of taking care of oneself. The course is designed to help students understand what their bodies are telling them when they participate in athletics. The techniques included in this course—particularly the taping, wrapping and rehabilitative exercises—are designed to expose students to the skills of athletic injury prevention.



# WORLD LANGUAGES »»



# WORLD LANGUAGES

## COURSES

While words and phrases can be learned in any number of electronic ways, the World Languages department offers real-world experience within the classroom, breaking down its fourth wall. Through an immersion pedagogy, our students are encouraged to use the target language to express themselves in an authentic manner. This way, not only do our students learn to communicate in the target language, but they also become culturally literate in the customs and traditions of the people and places studied.

In addition to the rigors of daily language lessons, students in French learn how to haggle the price of a street-side portrait in Montmartre. In Spanish, they might learn about Pachamanca, a Peruvian dish that is buried in burlap sack while cooking over hot stones. When the class takes a trip to the Central Andes over Spring Break, they will anticipate knowingly a meal from the earth, a tradition that is delicious, savory and 600 years old. Students of Chinese enjoy eating mooncakes, playing Chinese chess and celebrating Asian New Year alongside students from China and Korea. Erasmus once taught that in Latin you can say “thank you” in 150 different ways. We teach all our languages with the same spirit of generosity.

CHINESE III & IV

FRENCH I - IV

AP FRENCH LANGUAGE & CULTURE

SPANISH I - IV

SPANISH III HONORS

SPANISH IV HONORS

AP SPANISH LANGUAGE & CULTURE

SPANISH VI: ADVANCED SEMINAR

# WORLD LANGUAGES

## **CHINESE III**

*Prerequisites: Chinese II or approval from Chinese teacher based on assessment*

In Chinese III students move into more demanding intermediate-level skills. With a higher focus on independent vocabulary learning, class time is nearly all in Chinese and devoted to developing skills based on what students are already working on outside of class. At this point students have a base of more than 300 characters, which greatly enhances their ability to access and understand a growing variety of authentic sources outside the textbook. Topics include dining out, weather, parties, healthcare and giving directions.

## **CHINESE IV**

*Prerequisites: Chinese III or approval from Chinese teacher based on assessment*

Building on all the skills acquired over the previous three years, this fourth-year Chinese course is an immersion environment in which students can drive their own learning through normal text work as well as advanced projects including short novels, Chinese presentations and colloquial language. Topics covered in the primary text include relationships, housing, sports, extended travel and farewells.

# WORLD LANGUAGES

## **FRENCH I**

*Prerequisites: None. Open to students in grades 9 through 12.*

French I emphasizes an integrated approach and a balanced development of the four language skills: listening, speaking, reading and writing. Instruction at the first level stresses the fundamentals of French through contextual presentation of theme-based vocabulary, grammar and verb conjugations. The textbook we use exposes students to life in contemporary France and Francophone countries. Various Internet sites, music, magazines, movies, cookbooks, comic strips and children's stories are used to facilitate the development of elementary skills by which students can listen and read in the target language. French I is designed to highlight proficiency in communication by giving students meaningful, everyday expressions they can use immediately in real life-situations.

## **FRENCH II**

*Prerequisites: French I or approval by the Department Chair*

The second level of French builds upon the fundamental skills learned in French I. Students study advanced grammar and idiomatic structures as well as read and write passages of increased length and difficulty. The textbook and supplementary web-based materials used in this class enhance students' cultural knowledge of real-life situations in contemporary France and Francophone countries. French II is designed to expand proficiency in communication, give students meaningful expressions they can use immediately in everyday situations and prepare them to communicate in both the spoken and written form at an intermediate level.

## **FRENCH III**

*Prerequisites: French II or approval by the Department Chair*

The third level of instruction is designed to teach further advanced aspects of grammar as well as to polish skills in reading, writing, listening and speaking. Through the use of a college-level textbook and corresponding web-based materials, students explore the French language through the lens of a native speaker as they are exposed to a wide variety of authentic resources and are challenged to interpret and synthesize ideas in multiple ways. Overall, the lessons learned in French III add sophistication and real-life context to students' knowledge of modern French culture, and teach them to write well-organized and substantive essays, to communicate effectively in a conversation and to become proficient readers of French.



# WORLD LANGUAGES

## **FRENCH IV**

*Prerequisites: French III or approval by the Department Chair*

French IV is offered to students who have demonstrated continued excellence and interest in the study of French. French is used almost exclusively as a means of communication to help students transition into a college-level environment with greater ease and to prepare them for progression into the AP French Language and Culture course the following year. Students complete a thorough review of complex grammatical structures, idiomatic expressions and vocabulary as well as explore a variety of historical, political, literary and cultural movements in Francophone countries around the world. A college-level text is used, supplemented by a variety of web-based materials and authentic resources to support and guide progress. Formal and informal writing, literary analysis, organized debates, projects and conversational exchange (both prepared and spontaneous) are many of the activities used to engage students and help them to develop a greater proficiency in listening, speaking, reading and writing.

## **AP FRENCH LANGUAGE & CULTURE**

*Prerequisites: See pages 6, 8*

Centered around six overarching themes established by the College Board, the AP French Language & Culture course is designed to challenge the advanced French student to reach beyond traditional grammar and vocabulary acquisition to apply presentational, interpretive and interpersonal skills to a real-world context. Through the exclusive use of authentic resources, students broaden their understanding of the French-speaking world through the lens of native-born speakers. Through exposure to the many products, practices and perspectives that make each culture unique, students are challenged to think critically as they work to compare and contrast their own native cultures to those corresponding to Francophone countries worldwide.

The course is designed in such a way to use various literary and cinematic works to allow students to develop the three types of communication while exploring the six cultural themes. The academic year is divided into units based upon major works of literature or collections of more modern excerpts. Within each unit, students work to improve their competency through formal and informal reading, writing and listening activities.

# WORLD LANGUAGES

## **SPANISH I**

*Prerequisites: None. Open to students in grades 9 through 12.*

Spanish I provides students a solid foundation in the basic structures of Spanish grammar, pronunciation and vocabulary. This knowledge is actively put into practice as students develop basic skills in written and oral communication. The course emphasizes an integrated approach and a balanced development of the four language skills: listening, speaking, reading and writing. Students also become familiar with the geography, customs and the diversity of the Spanish-speaking world. A combination of textbook and web-based materials are used to facilitate students' progress through the curriculum.

## **SPANISH II**

*Prerequisites: Spanish I or approval by the Department Chair*

Spanish II is an intermediate course in which students continue to strengthen their vocabulary, grammar and conversation skills. Students work through regular and irregular verbs in all tenses of the indicative mood, including all forms of the preterit and imperfect, as well as learn to incorporate theme-based vocabulary into both the written and oral context. Creating dialogues based on specific situations and role-playing are an important aspect of oral assessment. Students also expand their understanding of the history and culture of all Spanish-speaking countries. Spanish II is highly interactive and much of the course is conducted in Spanish. A combination of textbook and web-based materials are used to facilitate students' progress through the curriculum.

## **SPANISH III**

*Prerequisites: Spanish II or approval by the Department Chair*

Spanish III is an intermediate-level language course. The goal of this course is to bridge the gap between elementary and advanced levels in the further development of listening, speaking, reading and writing skills. Students will be encouraged to attach meaning directly to Spanish without depending on English for understanding. For this reason, Spanish will be the language used for communication at all times. Students should continue to become better learners of language by continuing to apply useful learning strategies to their work. Students conjugate regular and irregular verbs in all tenses of the indicative and subjunctive moods and all forms of the imperative mood. Authentic texts, both auditory and visual, expose students to a wider variety of cultural, political and social aspects within the Spanish-speaking world. To facilitate their learning in a variety of facets, students work from a college-level textbook and accompanying web-based materials.

# WORLD LANGUAGES

## **SPANISH III HONORS**

*Prerequisites: Spanish II, recommendation from the student's previous Spanish teacher or approval by the Department Chair. Designed for those students who have shown superior aptitude and interest in the study of Spanish.*

The goal of this course is to bridge the gap between elementary and advanced levels in the further development of listening, speaking, reading and writing skills. Students will be encouraged to attach meaning directly to Spanish without depending on English for understanding. For this reason, Spanish will be the language used for communication at all times. Students should continue to become better learners of language by continuing to apply useful learning strategies to their work. They read, write and converse in a variety of situations through the use of extensive, theme-based vocabulary and advanced grammar concepts, and learn to synthesize ideas in a variety of forms. In addition, students will be exposed to cultural, political and social information from throughout the Spanish-speaking world and will be expected to acquire an appreciation of the diversity and richness of Hispanic culture by means of directed reading assignments and creative projects. Broadening students' knowledge and exposing them to a more in-depth view into Spanish-speaking countries and their cultures is accomplished with a college-level textbook and corresponding web-based materials.

## **SPANISH IV**

*Prerequisites: Spanish III or approval from the Department Chair based on testing. Offered to students who have demonstrated continued excellence and interest in the study of Spanish.*

In this course, Spanish is used almost exclusively as a means of communication to help students transition into a college-level environment with greater ease and to prepare them for progression into the AP Spanish Language & Culture course the following year. Students complete a thorough review of complex grammatical structures, idiomatic expressions and vocabulary as well as explore a variety of historical, political, literary and cultural movements in the Spanish-speaking world. A college-level text is used, supplemented by a variety of web-based materials and authentic resources to support and guide progress. Formal and informal writing, literary analysis, organized debates, projects and conversational exchange (both prepared and spontaneous) are many of the activities used to engage students and help them to develop a greater proficiency in listening, speaking, reading and writing.

# WORLD LANGUAGES

## **SPANISH IV HONORS**

*Prerequisites: Spanish III or approval from the Department Chair based on testing. Offered to students who have demonstrated continued excellence and interest in the study of Spanish.*

In this course, Spanish is used almost exclusively as a means of communication to help students transition into a college-level environment with greater ease and to prepare them for progression into the AP Spanish Language & Culture course the following year. Students complete a thorough review of complex grammatical structures, idiomatic expressions and vocabulary as well as explore a variety of historical, political, literary and cultural movements in the Spanish-speaking world. A college-level text is used, supplemented by a variety of web-based materials and authentic resources to support and guide progress. Formal and informal writing, literary analysis, organized debates, projects and conversational exchange (both prepared and spontaneous) are many of the activities used to engage students and help them to develop a greater proficiency in listening, speaking, reading and writing.

## **AP SPANISH LANGUAGE & CULTURE**

*Prerequisites: See pages 6, 8*

Centered around six overarching themes established by the College Board, The AP Spanish Language & Culture course is designed to challenge the advanced Spanish student to reach beyond traditional grammar and vocabulary acquisition to apply presentational, interpretive and interpersonal skills to a real-world context. Through the exclusive use of authentic resources, students broaden their understanding of the Spanish-speaking world through the lens of native-born speakers. Through exposure to the many products, practices and perspectives that make each culture unique, students are challenged to think critically as they work to compare and contrast their own native cultures to those corresponding to Spanish-speaking countries worldwide.

# WORLD LANGUAGES

## SPANISH VI: ADVANCED SEMINAR

*Prerequisites: Completion of the AP Spanish Language & Culture course and approval by the Department Chair.*

A seminar-style course, this class challenges students to continue to develop second language acquisition through natural progression while increasing cultural awareness and appreciation for the rich history and culture of Spain and Latin America. The students explore a variety of authentic resources (film, poetry, prose, short novels, media, music, and art) as they work to expand their knowledge and awareness of the culture of the Spanish-speaking world. The course is centered around main themes that challenge the students to think globally and critically:

- Women's rights and the female "voice" in Latin American society
- Social issues
- Immigration
- Drug trafficking
- Revolutions, dictatorships and political regimes

Through class debates and discussions, students continue to expand and develop their interpersonal communication skills. The hope is for students to become more proficient in each of the four key components of second language acquisition (reading, writing, speaking and listening) while developing a more advanced ability to synthesize what they have learned for a broader and more complex understanding of the world in which they live. Students analyze Latin American literary excerpts, current events and contemporary cinema and use their discoveries as the basis for active class discussion, presentation and composition.



# THE ARTS >>>



VIRGINIA EPISCOPAL SCHOOL

# THE ARTS

## COURSES

The Dead Leaf is a butterfly that possesses two arts. With wings open, it reveals glossy stripes of black, orange, and blue. While lovely, this does not distinguish it in an order known for iridescence. It is when the butterfly closes those opulent wings that it earns its name. It looks like a dead leaf, brown, of course, but complete with veins, slight nicks on the sides, small pale circles to look like boreholes. A famous lepidopterist once noted that this sort of excessive mimicry was like art, “a form of magic ... a game of intricate enchantment and deception.”

At Virginia Episcopal School, our Fine and Performing Arts department, much like this butterfly, seeks to produce and inspire art that appeals to both experts and novices. We believe art holds a special place in the story of man, for the thing is, once you have learned about the Dead Leaf butterfly, you tend to watch your step. Like art, you are apprehensive for it everywhere.

INTRODUCTION TO THE ARTS  
CERAMICS I  
CERAMICS II  
DIGITAL PHOTOGRAPHY  
STUDIO ART I  
STUDIO ART II  
AP STUDIO ART  
PORTFOLIO DEVELOPMENT  
GLEE CLUB  
JAZZ ENSEMBLE  
VOCAL ENSEMBLE  
AP MUSIC THEORY  
VIDEO PRODUCTION I  
VIDEO PRODUCTION II  
ACTING  
TECHNICAL THEATER  
ADVANCED PERFORMANCE  
PUBLIC SPEAKING

# THE ARTS

## INTRODUCTION TO THE ARTS

*No prerequisite. 9<sup>th</sup> grade students only.*

Introduction to the Arts is an interdisciplinary study of the fine arts disciplines of music, theater and the visual arts. This course provides students the basic knowledge and applied skills necessary for developing an appreciation for each of the fine arts disciplines. Students will experience the visual and performing arts through live performances, gallery and museum tours, creative projects and classroom demonstrations in each subject area.



## CERAMICS I

*No prerequisite. Open to students in grades 9 through 12.*

Ceramics is a semester-long course. It enables students to recognize the properties and possibilities of clay by creating artworks using hand-building techniques. Development of technical skills and artistic vocabulary includes scoring, slipping, hand-building, slab, coil and pinch techniques, bisque firing, painting and glazing. Students learn to approach ceramic artwork as both functional and decorative sculptural objects. Project assignments stress craftsmanship, following the assignment guidelines and creativity. Students participate in critiques in both individual and group settings.

## CERAMICS II

*Prerequisite: Requires that Ceramics I is completed with an 85 average or better, or teacher assessment. Open to students in grades 9 through 12.*

Ceramics II is a semester-long course. This is an advanced art course in which students become more artistically creative and visually literate. In Ceramics II, students will explore throwing on the wheel, layering glazes and working with high fire porcelain. This course contributes to students' development in the four content areas of art production, art history, art criticism and aesthetics. Students familiar with the basics of ceramics have the opportunity to become more confident in their visual literacy and production of functional and sculptural ceramic art.

# THE ARTS

## **ADVANCED CERAMICS**

*Prerequisite: Requires that Ceramics II is completed with an 85 average or better, or teacher assessment. Open to students in grades 10 through 12.*

Advanced Ceramics is a semester-long course in which students will create a body of work that represents their unique visual voice as a ceramic artist. The class will reinforce fundamental hand-building construction techniques and include wheel-thrown projects, as well. Students will continue to develop their design and glazing applications, logging their progress in their sketchbook. They also will apply their knowledge of moisture content and care to forms for storage and optimal working conditions at clay's various stages of production. Students will identify, examine and understand the aesthetic, stylistic and functional considerations of designing objects and communicating ideas. Project research, studio preparation and maintenance, time management and self-evaluation are essential elements to the individual's success in this course.

## **DIGITAL PHOTOGRAPHY**

*No prerequisite. Open to students in grades 9 through 12. Student must have a basic DSLR camera to use for the course.*

Digital Photography is a semester-long course designed to develop skills in pixel-based photographic design and printing. Students create, edit, post and share their images electronically. This class includes frequent field trips into the Lynchburg community. Digital Photography includes the ability to see, appreciate and create self-expression through the lens and Photoshop. Students synthesize these elements to create a portfolio of work that reflects their newly developed skills. The assignments require students to think creatively and imaginatively, and encourage them to solve problems in an individual manner. Students participate in critiques in both individual and group settings.

VES provides the latest version of Photoshop. Students wishing to edit on their personal computers will want to purchase a one-year subscription to Creative Cloud Photography. Make sure you select the discounted plan for students to take advantage of reduced pricing.

# THE ARTS



## **STUDIO ART I**

*No prerequisite. Open to students in grades 9 through 12.*

Studio Art I is a semester-long course in which students examine art as media and criticism for the first-year art student. Attention is given to creative thinking and problem-solving skills. Beginning art students develop the ability to “read” and utilize the principles of art and elements of design to communicate ideas. A first-year art student will become familiar with the vocabulary, the tools and the media used by artists and designers, as well as develop an understanding and appreciation of art.

## **STUDIO ART II**

*Prerequisite: Completion of Studio Art I with an 85 average or better, or teacher assessment. Open to students in grades 9 through 12.*

Studio II is an advanced semester-long course in which students become more artistically creative and visually literate. Students who have completed Studio Art I may continue in Studio Art II, where they work in two- and three-dimensional works. This course contributes to students’ development in the four content areas of art production, art history, art criticism and aesthetics. Students familiarized with this basic core of information have the opportunity to become more confident in their visual literacy and production of art.

# THE ARTS

## AP STUDIO ART

*Prerequisites: See pages 6 - 7*

This course is designed to guide students in the creation of a portfolio that addresses three major concerns in the study of art:

1. **Quality:** A synthesis of form, technique and content in the student's work.
2. **Concentration:** An in-depth investigation and process of discovery centered on a particular and compelling visual interest or problem.
3. **Breadth:** A breadth of experience that exhibits serious grounding in visual principles as well as formal, technical and expressive means of the artist.

Students may select drawing and painting, two-dimensional design or three-dimensional design in the submission of their portfolio to the College Review board.

Formal visual concerns, technical skills and conceptual issues are addressed through creative means in both teacher-directed assignments and student-directed projects. The creation of an AP Studio Art portfolio is an involved and personal process of discovery dependent on the student's unique thinking and problem-solving skills. It is hoped that this course will not only help students to produce an excellent body of artwork, but also will introduce them to the richness of the creative process on a personal level, opening the door to personal discovery and allowing them to make meaningful contributions to the greater culture.

## PORTFOLIO DEVELOPMENT CLASS

*Prerequisites: Completion of Studio Art I & II or Ceramics I & II*

This course is designed for students who plan to pursue Advanced Placement Studio Art in the following year. In this course students will spend their time working independently on their portfolio preparation. This course requires approval from the studio art teacher and is designed for serious and dedicated art students.



# THE ARTS

## **GLEE CLUB**

*No prerequisite. Open to students in grades 9 through 12.*

Glee Club meets daily within the class schedule and provides students with a comprehensive choral experience. The choir performs weekly at chapel services and special events on and off campus. Repertoire includes sacred and secular choral music ranging from the Renaissance period through 21<sup>st</sup> century composers. A full year's participation in Glee Club earns students two Fine Arts credits that count toward satisfying the graduation requirement.

## **JAZZ ENSEMBLE**

*Prerequisite: Students must play at an intermediate level to register for the class. Open to students in grades 9 through 12.*

Instrumentalists may participate in this class to earn elective credit in the Fine Arts. One credit is earned for a year's participation. Jazz Ensemble meets two days per week outside the class schedule and performs in the Fall and Spring Family Weekend concerts and in the Lessons and Carols service at Christmas.

## **VOCAL ENSEMBLE**

*Students must have prior vocal music experience and be selected through audition to register for the class. Open to students in grades 9 through 12.*

Vocalists may participate in this class to earn elective credit in the Fine Arts. One credit is earned for a year's participation. Vocal Ensemble meets two days per week outside the class schedule and performs in concerts for Fall and Spring Family Weekends and in the Lessons and Carols service at Christmas. Students are responsible for learning their individual parts outside of class so that rehearsal time may be used for perfecting the ensemble performance.

## **AP MUSIC THEORY**

*Prerequisites: See pages 6 - 7*

AP Music Theory is an intense year-long course that focuses on mastering listening, reading and writing music skills. Students acquire the knowledge and skills needed to complete successfully the Advanced Placement examination. The course of study includes the fundamentals of music theory and the application of those components through composition, ear-training and sight-singing practice. Students learn to understand and respond to the structure of music intellectually, physically and aesthetically.

# THE ARTS

## **VIDEO PRODUCTION I**

*No prerequisite. Open to students in grades 9 through 12.*

Video Production I is an online introduction to filmmaking. Students learn how to build a successful video project from the initial stage to the final product, including how to narrow a topic, create a storyboard and shot sheet, write a script, shoot creative video in a timely fashion, edit the video, and publish the finished project. Students also will learn how to use iMovie and Final Cut editing programs.

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## **VIDEO PRODUCTION II: SPECIAL EFFECTS & ANIMATION**

*Prerequisite: Video Production I*

Video Production II is an online course with focus on Special Effects and Animation. Students will use school-owned DSLR cameras, professional camcorders, microphones and lighting equipment to capture their scenes. In this course students will use Adobe Premiere Pro, Motion and Final Cut Software to produce animations, school promotional films and student activities videos, such as the End of the Year Video, and will serve as leaders in live streaming events and Bishop TV channel on YouTube.



# THE ARTS

## **ACTING**

*No prerequisite. Open to students in grades 9 through 12.*

This course is an introduction to fundamental acting techniques. Students will develop an understanding and appreciation for the art of acting through improvisation, scene work, monologues and script analysis. The class will provide students the opportunity to strengthen those powers of concentration, focus, analysis, imagination, creativity and empathy that are critical to every art form.

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## **TECHNICAL THEATER**

*No prerequisite. Open to students in grades 9 through 12.*

Students focus on developing the basic tools and procedures for creating elements of technical theatre as listed below. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment are central to success in this course. Students will be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend and assess learning in the classroom.

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## **ADVANCED PERFORMANCE**

*Prerequisite: Open to students who show continued interest in their study of Acting and Theater Tech following the completion of intro level courses and/or independent practice.*

## **PUBLIC SPEAKING**

*No prerequisite. Open to students in grades 9 through 12.*

This course is an introduction to the principles and practices of public speaking. In addition to listening to, reading and analyzing notable historic and modern speeches by individuals from a broad cross-section of society, students will learn how to write, prepare and deliver a variety of speeches. Speeches such as informative, demonstrative, persuasive, humorous and extemporaneous will be investigated.





**COMPUTER SCIENCE** »»

# COMPUTER SCIENCE

## COURSES

You see it often in old musicals, a protagonist mulling around and, in the background, the churn of a street sweeper, or the pistons within a factory, or the drip of a coffeemaker. With this ready-made sound, our hero's feet will start tapping and the next thing you know the whole street is doing pirouettes. Computers are, after all, machines that have set the rhythm of our time.

Like the human body in dance, computers can be manipulated for almost infinite possibilities, yet a computer's greatest service is to help us communicate our ideas with clarity and style. It isn't the computer program used to create the presentation that makes it good, but rather the creativity and originality that goes into it that makes it good. Our students learn that computers are not mere functional items; instead, they require invention and thought. Computer Science embraces innovation, creativity, collaboration and communication—the essential skills in today's society.

COMPUTER SCIENCE I:  
COLLABORATION & DESIGN

COMPUTER SCIENCE II:  
WEB DESIGN & PROGRAMMING

COMPUTER SCIENCE III:  
BODY RECOGNITION PROGRAMMING

COMPUTER SCIENCE IV:  
APP DESIGN & NETWORKING

# COMPUTER SCIENCE

## **COMPUTER SCIENCE I: COLLABORATION & DESIGN**

*Prerequisites: None. Required of all students entering 9<sup>th</sup> grade.*

An online course that meets once weekly in the evenings, this one-semester, project-based course, students will work in collaborative online environments such as Google Apps, learn basic coding skills, and design a simple game. Students also will disassemble a computer to learn the function of each piece in the computing process.

## **COMPUTER SCIENCE II: WEB DESIGN & PROGRAMMING**

*Prerequisite: Computer Science I or prior Computer Science course experience. Open to students in all grade levels.*

Computer Science II is an online course that meets once weekly in the evenings. In this one-semester, project-based course, students will build on the skills learned in Computer Science I. Topics include designing web pages using CSS, programming robots and game design using Python.

## **COMPUTER SCIENCE III: BODY RECOGNITION PROGRAMMING**

*Prerequisite: Computer Science I and II or previous Computer Science experience*

Computer Science III is a higher-level programming course. It is a one-semester elective course in which students will work on designing Kinect games and learn how to program computers to recognize body movements.

## **COMPUTER SCIENCE IV: APP DESIGN & NETWORKING**

*Prerequisite: Computer Science I, II & III*

Computer Science IV is a full-year course. This course focuses on Java programming language and networking concepts. Students will design their own app in addition to building and maintaining a small network of computers. Students may choose to prepare for the AP Computer Science exam as they work through the projects and concepts in this class.



**RELIGION** >>>

VIRGINIA EPISCOPAL SCHOOL

# RELIGION

## COURSES

The study of religion at VES, along with our tradition of corporate worship and prayer, challenges our students in the search for the ultimate meaning of human existence.

In recognition of our school's foundation in the Episcopal Church and the significant role Christianity has played in the shaping of Western civilization, the Religion department offers the New Testament course each semester. And in recognition of our pluralistic and multi-religious world, the department offers two World Religions courses, asserting that an understanding of the faith and values of others is essential to global citizenship.

NEW TESTAMENT

WORLD RELIGIONS I

WORLD RELIGIONS II

# RELIGION

## **NEW TESTAMENT**

*Prerequisites: None. Open to students in grades 9 through 12.*

The New Testament class surveys the New Testament and the fundamental teachings of Christianity. Old Testament/Hebrew Bible history and themes will be introduced as a foundation for understanding the first-century world and the writings of the New Testament. Particular attention will be paid to the life and teachings of Jesus. Connections will be made to the life of the Early Church, the teachings of the Apostles and traditional Christian beliefs.

Upon completion of the course, students are expected to:

- Understand the basic history and culture of the Old Testament and the first century world as a foundation for interpreting the New Testament.
- Think critically and discuss intelligently topics related to religious beliefs.
- Be able to read, understand and interpret the authorial intent of New Testament texts.

## **WORLD RELIGIONS I**

*Prerequisites: None. Open to students in grades 9 through 12.*

This course functions as part of a non-sequential, two-part offering intended to address greater breadth of topics across more varied religious traditions. Students will be presented with a snapshot of the basic tenants, rituals, values and experiences that define a sampling of the major religious traditions of our world.

This class focuses on the earliest religious traditions, followed by the religions that spring from India, followed by an introduction of the major monotheisms (Judaism, Christianity, and Islam) with particular interest in the significance of the rise of Islam the Near East. Students will explore religions from both an external and internal perspective. An “external” perspective reflects those elements of a particular religious tradition that can be interpreted from the outside (historical figures, social changes, and political affinities). An “internal” perspective seeks to explore the ways in which adherents derive meaning from their particular religious tradition, or how their religious tradition answers the big questions of life: Why I am here? What is the good life? What is expected of me? What does the afterlife look like?

# RELIGION



## **WORLD RELIGIONS II**

*Prerequisites: None. Open to students in grades 9 through 12.*

This course functions as part of a non-sequential, two-part offering intended address greater breadth of topics across more varied religious traditions. Students will be presented a snapshot of the basic tenants, rituals, values, and experiences which define a sampling of the major religious traditions of our world.

This class begins with an introduction (or re-introduction) to major monotheisms with increased emphasis upon Judaism and Christianity while maintaining at least a sufficient introduction to Islam. Students will then dive into Asian religions (Taoism, Chinese Buddhism, Japanese Buddhism, Confucianism, Folk Religion and Shintoism). The course continues with the study of religious traditions linked with the earth and localized spirits (Shamanism, Animism and indigenous American Religion). As the semester marches on, 19th-century adaptations of major monotheisms (e.g., Christianity and Islam) are explored (i.e., Mormonism, Jehovah's Witnesses, Baha'i Faith), followed by an exploration of 20th-century movements (i.e., Hare Krishna, Unification Church, Scientology). The final unit will explore the misuse of social power and its relation to personality cults (Jonestown, Heaven's Gate, etc.).