



Upper School Curriculum Guide 2020-2021

5204 ROLAND AVENUE • BALTIMORE, MARYLAND 21210

WWW.RPCS.ORG

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2020-2021 UPPER SCHOOL CURRICULUM OVERVIEW

Roland Park County School's Upper School curriculum provides students a balanced liberal arts foundation with opportunities for great choice and exploration of interests. In addition to core academic disciplines, students may focus their study in our signature and certificate programs, including Integrated Studies, Leadership & Entrepreneurship, the STEM Certificate, and the World Languages Certificate. RPCS's tri-school coordination with the Bryn Mawr and Gilman schools multiplies students' learning opportunities and choices, especially in the senior year.

Students must carry five full courses each semester, plus physical education, and graduate with a minimum of 23.75 credits. Final course load for each individual student and any exceptions must be approved by the Upper School Head. In addition to academic course requirements, each student must also complete the following three responsibilities in order to graduate: (1) a minimum of 60 hours of community service, (2) a Senior Speech, and (3) a Senior Project. Descriptions and details about these requirements are found in the Upper School Handbook.

In the first three years, students take English, history, laboratory science, mathematics, and a world language in addition to courses in the visual and performing arts, physical education, and leadership & entrepreneurship. Students also take classes in our wellness & college counseling program throughout their four years. In the senior year, an English course must be taken each semester – at least one of which must be a literature course. Four years of mathematics is also required.

Standard Course Schedule by Grade Level:

| DISCIPLINE | 9 TH GRADE | 10 TH GRADE | 11 TH GRADE | 12 TH GRADE |
|--------------------------------------|-----------------------|------------------------|------------------------|------------------------|
| English: | English 9 | English 10 | English 11 | English 12 Electives |
| World Language: | Language | Language | Language | <i>Elective</i> |
| History: | World History 9 | World History 10 | US History 11 | <i>Elective</i> |
| Math: | Math 9 | Math 10 | Math 11 | Math 12 Electives |
| Science: | Biology | Physics | Chemistry | <i>Elective</i> |
| Performing & Visual Arts: | Art | Art | <i>Elective</i> | <i>Elective</i> |
| Physical Education: | PE 9 | PE 10 | PE 11 | PE 12 |
| Leadership: | R.E.D. Block 9 | R.E.D. Block 10 | <i>Elective</i> | |
| Wellness: | Wellness 9 | Wellness 10 | Wellness 11 | Wellness 12 |
| College Counseling: | | | College Counseling 11 | College Counseling 12 |

- Each student is required to take at least three semesters of Performing and Visual Arts. One of these semester courses must be completed by the end of ninth grade. One course (¼ credit) must be in Visual Arts (studio art, ceramics, design, photography) and one course (¼ credit) must be in Performing Arts (dance, music, theatre). The final ¼ credit is the student's choice.
- One language must be taken for three years in the Upper School regardless of the level where one begins.

Honors level courses are available in English, history, science, and world languages. For mathematics, there are courses available at the Accelerated and Honors levels.

The following 25 Advanced Placement courses are offered:

| | | |
|-----------------------------------|-----------------------------|------------------------------|
| Biology | English Literature | Spanish Language and Culture |
| Calculus AB | Environmental Science | Spanish Literature |
| Calculus BC | European History | Statistics |
| Chemistry | French Language and Culture | Studio Art |
| Chinese Language | History of Art | US Government and Politics |
| Comparative Government & Politics | Latin | US History |
| Computer Science A | Photography | World History |
| Computer Science Principles | Physics | |
| Economics | Psychology | |

Students who wish to take more than three AP courses in a year must have permission from the Upper School Head.

The 2020-2021 Upper School Curriculum Guide can also be found online
at www.rpcs.org on the Upper School page under the Academics tab.

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ARTS

PERFORMING ARTS

Courses in music, dance, and acting/theatre are not NCAA-approved core courses.

DANCE

Studio Dance Technique

1/4 or 1/2 credit

Semester, Year

This course may be taken more than once.

This course is designed for the student who is interested in learning the basics of ballet, modern dance, jazz and composition. Students will concentrate on the technique of western concert dance, will study dance composition and may have the opportunity to create their own dance piece. Students will work on performance technique and will perform a class dance in the Upper School Dance Concert. The Dance Concert and tech rehearsals are mandatory requirements of the class. No previous dance experience is needed.

Advanced Studio Dance Technique

1/4 or 1/2 credit

Semester, Year

Prerequisite: Studio Dance Technique or permission of the instructor

This course may be taken more than once.

This course is designed for the student who has experience in studying ballet, modern dance, jazz and composition. Students will work on performance technique and will perform a class dance in the Upper School Dance Concert. The Dance Concert and tech rehearsals are mandatory requirements of the class.

Grades 11 and 12

Roses Repertory Dance Company

1 credit

Year

Prerequisite: One semester Studio Dance or Advanced Studio Dance or permission of the instructor

Admission by audition only.

Roses Repertory Dance Company is an auditioned ensemble for juniors and seniors. The company will learn repertory choreographed by the teacher, company members and guest artists. The repertory will be performed at the RPCS Winter and Spring Dance Concerts and other engagements arranged by the teacher. There are mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation. Every other year, Roses, along with Semiquavers and FTE, creates an interdisciplinary piece that tours in the summer.

MUSIC

Chorus

1/2 credit

Year

This non-auditioned large choral ensemble is for the student who enjoys singing music of varying styles and time periods. Students will study techniques of good vocal tone production, musicianship, and showmanship. The Chorus performs at the traditional RPCS Christmas Program and in the US Spring Choral Concert as well as other school events during the year. No previous singing experience is needed.

Piano I

1/4 credit

Semester

Enrollment is limited to 10 students per section.

In this beginning course we will develop music proficiency and musicianship through playing the piano. Skills covered will include playing technique, reading music, and playing accompaniments as well as melodies. The course will also cover the fundamentals of music theory: note names and clefs, rhythm and meter, major and minor scales, intervals, and triads. Home practice is encouraged.

Piano II

1/4 credit

Semester

Prerequisite: Piano I or permission of the instructor

Enrollment is limited to 10 students per section.

This course will reinforce and expand upon the topics and concepts learned in Piano I while also giving students the opportunity to learn new accompanying styles and playing techniques. Through both solo and group piano repertoire, students will have the opportunity to harmonize melodies in both major and minor keys, as well as learn simple chord progressions. During the second half of the semester, students will create compositions and projects through the music program, *Garage Band*. The semester will culminate with an in-class recital.

Grades 9 and 10

Somettos

½ credit

Year

Admission by audition only.

Membership in Chorus is a requirement for participation in Somettos.

Somettos is an auditioned a cappella vocal ensemble for ninth and 10th grade students. Somettos performs a variety of repertoire, including classical, folk, popular, jazz, and original music. Students study techniques of good vocal tone production, musicianship, and showmanship. The audition takes place in the late spring of the previous year. A student selected for Somettos for her ninth grade year may participate in the second year without re-auditioning (at the instructor's discretion). This ensemble performs at the two major RPCS concerts and other school events during the year.

Grades 11 and 12

Semiquavers

1 credit

Year

Prerequisite: Membership in Chorus during the year of the audition or permission of the instructor

Admission by audition only.

Membership in Chorus is a requirement for participation in Semiquavers.

This performance-oriented course provides an opportunity for selected students (juniors and seniors chosen by audition the previous spring) to participate in a challenging a cappella vocal ensemble under faculty supervision. Repertoire includes classical, folk, popular, and original materials. Students study techniques of good vocal tone production, musicianship, and showmanship. A student selected for Semiquavers for her junior year may participate in her senior year without re-auditioning (at the instructor's discretion). Extensive public appearances in the school and community are an integral part of the Semiquavers experience. There are mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation. Every other year, Semiquavers along with Roses and FTE, creates an interdisciplinary piece that tours in the summer.

THEATRE

Acting I: Foundations of Theatre

¼ credit

Semester, Year

This course may be taken more than once.

Students will develop and sharpen their self-awareness, observation, creative imagination, improvisational skills, and the articulate use of their body and voice. Acting I serves as both an introduction to scripted acting, as well as an exploration into creating original work. Performers will utilize and create masks, puppets, monologues, scenes, and devise work adapted from literature, visual art, and music. No previous acting experience is needed.

Acting II: Acting Styles

¼ credit

Semester, Year

Prerequisite: Acting I or permission of the instructor by audition

This course may be taken more than once.

Performers in Acting II will read, study, and perform selections starting with Greek theatre and working to contemporary plays while exploring theatrical conventions used around the world including masks, puppetry, stage combat, and improvisation. Students will dive deeper into voice, breath, and physical work, while using theatrical techniques and various sources to create original work.

Design Elements

¼ credit

Semester 1

This semester-long course provides an entry level introduction to theatrical design, broadening the student's understanding of both the tenets of design and the design process as they relate to the Theatre Arts. Students will explore and implement key elements of costume, scenic, and lighting designs for the theatre through experimentation and hands-on projects that explore the fundamentals of stage design. Class discussions, selected readings, videos and visual presentations help the student develop and demonstrate theories and concepts through practical applications. Coursework includes rendering and modeling projects, readings, and quizzes in Costume and Scenic design. Design projects for each unit are presented in class and discussed according to the Elements of Design, with attention to collaborative and constructive feedback. The semester culminates with the student's final project, designing sets and costumes for a show of the instructor's choice.

Directing and Stage Management

¼ credit

Semester

Prerequisite: Acting or Design Elements

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of a director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging.

Grades 11 and 12

Footlights Theatre Ensemble (FTE)

(c) 1 credit Year

Prerequisite: Acting I or permission of the instructor

Admission by audition only.

Open to BMS/GIL seniors and RPCS juniors and seniors.

RPCS

Footlights Theatre Ensemble is an auditioned theatre ensemble for Upper School juniors and seniors at Roland Park Country School and seniors at Gilman and Bryn Mawr School. The ensemble performs two productions each year in the Tyler Studio Theatre including a One Act and a 24-Hour Play Festival. These performances may be original work or taken from scripts. If a student is accepted as a junior, the class may be repeated senior year with an audition and the consent of the instructor. RPCS students must be available for mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation (Gilman and Bryn Mawr students are exempt from this requirement). There are out-of-class rehearsals for Tyler Studio productions. Students are required to participate in one main stage production each year and must create a portfolio of their work by the course's completion. Students interested in this class are *strongly* encouraged to take Design Elements before auditioning for Footlights Theatre Ensemble. Every other year, FTE, along with Semiquavers and Roses, creates an interdisciplinary piece that tours in the summer.

VISUAL ARTS

Studio Art Fees: *There is a \$40.00 supply fee per ¼ credit for each Visual Arts course.*

Courses in art are not NCAA-approved core courses.

Foundations of Visual Art

¼ credit Semester

This course is the prerequisite course for all Visual Art courses.

Students will experience an exploration of the elements and principles of design and their application to a variety of art media. Both two and three-dimensional works will be created. Emphasis will be on developing a deeper understanding of the process of visual creation, how artists find and interpret ideas, and the role of the artist in a culturally diverse world.

Visual Journal (Sketchbook) outside of class.

ELECTIVES IN STUDIO ART

Enrollment is limited to 15 students per section.

Drawing

¼ credit Semester

Prerequisite: Foundations of Visual Art

Students will cultivate perceptual ability and technical drawing skills. The use of line, form, value and color will be applied to different compositional formats. Studio work will allow exploration in a variety of media such as pencil, pastel, charcoal, and pen and ink. Work will include observational drawing, creative problem solving, and critical thinking skills. *Visual Journal (sketchbook) outside of class.*

Advanced Drawing

¼ credit Semester

Prerequisite: Drawing

This course may be taken more than once with approval of the instructor.

Advanced Drawing encourages students to take an expressive and experimental approach to image building. Focus is on the process of developing images from conceptualization to completion through individual exploration and personal development of themes. Generation of ideas through brainstorming and research into work of historical and contemporary artists will be employed. *Visual Journal (Sketchbook) outside of class.*

Mixed Media

¼ credit Semester

Prerequisite: Foundations of Visual Art

This course may be taken more than once with approval of the instructor.

Students will explore and experiment with a variety of materials, both handmade and from nature, in making sophisticated collages. This course will also explore various printmaking processes and the use of both manmade and found objects in the making of an art piece. *Visual Journal (Sketchbook) outside of class.*

| | | | |
|---|-----|----------------------|-----------------------|
| Painting | | ¼ credit | Semester |
| <i>Prerequisite: Foundations of Visual Art</i> | | | |
| Students will gain a greater understanding of the use of color and application techniques. Emphasis is placed on the use of light from many sources: natural, fluorescent, and dramatic. A variety of painting processes will be explored using watercolors, acrylics, and oils. Paintings will address strong compositional formats in works that explore both observational and abstract approaches to subject matter. <i>Visual Journal (Sketchbook) outside of class.</i> | | | |
| Advanced Painting | | ¼ credit | Semester |
| <i>Prerequisite: Painting</i> | | | |
| <i>This course may be taken more than once with approval of the instructor.</i> | | | |
| Advanced painting encourages students to find their own creative voice through expressive mark making and employing a variety of compositional formats. Students will be encouraged to push limits and develop a sense of personal aesthetic through innovative use of design principles and creative application of paint techniques. <i>Visual Journal (Sketchbook) outside of class.</i> | | | |
| Advanced Studio Art | (c) | ½ or 1 credit | Semester, Year |
| <i>Prerequisite: Foundations of Visual Art</i> | | | |
| <i>Available for coordination with teacher approval.</i> | | | |
| <i>Open to seniors only.</i> | | | |
| RPCS | | | |
| This is a full-time semester long course available to seniors who have completed Foundations of Visual Art. This class is student-led and will include media exploration through drawing, painting, mixed media, and printmaking. Students may explore subject matter that inspires them including landscape, portraiture, and abstraction. They will be working from life and reference photos and there may be some plein air art-making opportunities. | | | |
| The AP Portfolio: Examinations in Studio Art | (c) | 1 credit | Year |
| <i>Prerequisite: 3 years of Studio Art or Portfolio Review</i> | | | |
| <i>Department approval required.</i> | | | |
| RPCS | | | |
| The Advanced Placement program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves significantly more commitment than the typical high school art course. Students can submit one of three Advanced Placement Studio Portfolios – Drawing, Two-Dimensional Design, or Three-Dimensional Design. The AP Portfolio consists of three sections – Quality, Concentration and Breadth. The Quality section provides the student the opportunity to show their actual ability and “permits the student to select the works that best exhibit a synthesis of form, technique, and content.” The Concentration section asks the student “to demonstrate a depth of investigation and the process of discovery.” The Breadth section asks the student “to demonstrate a serious grounding in visual principles and material technique.” For the Quality section, the student sends in five actual artworks. For both the Concentration and Breadth sections, students submit 12 digital images each. The three sections are scored separately by different evaluators but are weighed the same. The three scores are then combined and the average becomes the score of the portfolio. It is advisable for all candidates to take supportive courses in History of Art and Photography. The majority of the portfolio is submitted online with digital images, and all knowledge of artistic trends, movements, methods of interpretation, and representation would be most beneficial. <i>This course has required summer work.</i> | | | |

ELECTIVES IN CERAMICS

Enrollment is limited to 6 students per section.

| | | | |
|--|--|-----------------|-----------------|
| Introduction to Ceramics | | ¼ credit | Semester |
| <i>Prerequisite: Foundations of Visual Art</i> | | | |
| This course introduces the student to processes of working with clay. The emphasis is on mastering hand building and wheel throwing techniques, as well as surface finishing techniques. Students learn how to achieve specific visual and tactile effects through manipulation of clay and glaze. The focus is on composition and fine tuning of craft. The class balances a focus on sculptural and functional clay work. Students will learn real world applications of Ceramics, such as researching and mixing glazes and making work that can be used for eating, drinking, and baking. <i>Visual Journal (Sketchbook) outside of class.</i> | | | |
| Developing Ideas and Creativity in Ceramics | | ¼ credit | Semester |
| <i>Prerequisite: Introduction to Ceramics</i> | | | |
| Developing Ideas and Creativity in Ceramics emphasizes strong concept, individual expression and creativity. Students begin the semester working in stoneware, earthenware, and porcelain. After the initial project, students choose to continue working in the clay of their choice. Students will complete projects that explore related pieces (sets of pieces shown together | | | |

as a work), storytelling, stamp making, mold making and ways of manipulating clay and surface finishes to improve the structural and aesthetic quality of their artwork. Each student chooses a professional 3D artist or art movement to research, and each student designs original pieces that adapt some aspect of the researched work. Students learn to measure the specific gravity of glazes and how to repair green ware, bisque, and glazed work. *Visual Journal (Sketchbook) outside of class.*

Alternative Processes in Ceramics

1/4 credit

Semester

Prerequisite: Developing Ideas and Creativity or portfolio review

Alternative Processes in Ceramics gives students the opportunity to delve into processes such as image transfer, making and applying terra sigillata, altering thrown work, throwing hand-built work, explorations in glass mosaics, pit firing, and cold finished surfaces. Projects build upon the foundation established in prerequisite courses with further emphasis on risk-taking and the development of an individual voice. Along with growing skills in the aesthetics of clay art, students take on the challenge of glaze chemical adjustment. *Visual Journal (Sketchbook) outside of class.*

Personal Directions in Ceramics

1/4 credit

Semester

Prerequisite: Alternative Processes or a portfolio review

Personal Directions in Ceramics is intended for the highly motivated student. In this course, students are given the option of choosing from a few guided projects or coming up with a focus of their own, towards which they will work the entire semester. Experimentation with media and attention to concept are encouraged, and the goal of the course is for the student to create a body of work with a clear personal aesthetic. Examples of the kinds of projects that the student will pursue at this level are a study of glaze chemicals, making and using original clay tools, the making of tableware specific to a variety of baking and serving temperatures and processes, and sculptural studies with focus on problems featuring the axis of gravity. *Visual Journal (Sketchbook) outside of class.*

Bits and Pieces - A Study of World Traditions of Repurposing Fired Clay Shards in Ceramics

1/4 credit

Semester

Prerequisite: Alternative Processes or a portfolio review

Bits and Pieces is a course that investigates the historical use and repurposing of fired clay that has been broken either accidentally or deliberately, ranging from its use in archaeology to industrial applications to the art of pique-assiette to the Japanese *kintsugi* tradition of breaking, repairing, and gilding cracked pieces. Each unit will incorporate research and a related project that typifies the repurposed use of broken fired clay. *Visual Journal (Sketchbook) outside of class.*

Ceramics / Advanced Ceramics

(c)

1/2 or 1 credit

Semester, Year

Available for coordination with teacher approval.

Open to seniors only.

RPCS

This is a full-time semester long course available to seniors. It may involve a combination of wheel throwing and hand-building, as well as work in figurative and other methods of creatively working with clay, glaze, and other surface finishes. The name of the course will depend on the student's prior Ceramics experience.

ELECTIVES IN DESIGN

Fashion Design

1/4 credit

Semester

Prerequisite: Foundations of Visual Art

Enrollment is limited to 11 students per section.

This course will explore the history of fashion design and its influence on contemporary fashion. Basic techniques for designing and creating garments and accessories that are both functional as well as fashion-forward in design will be emphasized. Students will experience creative use of repurposed clothing and use of non-traditional materials. Techniques will include hand sewing skills, decorative applied techniques and textile design. *Visual Journal (Sketchbook) outside of class.*

Introduction to Photoshop

1/4 credit

Semester

Prerequisite: Foundations of Visual Art

Enrollment is limited to 8 students per section.

Students are recommended to have a Digital SLR camera for the course.

In this course students will learn to navigate the Adobe Photoshop software. Through the use of basic tools, working with layer masks, compositing, applying filters and creative manipulation techniques, students will gain knowledge of basic photo editing and digital imaging.

ELECTIVES IN PHOTOGRAPHY

Enrollment is limited to 10 students per section.

Introduction to Photography

¼ credit
Semester

Prerequisite: Foundations of Visual Art

Students are required to supply a 35 mm SLR camera.

This is an introductory course in traditional black and white photography. The emphasis is on mastering techniques for taking pictures, processing film, printing enlargements and print presentation. Projects teach students how to achieve specific visual effects through manipulation of camera and darkroom settings. Attention is paid to composition and fine tuning of craft.

Developing Concept and Creativity in Photography

¼ credit
Semester

Prerequisite: Introduction to Photography

Students are required to supply a 35 mm SLR camera and/or digital SLR camera.

While Introduction to Photography places emphasis on mastering technique, this course emphasizes strong concept, individual expression and creativity. Students can choose to work in film or begin working with a digital camera. Students will complete projects that explore related images (sets of images shown together as a series), storytelling, and ways of manipulating images in Photoshop to improve quality and to create layered photomontages. *Visual Journal (Sketchbook) outside of class.*

Alternative Processes in Photography

¼ credit
Semester

Prerequisite: Developing Concept and Creativity or portfolio review

Students are required to supply a 35 mm SLR camera and/or a digital SLR camera.

This course gives students the opportunity to delve into alternative processes such as photograms, double exposures, toy camera photography, use of alternative films and print alteration. Projects build upon the foundation established in earlier photo classes with further emphasis on risk-taking and the development of an individual voice. *Visual Journal (Sketchbook) outside of class.*

Personal Directions in Photography

¼ credit
Semester

Prerequisites: Alternative Processes, Developing Concept and Creativity, or a portfolio review

Students are required to supply a 35 mm SLR camera and/or a digital SLR camera.

This course is intended for the highly motivated student. In this course, students are given the option of choosing from a few guided projects or coming up with a focus of their own, which they will work towards the entire semester. Experimentation with media and attention to concept are encouraged, and the goal of the course is for the student to create a body of work with a clear personal aesthetic. *Visual Journal (Sketchbook) outside of class.*

Advanced Photography

(c)
½ or 1 credit
Semester, Year

Prerequisite: Introduction to Photography

Available for coordination with teacher approval.

Open to seniors only.

Students are required to supply a 35 mm SLR camera and/or a digital SLR camera.

RPCS

This is a full-time semester long course available to seniors who have already taken Intro to Photography. It may involve a combination of analog and digital photography, as well as work in Photoshop and other methods of creatively manipulating photographs. Emphasis will be on concept and utilizing visual techniques to communicate ideas.

AP Photography

(c)
1 credit
Year

Prerequisite: Introduction to Photography, Developing Concept and Creativity, Alternative Processes

Department approval required.

Students are required to supply a 35 mm SLR camera and/or a digital SLR camera.

RPCS

AP Photography is a year-long course for students committed to the completion of the Two-Dimensional Design portfolio. The majority of the year is spent on developing a concentration: a body of work connected by a theme. Supplements to concentration work include work in the visual journal, quarterly visits to exhibitions, and visits from professional artists. In the fall students make a day long trip to New York City's museums and galleries in order to gather ideas for their own work. Students also participate in a mid-year review in January and an end of the year showcase in late April. AP Photography is for highly motivated art students wishing to submit their portfolio for AP credit consideration. *This course has required summer work.*

GILMAN ART ELECTIVES

Advanced Photography

Open to seniors only.

GILMAN

This studio course begins with a technical review of the fundamentals of photographic practice, from novice to advanced. Emphasis is then placed on the aesthetics of photographic vision and individual expression. The format includes class demonstrations, lab work, field assignments and critiques. The work will explore the conceptual and practical principles of digital photography, focusing on camera operation, studio lighting and the use of Adobe Lightroom and Photoshop. A camera will be provided for class use if needed. Specific assignments will strengthen each student's ability to deal effectively with new subject matter in a personal and meaningful way, from fine art to editorial and commercial practice. The final quarter culminates in an independent project, formulated by the student.

(c) 1 credit Year

Drawing & Painting II

Open to seniors only.

GILMAN

This course will deal with creative as well as technical skill development in drawing. A variety of materials will be handled, such as pencil, pen and ink, conte crayon, wash drawing and scratchboard. Problems will include composition, perspective, and tonal and contour drawing. The class will also work from live models. Recommended for students interested in taking Advanced Studio Art in future years.

(c) 1 credit Year

Advanced Studio Art III

Advanced Studio Art IV Honors

Prerequisite: A full year of Studio Art, Drawing & Painting, and/or portfolio review and approval from the teacher

Open to seniors only.

Fee required.

GILMAN

This course is designed for students interested in developing a strong portfolio of independent work. In-class work will focus predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct from life figure painting. In addition, issues such as abstraction, appropriation and installation will also be covered. In conjunction with this there will be ongoing discussions about a broad range of contemporary issues in art making which should be taken into account as students consider a personal direction. During the second semester of this year long course students will work with increasing independence as they develop work for a concentration of their choice. This work will be included in year-end Student Thesis Exhibitions in the Clock Gallery.

(c) 1 credit Year

(c) 1 credit Year

AP History of Art

Prerequisite: 88% US History; 85% AP US History Average

Department approval required.

Open to seniors only.

Interdisciplinary: This course may be taken for History or Art credit.

GILMAN

This year-long course covers art in a chronological survey from the Paleolithic era through Postmodernism and prepares students for the AP Art History Exam. In addition to the study of the development of the Western tradition in art and culture, an effort is made to expand beyond the Western tradition. The first quarter covers the Mesopotamian era through Roman Empire. The second quarter focuses on Byzantine, Islamic, Medieval, and Early Italian works. The third quarter starts with Northern Renaissance, includes Italian Renaissance, and concludes with Baroque. The fourth quarter studies the Enlightenment, Modernism and concludes with Postmodernism and contemporary art. While studying this material, students do independent research on art production outside the Western tradition which they share with the class. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. A total of 8 field trips to local museums (the Walters Art Museum and the Baltimore Museum of Art) give students the opportunity to engage in the study of actual works of art. Goals for this course are for students to value the intellectual challenge of learning about many traditions and cultures, to visit art museums with regularity, to achieve a high degree of visual literacy, to understand the role art has played in history, and to consider the role it plays in contemporary society.

(c) 1 credit Year

COMPUTER SCIENCE

For program details and course offerings for the STEM Institute at Roland Park, see page 49.

Computer Science Discoveries

½ credit

Semester 1

Not a NCAA-approved core course.

This is an introductory course for 9th and 10th grade students.

Computer Science (CS) Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course initially focuses on the visible aspects of computing and computer science, and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. After centering on the immediately observable and personally applicable elements of computer science, the course then asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways. *Description from code.org CS Discoveries Curriculum Guide page 14.*

AP Computer Science Principles

(c)

1 credit

Year

Prerequisite: Successful completion of Algebra I

Department approval required.

Preference is given to juniors and seniors.

Sophomores and freshmen are encouraged to consider taking this course.

(Fulfills computer science requirement for the STEM Institute Certificate.)

RPCS

Computer Science Principles is a College Board Advanced Placement course that is designed to introduce students to the central ideas and practices of computational thinking, and to show how computing changes the world. Students will have the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the structure of the Internet and how it works; algorithms; and the impact that these have on science, business, and society. Students are taught how to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives. The course is rigorous and rich in computational content, includes critical thinking skills, and engages students in the creative aspects of the field. This course emphasizes themes that help students build a solid understanding and facility with computing and computational thinking — knowledge that is important, if not integral, to being part of a well-educated and informed citizenry. Students take the AP Computer Science Principles exam in May.

BRYN MAWR COMPUTER SCIENCE ELECTIVES

Advanced Topics in Computer Science Honors

(c)

1 credit

Year

Prerequisite: Successful completion of AP Computer Science A

Not a NCAA-approved core course.

Open to seniors only.

(Fulfills computer science requirement for the STEM Institute Certificate.)

BMS

This course examines implementing data structures and algorithms for efficiently organizing and manipulating large amounts of data. Classic data structures such as sets, linked lists, queues, stacks, trees, graphs, and hash tables will be examined. Runtime efficiency of these structures will be compared using big-oh notation. Students will also develop a deeper understanding of software engineering principles and will learn how to design larger programming projects.

AP Computer Science A

(c)

1 credit

Year

Prerequisite: AP Computer Science Principles or permission of the department

Department approval required.

Open to juniors and seniors, with priority enrollment given to seniors.

(Fulfills computer science requirement for the STEM Institute Certificate.)

BMS

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of

fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course includes all topics as described in the AP Computer Science Course Description. The necessary prerequisites for entering the AP Computer Science A course include knowledge of basic algebra and experience in problem solving. A programming background is helpful but not necessary. Students take the AP Computer Science exam in May. *This is a year-long course and may not be dropped at the end of the first semester.*

Entrepreneurship

(c) ½ credit

Semester 2

Not a NCAA-approved core course.

Open to seniors only.

BMS

Students in this class will learn the process of launching a startup company while focusing on end-user experience and product design. Upon successful completion of this course, students will be able to conceive of the idea for a useful product or service, write a business plan, do market research, and have a basic understanding of the patent process. The course culminates with students pitching their ideas before a panel of experts for feedback and review.

Graphic Design I

(c) ½ credit

Semester 1

No previous art or computer knowledge is required.

Not a NCAA-approved core course.

Open to seniors only.

BMS

This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo design to a magazine. This course will also cover basic advertising principles and teach students how to analyze print design.

Graphic Design II

(c) ½ credit

Semester 1

Prerequisite: Graphic Design I

Not a NCAA-approved core course.

Open to seniors only.

BMS

This upper level elective course builds upon the foundational knowledge gained in *Graphic Design I*. Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student's "graphic design resumé."

Industrial Design

(c) ½ credit

Semester 1

Not a NCAA-approved core course.

Open to seniors only.

BMS

Maker: noun, a person who constructs new ideas, often at the intersection of coding, design and new technologies, and who learns through doing. This project-based course will challenge students to develop innovative solutions to problems using technology. The steps in the design thinking process: research, ideate, develop, prototype, refine, and build will be central to the workflow of the class. Students will explore topics including programming, 3D printing, and electronics in a self-directed manner and will produce a project of their own design to be presented at a Maker Faire. They will contribute to the Maker community by documenting their progress and collaborating with other makers when appropriate.

Programming iPhone Apps Honors

(c) ½ credit

Semester 1

Not a NCAA-approved core course.

Open to seniors only.

(Fulfills computer science requirement for the STEM Institute Certificate.)

BMS

This semester course will give students a foundation for programming apps on iOS devices: iPhone, iPod Touch, and the iPad. While this accelerated, honors course, assumes no background in computer programming, the course will move quickly to cover a wide range of areas relating to app development. Through the use of Xcode, Photoshop and other Mac software tools, students will learn a wide range of programming techniques, the foundations of Object-Oriented Programming, and design strategies for aesthetically pleasing apps. This course does NOT require the students to have an iPhone, iPod Touch, or an iPad.

| | | | |
|---|-----|----------|------------|
| Robotics <i>Open to seniors only.</i> <i>(Fulfills engineering requirement for the STEM Institute Certificate.)</i> BMS The Robotics course is designed to explore the past, current and future use of automation technology in industry and everyday use. While using the design process, students will learn to program their robots, build prototypes, and use simulation software to test their designs all while documenting their work in their design journal. The class culminates with an in-class robotics competition that is focused around a specific challenge. | (c) | ½ credit | Semester 2 |
| Statistics and Data Science <i>Prerequisite: Pre-Calculus</i> <i>Approved as a NCAA-approved core class for Mathematics only; not approved for Computer Science.</i> <i>Open to seniors only.</i> <i>Interdisciplinary: This course may be taken for Math or Computer Science credit.</i> <i>(Fulfills statistics requirement for the STEM Institute Certificate.)</i> BMS This is a mathematics course utilizing computer science principles for data analysis. It will be team taught by a mathematics teacher and computer science teacher. Have you ever wondered about the normal limits of blood pressure or the birth weights of babies across the globe? How can data drive a company's business model? Why do some people have a good idea about whether or not their poker hand can be a winner? Why do political polls often vary dramatically between sources? This project-based class dives into the applications of statistics, and the analysis of data to draw conclusions ranging from business decisions to social action. Students will learn how to leverage data for decision-making purposes by using software designed for data-driven decision making. | (c) | 1 credit | Year |

ENGLISH

| | | |
|--|--------------|------|
| English 9 | 1 credit | Year |
| English 9 Honors | 1 credit | Year |
| The ninth grade English curriculum builds upon the literature interests and language skills developed in the Middle School, supplying the foundation for more sophisticated demands of the 10 th , 11 th and 12 th grade programs. Designed around a study of literature, the ninth grade course works to develop students' good reading habits, critical thinking skills, and effective expression in their creative and analytical writing. Guided vocabulary and grammar instruction enhances writing fluency and mechanics. Students continue to develop their writing skills in a process approach, learning to express their own insights effectively. Literature studied may include <i>The House on Mango Street</i> , <i>Persepolis</i> , <i>Hamlet</i> , <i>Citizen: An American Lyric</i> , <i>The Catcher in the Rye</i> , <i>Silver Sparrow</i> , as well as selected short stories and poems. This course embraces a workshop approach to writing, an approach which emphasizes extensive revising and editing. <i>This course has required summer reading.</i> | | |
| English 10 | 1 credit | Year |
| English 10 Honors | 1 credit | Year |
| The 10th grade English course, with its thematic focus on external and internal journeys, uses classical and contemporary literature to develop the skills needed to uncover a text's literal and metaphorical meanings. Class discussions and writing assignments encourage students to deepen their ability to independently interpret texts and produce writing that explores their own ideas about the literature. The syllabus may include <i>The Odyssey</i> , <i>Their Eyes Were Watching God</i> , <i>A Wreath for Emmett Till</i> , <i>Jane Eyre</i> , <i>Kindred</i> , and <i>Song of Solomon</i> . We also use a performance-based approach to teaching Shakespeare, and the unit for <i>Twelfth Night</i> culminates in student performances of the comedy. The literature serves as the basis for developing verbal articulation and analytical skills through discussion and writing. Students build their vocabulary by studying words from the texts they read and strengthen their grammar through focused lessons and practice. With the rest of the English department, the 10th grade teachers practice the workshop approach to writing, which emphasizes extensive revising and editing. <i>This course has required summer reading.</i> | | |
| English 11 RPCS/GILMAN | (c) 1 credit | Year |
| The 11th grade English curriculum is designed to enable students to approach literature and writing on a more sophisticated basis than in earlier years and to prepare them for the increasing challenges of senior year and expectations for college. Students have the opportunity to study, discuss and write about texts of different genres and time periods. They examine individual works for literary merit and richness of theme and develop their own ideas in their analytical and creative responses. Our focus on American Literature complements the juniors' study of American history and includes <i>Beloved</i> , <i>The Great Gatsby</i> , <i>Raisin in the Sun</i> , <i>Death of a Salesman</i> , and selected poems and essays by American authors. We integrate the | | |

writing of personal essays at multiple points in the year to prepare students for writing college essays. Eleventh grade students may take English at Roland Park Country School or at Gilman. *This course has required summer reading.*

SENIOR ELECTIVES

To fulfill their English requirement, seniors at Roland Park Country School enroll in year-long AP English Literature or in a minimum of two semester-length elective courses with one taken each semester. At least one of the semester electives must be a literature course.

These courses are individually designed by instructors with the advice and consent of their colleagues in the Upper School English department. The overall offering of courses is carefully evaluated by the department to ensure that students have a variety of authors, genres, cultural representations and historical periods from which to choose for the study of literature and writing. Each course provides a solid and challenging academic foundation for college work by requiring students to read critically acclaimed literature and to write both analytically and creatively in response. Students may elect to take the English Language and/or Literature Advanced Placement examinations in May. Roland Park Country School seniors may also elect to take English courses at our coordinating schools, Gilman and Bryn Mawr. The department chairs and division heads of the three schools meet regularly to ensure that the combined list of courses offers both academic challenge and variety.

RPCS ENGLISH ELECTIVES

AP English Literature

1 credit

Year

Prerequisite: Acceptance after application that includes a writing sample and teacher recommendation

Department approval required.

This Advanced Placement course is designed to engage qualified students who have a deep interest in literature and writing. Students have the opportunity to read, discuss and write about challenging texts of different genres, examining works for literary merit and richness of theme. They will continue to develop their analytical and creative writing skills, pushing their essays to a more sophisticated level. Works to be studied will include *Frankenstein*, *Go Tell It on the Mountain*, *Othello* and a unit on Transcendentalism. To prepare students to succeed in the English Literature Advanced Placement Examination in May, this course will consistently demand high quality reading, writing, and discussion. *This course has required summer reading.*

Black Women: In Writing & In Culture

(c)

½ credit

Semester 2

RPCS

Since the early writings of women in bondage, Black women writers of the African diaspora have explored what it means to be Black and female. It is at the intersection of these identities that Black women writers have found their voices and questioned the meaning of feminism/womanism, cultural identity, self-pride, and self-acceptance, from a multi-faceted perspective. As the landscape of cultural identity in our world has shifted, so has the writing of these women. In this course, we will explore how the writings & performances of Black women have evolved over time as well as tackle the themes that run throughout the span of history, questioning not only what it means to be both Black and female from a historical perspective, but within modern society as well. From Beyoncé to Octavia Butler, and from Cardi B to Toni Adeyemi, we will explore Black womanhood in so many of its glorious facets.

Counter-Cultural Collectives

(c)

½ credit

Semester 2

Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.

RPCS

Collectives, though most associated with the counter-cultural movements of the 1960s and 70s, have existed in many cultures throughout history. These collectives are born from both idealistic longing and pragmatic calculation, offering non-hierarchical safe spaces for those seeking refuge from oppressive structures. This course examines the power, promise, and problems of these collectives through a mix of historical and literary analysis. Students come to understand the socio-political conditions that necessitated these spaces, and how those conditions shaped the collectives' intersectionality. The literary output of these groups is also studied, from formal poetry and treatises to self-printed pamphlets and zines. Mirroring the course content, class sessions are moderated in an egalitarian fashion, with students sharing responsibility for class facilitation with the instructor.

Feminist Gothic Literature

(c)

½ credit

Semester 2

RPCS

Some critics define Gothic literature by the time period in which it was written; others view it through the lens of specific plot elements, images, and literary tropes. With the growth of feminist theory in the latter half of the twentieth century, scholars wrote extensively about the fact that many of the most gripping works of Gothic literature and art were created by women. What do haunted houses and things that go bump in the night have in common with the experience of being

female? How do these so-called “haunted” spaces connect to the psychological space of the feminine mind? How has the Gothic tradition evolved over time, and how does the intersectional nature of contemporary feminism influence the lens through which works are read? Literary selections may include *The Yellow Wallpaper*, *Jane Eyre*, *Frankenstein*, *The Haunting of Hill House* and *Sing, Unburied, Sing*. We will view and analyze films that may include *Rebecca*, *The Stepford Wives*, *Get Out* and *Rosemary’s Baby*. The class also includes a study of the Southern Gothic tradition, anchored by Beyoncé’s visual album *Lemonade*.

Honors Research Seminar: Profiles in Leadership

(c) ½ credit

Semester 1

Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.

RPCS

What are the secrets to effective leadership? How does the context or arena affect a leader’s potential and choices? Does power come more easily to those willing to act unethically? In the first half of this course, students will pursue these and other questions by reading, discussing, and writing about leaders from history, literature, current world politics, sports, and other arenas. Case studies will focus on how women and men have led countries, movements, organizations, and initiatives to affect change, wrestle with ethical dilemmas, and solve real-world problems. In the second quarter, students will design and pursue a deep dive into a case study or leadership issue of their own choosing. The outcome will be a capstone project that can take the form of an essay, creative writing, lesson plan, documentary, manifesto, or other form; all projects will be presented in a public forum at the end of the course. *This course has required summer reading.*

Linguistics for Students of the World Community

(c) ½ credit

Semester 2

Interdisciplinary: This course is offered either for English or Integrated Studies credit.

RPCS

Have you ever been curious about the difference between the epiglottis and the uvula? Have you ever wondered whether language is genetically encoded or whether animals are talking to each other the same way that people do? This senior elective course will explore the fundamental components of linguistics. For students interested in vocal tract anatomy, world cultures, sociology, and/or the hearing and speech sciences, this elective is ideal. The pre-eminent text for introductory courses in linguistics at colleges and universities throughout the world will be used as the basis for the elective. Accordingly, students will study phonetics, phonology, morphology, syntax, semantics, pragmatics, language acquisition theory, language variation, and the role of language in establishing and maintaining power in socio-political and economic systems. After completing this elective, students will have much more of a foundation with which to discuss the myriad functions of language. Students will also be able to consider popular media, poetry, and literature through a linguistic lens. Such knowledge of linguistics secures students a greater understanding of diversity in the world today.

Literature of the Caribbean

(c) ½ credit

Semester 1

RPCS

How do writers of the Caribbean Diaspora attest to their identity in their texts? What are the prominent signifying tropes? How does the linguistic use of French and Spanish alternate between representation of freedom and oppression respectively in a Diaspora that seeks to remove the yoke of colonization? What is White Trauma and how does it function in Caribbean literature? What is the Negritude Movement? How can readers approach stories of the Diaspora with theory penned by Caribbean writers? In this course students will explore the unique features of Caribbean writing. The style is often fractured, poetic, vivid, and fraught with subtleties. Students will read the work of luminaries such as Césaire and Naipaul, and the examination of each text will be supplemented by the work of prominent theorists such as Fanon and Glissant. *This course has required summer reading.*

Reading and Writing Poetry

(c) ½ credit

Semester 2

RPCS

According to William Butler Yeats, “Out of the quarrel with others we make rhetoric; out of the quarrel with ourselves we make poetry.” Because of its raw and personal nature, poetry is one of the most intimidating, yet fulfilling, art forms. In this course, we will delve deeply into the reading, analysis, and writing of a variety of forms, which may include: formal, narrative, ekphrastic and free verse poetry. Students will also have the opportunity to explore performance through slam poetry. In this course, students will engage in daily writing exercises to practice various fundamental techniques and to generate ideas for longer pieces of writing. Additionally, students will learn the process of formal workshopping as a means for discussing, gaining feedback upon, and publicly sharing their work in a safe and respectful setting. Throughout the semester, we will read poems by contemporary poets which may include, among others, Elizabeth Bishop, Audre Lorde, Adrienne Rich, Mary Oliver, Warsan Shire, Danez Smith, and Reginald Dwayne Betts. This course will culminate in the creation of a sizeable portfolio of completed poems.

Representations of Madness in Literature and Film

(c) ½ credit

Semester 1

RPCS

What is madness? What makes a person “go insane?” How much of “craziness” is constructed? This course will explore the diverse representations of madness and mental illness in both literature and film. By examining an assortment of novels, poems, and movies, students will explore how depictions of madness vary in regards to time period, gender, race, and class.

Texts and films may include: *Wide Sargasso Sea* by Jean Rhys, *Girl Interrupted* by Susanna Kaysen, *The Bell Jar* and selected poems by Sylvia Plath, *Gaslight* (1944), *Jane Eyre* (2011), *Girl Interrupted* (1999). *This course has required summer reading.*

Witchcraft: Power, Rhetoric, and Imagination (c) ½ credit Semester 1

Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.

RPCS

The image of the Witch is one of power, both alluring and dangerous. Fascination with this idea, and fear of it, have captured the imagination of societies the world over, often with historic consequences. This course seeks explanations for the lingering potency of the Witch image in our global consciousness. Through a mix of historical, literary, and rhetorical analysis, students come to understand how the Witch image intersects with concepts of gender, deviancy, religion, medicine, science, and psychology. Students engage with a diverse set of texts and media, ranging from the infamous *Malleus Maleficarum* to the *Yijing*.

Women in the Wilderness (c) ½ credit Semester 1

RPCS

Mountains, deserts, forests, glaciers - the wonders of the natural world have forever captivated writers' imaginations, drawing them to the wild. In this course, we will explore how women-identified people experience the oft-masculinized spaces of the wilderness. What are the unique experiences of women in the wild? In what ways do intersecting categories of identity and privilege impact who gets to enjoy the outdoors? How can the wild provide liberation and empowerment for women? We will employ films, memoirs, novels, podcasts and other media for a robust examination of diverse women in the wilderness. Texts may include Strayed's *Wild*, Braverman's *Welcome to the Goddamn Ice Cube*, Zitkala-Sa's *American Indian Stories*, Ffitch's *Stay and Fight*, along with the poetry of Layli Long Solider, Camille Dungy, Joy Harjo and Mary Oliver.

BRYN MAWR ENGLISH ELECTIVES

Contemporary American Poetry (c) ½ credit Semester 1

BMS

This literature course offers an introductory survey of contemporary American poetry from post-WWII to now. We will study particular poets and poems, but an essential question will be about poetry's role in shaping an American identity or voice. How has poetry shaped, reflected, or challenged a democratic culture? How do poets re-imagine language and form in response to changes in our nation? As we consider these questions, we will learn how to read and analyze poems. Not only will we read poems and critical essays, we will write reflective responses to poems, analytical responses, and imitations of poems.

Creative Writing (c) ½ credit Semester 1

BMS

This semester course will be an Introduction to creative writing practices. Students will explore different kinds of poetry and the key elements of fiction. We will write at the start of each class and learn to mine that quick writing for buried treasure. After a few weeks, students will begin sharing first drafts and revisions around the workshop table. Alongside their own writing, students will read and respond to contemporary short fiction and poetry, attend at least one reading at a local college (or coffee house), and work on either a project or portfolio of work in the second part of the semester. Texts: *Bird by Bird* by Anne Lamott and *The Triggering Town* by Richard Hugo.

Creative Writing: The Found Object (c) ½ credit Semester 2

BMS

Twentieth century composer and artist John Cage harnessed randomness (coin toss) into his creative process. Cubists and later artists of the Pop-Art era like Warhol, Lichtenstein incorporated found objects into their painting, sculpture, and assemblages. This course takes the 'found object' – something tossed out, overlooked and uses art to re-imagine it. Students will need to take walks on campus and around Baltimore/their home turf and find objects. They will photograph them, sketch them, and sometimes, pick them up and bring them to class where the found objects will become writing subjects.

Detective Fiction: The Search for Truth (c) ½ credit Semester 2

BMS

This course will explore the ways in which detectives are involved in understanding the nature of human connections and social constructs. The nature of authority, in particular, seems to merit close scrutiny in the gritty, corrupt worlds created by many of our best detective writers. We may begin with a close reading of Baltimore's own Edgar Allen Poe before moving on to analysis of the fertile post-war writings of Dashiell Hammett and Raymond Chandler, along with Jonathan Lethem's recent take on the genre, *Motherless Brooklyn*. Students should expect to write in a variety of styles about both literature and film.

| | | | |
|--|-----|----------|-------------------|
| Eco Literature BMS | (c) | ½ credit | Semester 1 |
| This course will explore our relationship with nature—how it is a place of refuge from life's difficulties, a proving ground of independence, a source of beauty, and something we simultaneously exploit and steward. We will explore both others' and our own personal relationship with nature, and we will also discuss the impact of climate change on Generation Z. This course seeks to help students discover their own environmental consciousness through scientific, fictional, and non-fictional writings. The final project will be directed and chosen by the student's area of interest. Texts may include <i>Into the Wild</i> by Jon Krakauer, <i>Wild</i> by Cheryl Strayed, <i>Upstream</i> by Mary Oliver, <i>A Field Guide to Getting Lost</i> by Rebecca Solnit, and a series of scientific essays from publications such as <i>Scientific American</i> , <i>The Atlantic</i> , <i>The New Yorker</i> , among others. | | | |
| Fairy Tales & Folk Tales BMS | (c) | ½ credit | Semester 2 |
| Is storytelling a part of human nature? Do myths and tales have a universal structure? Myths, fairy tales, and folk tales can serve as a lens to help us better understand our history, culture, or identity. We will explore how these stories share common forms, archetypes, and motifs. We will also look at how they evolve throughout history. We will read a diverse selection of texts, including selections from the Popol Vuh, the Brothers Grimm fairy tales, Joseph Campbell's <i>The Power of Myth</i> , and others. We will also record myths from our families or communities, revise traditional tales, & create our own tales. | | | |
| Literature of Graphic Novels BMS | (c) | ½ credit | Semester 2 |
| This course will focus on the genre of graphic novels. We will examine how visual images affect and influence our reading and understanding of texts and how we tell stories. Questions we may consider include: How do we read a visual text? What do we gain through a visual novel? Is anything lost from the traditional novel? Why have graphic novels become so popular? Why are they called graphic novels and not comics? Is there anything about the graphic novel that lends itself to the exploration of minority identities? We will read a wide range of texts examining various identities, such as race, religion, gender, and sexuality. We will begin our study by examining the genre of graphic novels through Scott McCloud's <i>Understanding Comics</i> . Primary texts may include: <i>Fun Home</i> , <i>American Born Chinese</i> , <i>Maus</i> , <i>Ghost World</i> , and <i>Persepolis</i> . Final projects may include a paper on a graphic novel not read in the class or the creation of a graphic novella using software such as Comic Life. | | | |
| Terror in American Literature BMS | (c) | ½ credit | Semester 1 |
| One of the less studied traditions in American Literature is the unnamed fear that accompanies many of the facets of America that we consider most unique. Have we always been afraid of what we might be on our way to becoming? Students will read and write with the aim of defining and exploring the different elements that make up an American sense of terror. We may begin with close analytical readings of colonial preacher Jonathan Edwards and short fiction by Nathaniel Hawthorne and Charlotte Perkins Gilman, before encountering longer works by Shirley Jackson and Stephen King. We will also consider films to appreciate how these elements of terror cross the boundaries between mediums. <i>This course has summer reading which consists of two short stories by Edgar Allen Poe: The Tell-Tale Heart and The Masque of the Red Death.</i> | | | |
| Terrorism in the Modern World Interdisciplinary: This course may be taken for History or English credit. BMS | (c) | ½ credit | Semester 2 |
| This course combines history, political science, and literature to examine the role that terrorism has played in the modern world. We will begin with an overview of the many ways people have defined terrorism and a brief narrative of terrorist groups and actions since the French Revolution. The core of the course will focus on a series of literary and historical case studies illustrating the motivations, tactics, and outcomes of terrorists around the world since 1945. Students will conclude the class by applying the knowledge they gained through the case studies by evaluating various strategies for fighting terrorism and creating their own counterterrorism proposal. | | | |
| The Writings of Toni Morrison Honors BMS | (c) | ½ credit | Semester 1 |
| This course will explore the work and legacy of Toni Morrison through her speeches, essays, literature, and poetry. As president Barack Obama said in his eulogy in the summer of 2019, "Toni Morrison was a national treasure. Her writing was not just beautiful but meaningful – a challenge to our conscience and a call to greater empathy." Morrison's work "brings us that kind of moral and emotional intensity that few writers ever attempt...using a tone that is lyrical, precise, distinct, and inclusive." Through her work, this course will examine questions of American identity, particularly the ways that the narratives of enslaved peoples and their descendants have become some of the most essential poets of our nation. | | | |

GILMAN ENGLISH ELECTIVES

20th Century African American Literature

(c) ½ credit

Semester 1

GILMAN

This course offers a study of African American culture, as it relates to living in the multi-racial United States, through literature produced by 20th century African American writers. In addition to dynamic discourse, students will enhance their personal library on this topic. Works from Wright, Baldwin, Hansberry, Fuller, Wilson, Hughes, and others are selected.

American Literature of the 60's

(c) ½ credit

Semester 1

GILMAN

The sixties were mythic in proportion, and there is likely no greater mythic character who emblemized that tumultuous and oft romanticized decade than Bob Dylan. A shape-shifting, enigmatic minstrel, Dylan voiced the confluence of the personal and the political during the sixties. He also reached toward the artistic horizon and defined the sound of an era by borrowing from the traditions of the past. His songs toyed with the avant-garde literary experiments of the Beats, echoed the paranoia of the Cold War, punctuated the politics of the Civil Rights and Anti-War movements, and illuminated the way for a redefined counterculture. Dylan's songs critique, define, and are a product of the sixties. Through an interdisciplinary study of the history, literature, and music of the sixties, students will attempt to articulate how the seminal art of the sixties reflects a decade of revolution, protest, polarization, liberation, experimentation, and promise.

Art of Truth

(c) ½ credit

Semester 1

GILMAN

In 1959, Truman Capote came across a short article detailing a gruesome quadruple murder in rural Kansas; following a detailed investigation into the murders (and murderers), his subsequent novel birthed a self-proclaimed new genre: the nonfiction novel. Since that time, many nonfiction writers have borrowed the techniques typically associated with fiction to convey vivid characters, dramatic situations, and thematic resonance. This course will explore what differentiates narrative nonfiction as an art form, paying particular attention to the flexibility of the style through a glimpse into subgenres such as true crime novels, extended essays, and graphic memoirs. In addition to analysis and discussion, members of the class will explore the craft of creative nonfiction through their own writing.

Award Winning Literature

(c) ½ credit

Semester 1

GILMAN

Award Winning Novels Since 2000: This course will explore four award-winning novels published since 2000. In reading these novels, the class will discuss how each of these texts is both inextricably linked to the new millennium and, at the same time, steadfastly bound to the timeless question of what it means to be human in a changing world. In addition to the core texts, the course will explore the post-2000 zeitgeist of the English-speaking world, how prestigious literary prizes are awarded, and how modern literary criticism plays a role in determining which texts are worthy of our collective reading time.

China and Modern East Asia

(c) ½ credit

Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

After the cataclysms of revolution and war in the twentieth century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the nineteenth century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels *To Live* by Yu Hua and *Kokoro* by Natsume Soseki, and several short stories by East Asian authors.

Civil War: Maryland

(c) ½ credit

Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course will examine the impact of the American Civil War on the state of Maryland. As a border state next to the national capitol, Washington D.C., Maryland found itself in a tenuous position as tensions between the North and South escalated in the late 1850s through the start of the war. This class will examine the causes of the war, the significance of slavery and the underground railroad in Maryland, the attitudes of Marylanders towards the War, military engagements within the State, and the political, social and economic impact of the conflict. We will read and discuss James McBride's *Song Yet Sung*, poetry from the era, primary documents, and historical analysis on the subject.

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| Classical Literature GILMAN The Classical Literature course will provide a survey of ancient Greek drama and the society that produced it. The course will examine a representative sample of the major plays of the tragedians Aeschylus, Sophocles and Euripides, as well as the comic playwright Aristophanes. In addition, modern adaptations of certain tragedies will be read. Among the topics considered will be the tragic and comic festivals, the origin and nature of Greek theater, ancient theatrical production techniques, myth and tragedy, and the legacy of Greek tragedy in the modern world through film adaptations. Plays to be read include the <i>Oresteia</i> , <i>Bacchae</i> , <i>Antigone</i> , and <i>Frogs</i> . Time permitting, the comedy <i>Menaechmi</i> by the Roman playwright Plautus will also be read. Film adaptations of nine of the plays will be viewed. These include <i>Mourning Becomes Electra</i> by Eugene O'Neill, the <i>Antigone</i> by Jean Anouilh, and <i>A Funny Thing Happened On the Way to the Forum</i> (with music and lyrics by Stephen Sondheim and a book by Burt Shevelove and Larry Gelbart.). | (c) | ½ credit | Semester 1 |
| Classical Mythology GILMAN Focusing on the literary tradition of Greek and Roman mythology through extensive readings of the translations of Roman and Greek mythological sources, the course will feature both comparative and interpretive approaches, as well as evidence from art and archaeology. Lectures will include insightful discussions of classical myths in their historical and cultural settings, as well as their survival in literature, art, music, and film. | (c) | ½ credit | Semester 2 |
| Cormac McCarthy GILMAN Expelled from his family home and banished by his fellow man, Lester Ballard becomes a cave dwelling serial murderer. The kid, a fourteen-year-old wanderer from Tennessee, joins a band of marauders who hunt and massacre Native Americans and sell their scalps on the black market. Following a global holocaust, a father and son travel south amid cannibals and darkness in search of warmth, food, and hope. Llewellyn Moss, a Vietnam War veteran and welder, happens upon a drug deal gone awry; he makes off with millions in cash and is hunted by a psychopathic murderer and hit men. In situations as violent, bleak, and complex as these, what does it mean to be human? What does it mean to be? And, <i>how</i> should one be? Through the study of thematically relevant philosophy and, as case studies, Cormac McCarthy's trenchant fiction, this course aims to help students better answer fundamental philosophical questions: How should I live, and why is my story worth telling? | (c) | ½ credit | Semester 2 |
| Creative Writing GILMAN Taught by the Gilman Writing Fellow, this course is an intensive workshop in creative writing. Because each new Fellow will design the curriculum according to his or her interests and talents, the course content is variable; it will include elements in both fiction and poetry, and may cover playwriting. Students should expect to write daily, read the works of accomplished writers, and participate in critiques of one another's writing in workshop format. Only students who enjoy reading and writing and who are willing to work hard to improve their writing should consider taking this course. | (c) | ½ credit | Semester 1 or 2 |
| Dystopian Fiction GILMAN Environmental destruction. Nuclear disaster. Government, religious, and technological control. The modern literary sphere is flooded with dystopian stories featuring such opposing themes as conformity and individuality, isolation and community, and control and rebellion. The ultimate goal of each novel seems to stem from the hero's desperate attempt at survival against all odds. This course seeks to consider why contemporary readers are drawn to such stories by examining the emergence of the dystopian novel from foundational utopian texts such as Plato's <i>Republic</i> and More's <i>Utopia</i> , investigating the development of the dystopian hero, and interrogating the political, social, cultural, and religious trends of our society that might influence writers of this genre. In addition to discussion and analytical writing, members of the class will produce their own dystopian short fiction. | (c) | ½ credit | Semester 2 |
| Film as Literature GILMAN Film as Literature is designed to broaden and extend students' knowledge and appreciation of film as an art form—to help them become "cinemaliterate." Through an immersive study of films in a variety of genres, students will develop and sharpen skills in reading, thinking, viewing and writing about films, as well as listening and speaking in post-viewing discussions. Students will be taught to analyze film in the same way that they study a literary text, by watching and studying classic and contemporary movies. They will learn how to "read" a film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Upon completion, students will possess a deeper knowledge and active comprehension of: film terms and techniques, the adaptation of literature into film scripts, film genres, elements of symbolism, literary themes in films and the art of the well-made screenplay, as well as the director's craft. Students will leave Film as Lit with an exciting new personal foundation of cinemaliteracy. | (c) | ½ credit | Semester 1 |

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| Gay/Lesbian Literature GILMAN | (c) | ½ credit | Semester 2 |
| The objective of this course is to immerse students in gay texts and explore fundamental questions about sexual orientation, gender identity, prejudice and discrimination, and the universality of being human – thoughts, feelings, and experiences we all share regardless of our sexual preferences and/or gender identity. This is a discussion-based course, so all students must be willing and able to engage in frank dialogue regarding any and all course-related questions and subject matter. An open mind is essential. | | | |
| Heroic Journey GILMAN | (c) | ½ credit | Semester 1 |
| This course seeks to explore Joseph Campbell's monomyth, the heroic journey, through a multimedia examination of classical and contemporary literature, film, and music. From Sir Thomas Malory's <i>Le Morte d'Artur</i> through George Lucas' <i>Star Wars: A New Hope</i> , the cycle of discovery a hero undergoes allows students to see themselves and their world through a critical lens. Using Campbell's <i>Hero with a Thousand Faces</i> , students will identify the different stages of the hero's journey and unwrap the archetypes seen therein through comparative analysis of these works. Class discussion will focus on analysis of author intent and understanding why folk tales and myth are an effective vehicle for shared audience experience, interpretation, and societal critique. | | | |
| Holocaust Studies GILMAN | (c) | ½ credit | Semester 1 |
| <i>Interdisciplinary: This course is offered either for English or History credit.</i> | | | |
| This course will guide students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the "Final Solution," they will consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies, which shaped Nazi anti-Jewish policies. At the heart of this analysis will be a close study, culminating in an analytical essay, of the key events, which transformed persecution into genocide during World War II. The Holocaust Museum will be an important resource during this process. During the final section of the course, students will investigate the personal experiences of Jews and Germans during the Holocaust. They will consider testimony of Jewish survivors, Nazi authorities, and German bystanders. Students will develop an independent project on a topic of their choice drawn from the wealth of literary, dramatic. | | | |
| Jesmyn Ward GILMAN | (c) | ½ credit | Semester 2 |
| Jesmyn Ward is one of the most decorated authors of our time. Most recently recognized with a "genius" grant from the MacArthur Foundation, Ward has also won two National Book Awards--the first woman to do so--and she seems to be just getting started. This course will do a deep dive into this author and her work, which has been called, "simultaneously luminous and achingly honest." Students will begin with Ward's memoir, <i>Men We Reaped</i> , and then they'll analyze her novels <i>Salvage the Bones</i> and <i>Sing, Unburied, Sing</i> . Students will work to see and know what Ward's characters do, and by course end, they'll fully appreciate this artist, a writer who "captures moments of beauty, tenderness, and resilience against a bleak landscape of crushing poverty, racism, addiction, and incarceration." | | | |
| Law and Literature GILMAN | (c) | ½ credit | Semester 2 |
| This course seeks to examine the intersection of law and literature by introducing students to aspects of the law featured in classical and contemporary literature. Reading will include classic short novels, a play, and a contemporary novel. These reading will be supplemented by excerpts from Judge Richard Posner's <i>Law and Literature</i> and seminal Supreme Court cases. Students will gain experience with the Socratic method, briefing case law, and the obligations of attorneys and judges. Guest speakers will provide students a grounding in how the legal system works, with introductions to civil procedure, the stages of a criminal trial, and an examination of the Bill of Rights. | | | |
| Leadership Literature GILMAN | (c) | ½ credit | Semester 1 |
| What does it mean to have character? What does it mean to be a leader? In this course, we will consider the relationship of character and leadership through the study of literature, seizing the opportunity to learn from the journeys, triumphs, and failures of leaders represented in fiction, nonfiction, and drama from around the world and across time. | | | |
| Literary Letters GILMAN | (c) | ½ credit | Semester 1 |
| English poet John Donne wrote, "more than kisses, letters mingle souls"; students in this course will study and try their hand at this soulful mingling. Through the analysis of epistolary novels, a play, and other short fiction in letter form, students will uncover the complexities of this style and these stories. Chbosky's <i>Perks of Being a Wallflower</i> will be the summer reading selection, and then students will begin the fall semester by writing a personal essay, telling part of their life story in the form of a letter; from there, they'll read and discuss three works: Gurney's <i>Love Letters</i> , Walker's <i>The Color Purple</i> , and Robinson's <i>Gilead</i> . Each of these handles the form differently--Andy and Melissa's correspondence lasts a lifetime, Celie prays to God, | | | |

and John prepares his son for his imminent death--but the common sentiment seems to be, as one character puts it, that a letter can be "a present of myself to you." *This course has required summer reading.*

Literature of Civil Rights

(c) ½ credit

Semester 2

GILMAN

This course will examine the most important and influential rhetoric and literature from the American Civil Rights Movement. Students will study the art of rhetoric and apply what they learn to significant speeches, sermons, demonstrations, poetry, music, and literature from The Movement in an effort to understand why particular texts/speeches were so influential. The culminating project for the course will require students to research a modern day civil rights issue, come up with a position, write a speech that utilizes effective rhetorical devices, and deliver that speech to the class in a way that persuades and inspires. Students will also write frequently about the speeches, poetry, and literature they read for the course.

Modern European Intellectual Thought

(c) ½ credit

Semester 1

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school's extensive online collection of academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe*, *Notes from the Underground*, *Animal Farm*, and *The Stranger*.

Perspectives in Modern War

(c) ½ credit

Semester 2

Pending NCAA-core course approval for English; approved for History.

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course examines the role of leadership and decision-making in the landscapes of modern war, from the deserts of the Middle East to cyberspace, and how those lessons apply to life in and out of the military. Topics include the evolution of terrorism and counterterrorism, the role of intelligence analysis and assessment in decision-making, the history of the Middle East (focused 1979-present), social media and the manipulation of information, and the law of armed conflict. Course material will cover fiction and non-fiction readings, including *Tribe: On Homecoming and Belonging*, *LikeWar: The Weaponization of Social Media*, and *Black Flags: The Rise of ISIS* and examine cult-classic movies like *Sneakers* and *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb*. Students will be graded on reading comprehension quizzes, papers, presentations, and decision-making games. Several veterans with diverse experiences will provide their perspectives on topics throughout the course. The course will include field trips to the National Cryptologic Museum and D.C.

Short Fiction

(c) ½ credit

Semester 2

GILMAN

Short fiction, in its brevity and efficiency, demands careful and focused attention. This course will introduce short fiction by way of some of the best-known short fiction writers of all time. We will track the development of short fiction as a form through close reading and literary analysis. Additionally, we will consider the historical and literary contexts that influenced each of the texts we read. Through engaged class discussions and focused writing activities, students will learn to analyze, raise critical questions, and construct arguments about short fiction.

The Scandal of *Ulysses*

(c) ½ credit

Semester 1

GILMAN

The Scandal of *Ulysses*: Among the Western literary canon's most challenging and rewarding books, James Joyce's *Ulysses* employs revolutionary narrative techniques while responding to the timeless themes and motifs of *The Odyssey* and *Hamlet*. Students of this course will engage central human issues of family, religion, heroism, prejudice, and charity as they follow the wanderings of Stephen Dedalus and Leopold Bloom through the city of Dublin on June 16, 1904.

Urban Studies

(c) ½ credit

Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

In Urban Studies we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that includes narrative-based historical texts, creative non-fiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore's present and past through field trips to interact with Baltimore beyond the walls of Gilman.

Villains and Antiheroes

(c) ½ credit

Semester 2

GILMAN

Ever since Adam in *Genesis* and Homer's Odysseus, flawed protagonists have exposed the weaknesses and vulnerabilities commonly found in the human character. Through the study of such archetypal antiheroes, readers gain self-awareness and may guard themselves against such natural tendencies. But what happens when a reader identifies with a charismatic villain and starts rooting for the success of a diabolical scheme? This course will address these questions and others through the study of Satan in Milton's *Paradise Lost*, one of Shakespeare's great villains (Richard, Edmund, or Iago), and a contemporary work of fiction.

World War I

(c) ½ credit

Semester 1

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course will examine the Great War through the prisms of literature and history. We will delve into the political, social, and cultural ramifications of American life during this period. Students will be expected to study and understand the personalities that shaped the events and ultimate outcome of this epic struggle as well as the actions and reactions of the American people. By the end of the course we will have examined: the use of propaganda by the American government; the depiction of the war in popular culture (film, posters, theatre, pamphlets, poetry, literature); questioned the origins and nature of the war and its effects on American society; worked with primary and secondary materials to develop their own interpretations; and, researched and interpreted one aspect of the era of World War I in depth, reflected in an oral (and possibly artistic) presentation and a paper.

Writers in Revolt

(c) ½ credit

Semester 1

GILMAN

The literature of the Writers in Revolt English elective focuses on revolt and protest against societal expectations and prejudices. As we study, discuss, and write about the literature, students also work on a semester-long project requiring them to identify something (a practice, policy, belief, or institution) that they wish to revolt against. After considering and formulating various protest techniques to utilize, they draw attention to their personal revolt through assembly presentations, interviews, social media posts, and surveys. Finally, they execute their revolt in an effort to actualize as much change as possible.

HISTORY

Grade 9

World History I

1 credit

Year

World History I Honors

1 credit

Year

This course will trace global history from approximately the time of Buddha to the Age of Absolutism (600BCE to 1750CE) through a thematic approach focused on religion, politics, economics, social identity, and other important aspects of civilization. We will travel around the globe in order to learn about the particular histories of diverse regions and to uncover a larger picture of history by studying the interactions of societies over time. We will use various primary and secondary sources, including the textbook, written historical documents, art, music, architecture, and maps. Throughout, the course will also provide an introduction to the practice of history, and by the end of the year, students will have experience in analyzing source material, constructing sophisticated and persuasive arguments in written and oral form, and in working through nuanced research questions and techniques.

Grade 10

World History II

1 credit

Year

In this course, students study the roots of modernization in world history from the time of the Columbian Exchange in the later 1400s and 1500s to the global conflicts of the 1900s, namely the World Wars and the Cold War. Each unit will focus on a key turning point or development in this transformation and will highlight its relevant political, economic, social, and cultural aspects. Among others, these units will include: the Columbian Exchange & Commercial Revolution; the Rise of Nation States; the Age of Political Revolutions; the Industrial Revolution; Modern Political, Economic & Cultural Systems and Thought; Imperialism; and the Global Conflicts of the Twentieth Century. The course will look at these developments from a global perspective. Where applicable and practical, the units will also include the study of relevant art, music, and literature.

AP World History

1 credit

Year

Prerequisite: 88% World History I; 85% World History I Honors Average

Department approval required.

This course is designed to prepare students' skills and content knowledge for the AP World History exam. While its primary content coverage will heavily emphasize the modern era from 1400 C.E. forward on a global scale, it will also review pre-modern material from World History I as needed to foster readiness for the exam. Major areas of study will include among others: Land-Based Empires, the Networks of Exchange & Transoceanic Interconnections; the Rise of Nation States; the Age of Political Revolutions; the Industrial Revolution; Modern Political, Economic & Cultural Systems and Thought; Imperialism; and the Global Conflicts of the Twentieth Century, Cold War and Decolonization and Globalization. Where applicable and practical, coverage will include consideration of relevant art, music, and literature. Students take the AP exam in May, and the year concludes with a research-based enrichment activity. *This course has required summer reading.*

Grade 11

United States History

(c)

1 credit

Year

RPCS/GILMAN

This course surveys the history of the United States from colonial times to the post-Cold War II era. While readings and specific assignments vary from teacher to teacher, all require analytical papers, essay tests and extensive reading, including primary sources.

AP United States History

1 credit

Year

Prerequisite: 88% World History II; 85% AP World History Average

Department approval required.

Advanced Placement United States History presents a fast-paced and broad survey of the major themes and issues in American history from the early colonial period through the late twentieth century. Students strive to understand continuity and change in American history, examining the many factors which have shaped the American people. The course integrates political and social history in exploring the experiences of the many groups which comprise our nation. In addition to the textbook, students will utilize a wide range of resources, including scholarly articles and primary source documents. The course emphasizes analytical writing, and students are expected to produce a number of analytical essays throughout the year. The course is geared to help students prepare for the AP US History Examination in May. *This course has required summer reading.*

SENIOR ELECTIVES

RPCS HISTORY ELECTIVES

America's Immigration Experience

(c)

½ credit

Semester 2

RPCS

Many Americans have a romanticized idea of America's immigrant past. They point to idealized visions of Ellis Island or the famous words of Emma Lazarus etched into the base of the Statue of Liberty, "Give me your tired, your poor, Your huddled masses yearning to breathe free..." In fact, America's immigration history is more contested, more nuanced, and more complicated than many assume. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. The course follows a chronological overview of U.S. immigration history, but it also includes mini-units that cover salient issues in political discourse today such as xenophobia, deportation policy, border policing, and sanctuary cities.

AP European History

(c)

1 credit

Year

Prerequisite: 88% US History; 85% AP US History Average

Department approval required.

RPCS

Learn about Europe from approximately 1450 to the present. You will investigate the content of European history for significant events, individuals, developments. This is your chance to delve more deeply into some of the topics you learned about in World History. The main units of study are: The Renaissance and Exploration, Age of Reformation, Absolutism and Constitutionalism, Scientific and Philosophical Developments, Age of Revolution, 19th Century Political Perspectives, 20th Century Conflicts, Cold War and Contemporary Europe. Some of the themes explored throughout the course are the interaction of the various regions and countries in Europe, the interplay between poverty and prosperity, institutions of power, and the individual's role in society.

Counter-Cultural Collectives

(c) ½ credit

Semester 2

Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.

RPCS

Collectives, though most associated with the counter-cultural movements of the 1960s and 70s, have existed in many cultures throughout history. These collectives are born from both idealistic longing and pragmatic calculation, offering non-hierarchical safe spaces for those seeking refuge from oppressive structures. This course examines the power, promise, and problems of these collectives through a mix of historical and literary analysis. Students come to understand the socio-political conditions that necessitated these spaces, and how those conditions shaped the collectives' intersectionality. The literary output of these groups is also studied, from formal poetry and treatises to self-printed pamphlets and zines. Mirroring the course content, class sessions are moderated in an egalitarian fashion, with students sharing responsibility for class facilitation with the instructor.

Honors Research Seminar: Profiles in Leadership

(c) ½ credit

Semester 1

Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.

RPCS

What are the secrets to effective leadership? How does the context or arena affect a leader's potential and choices? Does power come more easily to those willing to act unethically? In the first half of this course, students will pursue these and other questions by reading, discussing, and writing about leaders from history, literature, current world politics, sports, and other arenas. Case studies will focus on how women and men have led countries, movements, organizations, and initiatives to affect change, wrestle with ethical dilemmas, and solve real-world problems. In the second quarter, students will design and pursue a deep dive into a case study or leadership issue of their own choosing. The outcome will be a capstone project that can take the form of an essay, creative writing, lesson plan, documentary, manifesto, or other form; all projects will be presented in a public forum at the end of the course. *This course has required summer reading.*

International Relations

(c) ½ credit

Semester 1

RPCS

This course will examine the underlying dynamics behind international relations in recent world history. We will focus on regional issues such as: Immigration and Refugees, Russia's role in the world today, Cambodia and the Khmer Rouge, the Middle East from the formation of contemporary states to the current crises, Africa from decolonization to present concerns including the end of Apartheid, AIDS, civil war and genocides, and Latin America's struggle for political and economic stability. The course will also examine global issues such as terrorism, arms deals, landmines, population, and food and refugee crises. Subject matter will be presented using a variety of materials including simulations, current periodicals, film and online sources.

The History of Anti-Semitism

(c) ½ credit

Semester 2

RPCS

Why is there prejudice and hatred in the world? Why has so much of it focused on the Jews? Why have a group of people been discriminated against as long as history has been recorded? These are just some of the questions that will be discussed in this course. We will trace the history of Anti-Semitism from the time of the Roman Empire to today. Specific topics will include the Roman period, the Early Christian Church and the Jews, Jews in the Middle Ages, Martin Luther and the Jews, the rise of Political Anti-Semitism in the 1800s, and Anti-Semitism in the 20th Century, including an examination of Post-Holocaust Anti-Semitism.

Witchcraft: Power, Rhetoric, and Imagination

(c) ½ credit

Semester 1

Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.

RPCS

The image of the Witch is one of power, both alluring and dangerous. Fascination with this idea, and fear of it, have captured the imagination of societies the world over, often with historic consequences. This course seeks explanations for the lingering potency of the Witch image in our global consciousness. Through a mix of historical, literary, and rhetorical analysis, students come to understand how the Witch image intersects with concepts of gender, deviancy, religion, medicine, science, and psychology. Students engage with a diverse set of texts and media, ranging from the infamous Malleus Maleficarum to the Yijing.

BRYN MAWR HISTORY ELECTIVES

America in the World Honors

(c) ½ credit

Semester 1

Department approval required.

BMS

This course combines history, political science, and international relations to investigate the major themes of U.S. foreign policy from the end of the Cold War to the present day. Organized topically rather than chronologically, the class explores the most pressing issues in U.S. foreign policy such as the Iran Nuclear Treaty, U.S.-China relations, the Wars in Afghanistan

and Iraq, and the fight against ISIS by exploring how recent historical actors and events have led up to and created each current problem. Simulations, debates, and discussions give students exposure to multiple perspectives on each issue, allowing them to formulate their own educated opinions and to understand better the complex process of U.S. foreign policy decision-making.

AP Comparative Government and Politics

(c) ½ credit

Semester 2

Prerequisite: 88% US History; 85% AP US History Average

Department approval required.

BMS

This course will provide an introduction to major theoretical approaches to comparative politics and examine case studies of the political systems and processes of the following countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The goal of studying these nations will be to allow students to compare and contrast political institutions across nations and draw generalizations on the basis of these case studies. Students taking this course are required to take the Advanced Placement Comparative Government and Politics Exam.

AP Economics

(c) 1 credit

Year

Prerequisite: 88% US History; 85% AP US History Average

Department approval required.

BMS

This full-year course examines economic theory in preparation for the Advanced Placement Microeconomic and Macroeconomic Exams. Microeconomic topics include product and factor markets and the role of the government in promoting efficiency and equity in the economy. Macroeconomic study emphasizes measurement of national income, the public sector, economic growth and international finance and trade. Research stresses the application of economic theory to contemporary issues. Students are required to do summer reading preceding the course and must take the Advanced Placement Examination in the spring. *This is a year-long course and may not be dropped at the end of the first semester.*

AP United States Government and Politics

(c) ½ credit

Semester 1

Prerequisite: 88% US History; 85% AP US History Average

Department approval required.

BMS

The AP United States Government and Politics course is designed to provide the student with an experience equivalent to a one-semester college introductory course. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will develop familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics and will study the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will be expected to move beyond factual recall and develop an analytical perspective on government and politics in the United States.

Baltimore Studies: Past and Present

(c) ½ credit

Semester 1

BMS

In 2013, crime statistics ranked Baltimore as the 7th most dangerous large city in the United States on various national charts. It had the third highest homicide rate in the nation. Baltimore has been called the "heroin capital of the United States," on an ABC television documentary and by previous guest speakers in this class. Inadequate public education has plagued the city for decades. The illegal drug trade has created a cycle of poverty drowning some of Baltimore's best neighborhoods. Focusing upon the Baltimore Riots of 1968, desegregation, poverty, crime, and the influence of illegal drugs, students will examine the impact of these issues and how they have changed the city of Baltimore in the past fifty years. Through readings, discussion, projects, research, and guest speakers, students will explore the recent history of Baltimore and its potential for change.

Comparative Diasporas Honors

(c) ½ credit

Semester 2

BMS

Comparative Diasporas is a thematic course that offers students an introduction to South Asian, African, and Jewish history through closer examination of an incredibly important aspect of those cultures' history. Diaspora is one of the defining features of both Jewish and African identity and the South Asian diaspora similarly has been structured by experiences of forced labor, violent dispersal from the homeland, and diasporic manifestations of cultural persistence and adaptability. These communities have been flung across the globe to places as disparate as Brazil and Yemen, Toronto and Dar es Salaam. The course addresses themes of cultural syncretism, preservation of cultural identity, oppression and violence against minorities, and the relationship between race, religion, and nationality. The thematic of diaspora allows a comparative framework for experiences which are often studied only in isolation. Readings are based in social and cultural history but we will also be examining the role of music and literature in these diasporas.

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| Terrorism in the Modern World | (c) | ½ credit | Semester 2 |
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Interdisciplinary: This course may be taken for History or English credit.

BMS
This course combines history, political science, and literature to examine the role that terrorism has played in the modern world. We will begin with an overview of the many ways people have defined terrorism and a brief narrative of terrorist groups and actions since the French Revolution. The core of the course will focus on a series of literary and historical case studies illustrating the motivations, tactics, and outcomes of terrorists around the world since 1945. Students will conclude the class by applying the knowledge they gained through the case studies by evaluating various strategies for fighting terrorism and creating their own counterterrorism proposal.

GILMAN HISTORY ELECTIVES

| | | | |
|-----------------------------|-----|----------|------------|
| African American Art | (c) | ½ credit | Semester 2 |
|-----------------------------|-----|----------|------------|

Not a NCAA-approved core course.

GILMAN
Representations of Black Bodies in American Art: Using art as the primary lens, this course will examine the depiction of African Americans by themselves and by others between the 17th and 21st centuries and place these depictions within the social and political history of the United States. We will cover historical events including slavery, the Civil War, Reconstruction, Jim Crow, and the various Civil Rights movements that have taken place in our country, up to the present Black Lives Matter movement, as well as themes of “the other”, pseudoscience, surveillance, and entertainment. By examining various artistic media, including painting, sculpture, photography, and prints, students will learn to identify overarching themes in the depiction of black bodies and situate each depiction within a greater historical context. This course is meant not only to introduce students to African American artists in movements from folk art to Afrofuturism, but also to enhance their understanding of the racial history of our country through the visual arts with support from literature, primary sources, and academic writings.

| | | | |
|---------------------------------|-----|----------|------------|
| African American History | (c) | ½ credit | Semester 1 |
|---------------------------------|-----|----------|------------|

GILMAN
This course will focus on and then attempt to synthesize three different types of investigation. One will be experiential – off campus and in Baltimore City. A second will survey the ideas of prominent black leaders of the 20th century. The third will engage students in controversial topics facing our society today. Students should expect to involve themselves fully in all activities – interaction with people outside our school community, reading, discussion and writing.

| | | | |
|---|-----|----------|------------|
| Ancient Greece: Greek History from the Bronze Age through the Death of Alexander | (c) | ½ credit | Semester 1 |
|---|-----|----------|------------|

GILMAN
It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 BCE, the date of the first Olympic Games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenaean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

| | | | |
|--------------------------|-----|----------|------|
| AP History of Art | (c) | 1 credit | Year |
|--------------------------|-----|----------|------|

Prerequisite: 88% US History; 85% AP US History Average

Department approval required.

Open to seniors only.

Interdisciplinary: This course may be taken for History or Art credit.

GILMAN
This year-long course covers art in a chronological survey from the Paleolithic era through Postmodernism and prepares students for the AP Art History Exam. In addition to the study of the development of the Western tradition in art and culture, an effort is made to expand beyond the Western tradition. The first quarter covers the Mesopotamian era through Roman Empire. The second quarter focuses on Byzantine, Islamic, Medieval, and Early Italian works. The third quarter starts with Northern Renaissance, includes Italian Renaissance, and concludes with Baroque. The fourth quarter studies the Enlightenment, Modernism and concludes with Postmodernism and contemporary art. While studying this material, students do independent research on art production outside the Western tradition which they share with the class. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. A total of 8 field trips to local museums (the Walters Art Museum and the Baltimore Museum of Art) give students the opportunity to engage in the study of actual works of art. Goals for this course are for students to value the intellectual challenge of learning about many traditions and cultures, to visit art museums with regularity, to achieve a high degree of visual literacy, to understand the role art has played in history, and to consider the role it plays in contemporary society.

China and Modern East Asia

(c) ½ credit

Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

After the cataclysms of revolution and war in the twentieth century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the nineteenth century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels *To Live* by Yu Hua and *Kokoro* by Natsume Soseki, and several short stories by East Asian authors.

Civil War: Maryland

(c) ½ credit

Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course will examine the impact of the American Civil War on the state of Maryland. As a border state next to the national capitol, Washington D.C., Maryland found itself in a tenuous position as tensions between the North and South escalated in the late 1850s through the start of the war. This class will examine the causes of the war, the significance of slavery and the underground railroad in Maryland, the attitudes of Marylanders towards the War, military engagements within the State, and the political, social and economic impact of the conflict. We will read and discuss James McBride's *Song Yet Sung*, poetry from the era, primary documents, and historical analysis on the subject.

History of Science

(c) 1 credit

Year

Pending NCAA-core course approval.

GILMAN

Physics, Chemistry, Biology...we know the topics because we've taken the courses. But did you know that Newton may have stolen the idea of gravity or that the advancement of the new field of chemistry in the 1800s was likely set back nearly 100 years because of a fanatic belief in one particular theory of fire? Science is not a set of facts laid down on paper for high school consumption. It is a human story of progress through ignorance, advanced at times by serendipity, argumentation, and competition. And through it all, we have come to know famous names and ideas, both of which continue to transform and inform our lives today. In this course, we will explore the development of the scientific tradition in Europe and the intellectual impact of scientific thought on society, politics, and philosophical speculation in the ancient and modern world. We will explore particular case studies about the people and their journey's towards understanding the chaotic world and universe. Logistically, this will be a discussion-based course that utilizes the Harkness method and problem-based learning. Students will be expected to read and analyze a plethora of primary literature written by many of the great minds of the past and present prior to class, and then lead their own discussion groups with guidance from the teacher. Additionally, students will have a large stake in choosing the topics we will explore both as a class and as individuals. Let's explore our story through science!

Holocaust Studies

(c) ½ credit

Semester 1

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course will guide students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the "Final Solution," they will consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis will be a close study of the key events which transformed persecution into genocide during World War II. The Holocaust Museum will be an important resource during this process. During the final section of the course, students will explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays and films with Holocaust themes.

Modern European Intellectual Thought

(c) ½ credit

Semester 1

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school's extensive online collection of academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe*, *Notes from the Underground*, *Animal Farm*, and *The Stranger*.

| | | | |
|---|-----|----------|------------|
| Perspectives in Modern War Pending NCAA-core course approval for English; approved for History. Interdisciplinary: This course may be taken for History or English credit. GILMAN This course examines the role of leadership and decision-making in the landscapes of modern war, from the deserts of the Middle East to cyberspace, and how those lessons apply to life in and out of the military. Topics include the evolution of terrorism and counterterrorism, the role of intelligence analysis and assessment in decision-making, the history of the Middle East (focused 1979-present), social media and the manipulation of information, and the law of armed conflict. Course material will cover fiction and non-fiction readings, including <i>Tribe: On Homecoming and Belonging</i> , <i>LikeWar: The Weaponization of Social Media</i> , and <i>Black Flags: The Rise of ISIS</i> and examine cult-classic movies like <i>Sneakers</i> and <i>Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb</i> . Students will be graded on reading comprehension quizzes, papers, presentations, and decision-making games. Several veterans with diverse experiences will provide their perspectives on topics throughout the course. The course will include field trips to the National Cryptologic Museum and D.C. | (c) | ½ credit | Semester 2 |
| Roman Republic GILMAN This course explores Roman history from the birth of the monarchy in 753 B.C.E. through the rise of Augustus. Particular attention is paid to the foundation myth, the republican constitution and political system, Roman conquest and imperialism, the civil war, and the Augustan political settlement. | (c) | ½ credit | Semester 2 |
| Urban Studies Interdisciplinary: This course may be taken for History or English credit. GILMAN In Urban Studies we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that includes narrative-based historical texts, creative non-fiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore's present and past through field trips to interact with Baltimore beyond the walls of Gilman. | (c) | ½ credit | Semester 2 |
| US History Since 1960 Honors GILMAN This elective course covers the history of the United States from 1960 to the present by investigating the forces of the last sixty years that have shaped the present. In this presidential election year, we will start the course by identifying themes of present-day American politics and culture. Then we will trace back to 1960 to investigate where and how these themes emerged. We will spend relatively equal time on foreign and domestic policy with a particular focus on political history. Homework readings will be a mix of monographs, a textbook, and primary sources. | (c) | 1 credit | Year |
| World Religions: Eastern Religions GILMAN This semester course on World Religions will attempt to provide historical context and trace the development of Hinduism, Buddhism and Confucianism. In addition, the philosophical, moral and ethical ways of thinking (and acting) will be examined by reading selections of each religions Sacred Texts. The course will seek to discover the beauty of the world's wisdom; what the religions ought to be in their most perfect of forms. | (c) | ½ credit | Semester 1 |
| World Religions: Western Religions GILMAN This semester course on the western religions (Judaism, Christianity and Islam) will attempt to provide historical context and trace the development of Judaism, Christianity and Islam. The course is a survey of the Bible, including the study of both the Old Testament and New Testament. The first part of the course is dedicated to the study of the Hebrews, the laws, prophets, and wisdom literature. The second part of the course is dedicated to the study of the life and teachings of Jesus Christ. The third part of the course is dedicated to Islam and will analyze selections of the Qur'an. The intention of the course is to gain a better historical and current understanding of the three major Western Religions. | (c) | ½ credit | Semester 2 |
| World War I Interdisciplinary: This course may be taken for History or English credit. GILMAN This course will examine the Great War through the prisms of literature and history. We will delve into the political, social, and cultural ramifications of American life during this period. Students will be expected to study and understand the personalities that shaped the events and ultimate outcome of this epic struggle as well as the actions and reactions of the American people. By the end of the course we will have examined: the use of propaganda by the American government; the | (c) | ½ credit | Semester 1 |

depiction of the war in popular culture (film, posters, theatre, pamphlets, poetry, literature); questioned the origins and nature of the war and its effects on American society; worked with primary and secondary materials to develop their own interpretations; and, researched and interpreted one aspect of the era of World War I in depth, reflected in an oral (and possibly artistic) presentation and a paper.

World War II: A Global History

(c) ½ credit

Semester 2

GILMAN

World War II continues to maintain its fascination, even though nearly seventy years has passed since its conclusion. The purpose of the course is to provide a chronological overview of the event, examining both the European and the Asian theaters of the war. We will spend a significant amount of time tracing the origins of the war, especially the root causes in the World War I settlement and the rise of Nazi power in Germany. During the war itself we will focus on the major strategies pursued by the leading powers in the war, as well as particular topics like the use of strategic bombing in the war, culminating in the atomic bombings of Hiroshima and Nagasaki. Class materials will include significant use of documentaries and feature films, to help students understand how the war was experienced by the participants themselves, and how the war is perceived today.

INTEGRATED STUDIES

Program Overview

To one extent or another, virtually all courses at RPCS involve a degree of interdisciplinarity. Signature programs such as the STEM and Leadership & Entrepreneurship initiatives emphasize the necessity of applying a variety of disciplinary lenses and approaches to answer a question, investigate a problem, or follow a theme or topic. Interdisciplinary learning is both pragmatic and intellectually exciting: Heidi Hayes Jacobs has observed that “in practice, there’s almost no profession in the world of work where there aren’t integrated perspectives.” In pursuing interdisciplinary topics and courses, students will figure out which analytical tools are best for the kind of problem they are trying to solve, bringing multiple techniques and expertise into account. Applying, for example, a mathematical principle to an electoral process or a short story yields both deeper understanding as well as the potential for creative solutions to vexing world problems.

Integrated Studies offerings incorporate humanities and social sciences into the interdisciplinary academic curriculum at Roland Park Country School. In the 2020-2021 academic year, the following senior-year elective courses can be designated as Integrated Studies courses or fulfill requirements in English or History.

Courses

Counter-Cultural Collectives

(c) ½ credit

Semester 2

See English or History section for course description.

Honors Research Seminar: Profiles in Leadership

(c) ½ credit

Semester 1

See English or History section for course description.

Linguistics for Students of the World Community

(c) ½ credit

Semester 2

See English section for course description.

Witchcraft: Power, Rhetoric, and Imagination

(c) ½ credit

Semester 1

See English or History section for course description.

Independent Study

Senior Independent Study (SIS)

½ credit (Pass/Fail)

45 hours min.

Semester 2

Elective

This course provides seniors with an extended educational opportunity which combines academic learning with practical experience in an area of the individual student’s interest. A senior interested in completing an independent study must complete a Senior Independent Study Proposal Form and submit it to the Upper School Head prior to Winter Break for review and approval. (On occasion, an exception may be made by approval of the Upper School Head for a SIS to be completed during the first semester—for this, form submission is due prior to the end of the junior year.) The student is expected to commit a minimum of 45 hours to the independent study and a final project (ex., paper, presentation, etc.) is required.

MATHEMATICS

For program details and course offerings for the STEM Institute at Roland Park, see page 49.

Algebra I

1 credit

Year

Students are required to have a TI-84 graphing calculator for this course.

This course is designed for students who have not previously had the opportunity to take a full Algebra I course or who would benefit from more practice with Algebra I before beginning the Integrated Program. Students begin to use the textbooks created by the Phillips Exeter Academy, starting with *Math 1*. Using *Math 1* and the TI-84 Plus calculator, students discover Algebra I topics including: proportional reasoning, linear modeling, inequalities, absolute value, exponent rules, quadratic equations, and many others by working through rich problems and discussing their various solutions and strategies. The concepts presented spiral through the text with increasing complexity. By encouraging students to solve real problems in authentic contexts, we strive to foster independence, creativity, flexibility, and self-confidence in our students and in their approach to solving mathematical problems.

Algebra II/Geometry

1 credit

Year

Prerequisite: Mathematics through Algebra I

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers.

Investigations with graphing calculator, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy.

Algebra II/Geometry Accelerated

1 credit

Year

Prerequisite: Mathematics through Algebra I and permission of the department

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers.

Investigations with graphing calculator, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Algebra II/Geometry Honors

1 credit

Year

Prerequisite: Mathematics through Algebra I and permission of the department

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers.

Investigations with graphing calculator, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Advanced Algebra/Trigonometry

1 credit

Year

Prerequisite: Mathematics through Algebra II/Geometry

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 1* and *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, and triangles including medians, orthocenter, centroid, and circumcenter. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2*, published by Phillips Exeter Academy.

Advanced Algebra/Trigonometry Accelerated

1 credit

Year

Prerequisite: Mathematics through Algebra II/Geometry Accelerated and permission of the department

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 1* and *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, and triangles including medians, orthocenter, centroid, and circumcenter. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Advanced Algebra/Trigonometry Honors

1 credit

Year

Prerequisite: Mathematics through Algebra II/Geometry Honors and permission of the department

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, statistics, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, triangles, and circles. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2* and *Math 3*, published by Phillips Exeter Academy. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Pre-Calculus

1 credit

Year

Prerequisite: A minimum score of 75% in Advanced Algebra/Trigonometry

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2* and *Math 3*, published by Phillips Exeter Academy.

Pre-Calculus AB Accelerated

1 credit

Year

Prerequisite: A minimum score of 85% in Advanced Algebra/Trigonometry Accelerated and permission of the department

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus and is required for students who plan to enroll in AP Calculus AB. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbook used is *Math 3*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

Pre-Calculus BC Honors

1 credit

Year

Prerequisite: A minimum score of 85% in Advanced Algebra/Trigonometry Honors and permission of the department

Students are required to have a TI-84 graphing calculator for this course.

This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus and is required for students who plan to enroll in AP Calculus BC. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbook used is *Math 3*, published by Phillips Exeter Academy, and *Calculus: Single Variable, 7th Edition*, authored by Hughes-Hallett. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

MATHEMATICS ELECTIVES

AP Calculus AB

(c)

1 credit

Year

Prerequisite: A minimum score of 87% in Pre-Calculus AB Accelerated

Department approval required.

RPCS/BMS/GILMAN

The syllabus follows the guidelines of the Advanced Placement Examination in AB Calculus. In addition to the study of limits and continuity, the focus of the course is the introduction of differential and integral calculus. Concepts of calculus and their applications are investigated through a variety of approaches including calculator work, labs, projects, modeling and writing. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination.

AP Calculus BC

(c) 1 credit Year

Prerequisite: A minimum score of 87% in Pre-Calculus BC Honors

Department approval required.

RPCS/BMS/GILMAN

This course completes the study of the BC Advanced Placement syllabus begun in the 11th grade Pre-Calculus BC course. The course begins with a review of the derivative and its applications. Additional applications of differential calculus, the introduction of the definite integral and its applications are then covered. The course continues with computing antiderivatives series, Taylor's formula and some work on solving simple differential equations. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination.

AP Statistics

(c) 1 credit Year

Prerequisite: A minimum score of 90% in Pre-Calculus, Pre-Calculus AB Accelerated, or Pre-Calculus BC Honors

Department approval required.

Priority is given to seniors.

Students are required to have a TI-84 graphing calculator for this course.

(Fulfills statistics requirement for the STEM Institute Certificate.)

RPCS/BMS/GILMAN

Statistics is a branch of mathematics that almost all students will find useful as statistics is required for many college majors. Statistics enables one to become a critical reader of articles on research. Topics in both descriptive and inferential statistics are covered, as well as ideas concerning probability. Some of the data explored is collected by students; other information may come from newspapers, government databases, medical data, political and environmental surveys. Simulations and many uses of computer software and graphing calculations are included. Interpretation of statistical results is emphasized. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination. *This course has required summer reading.*

Calculus

(c) 1 credit Year

BMS/GILMAN

The emphasis of this course is for students to be able to select and apply Calculus concepts in the context of problem-solving. The course will strengthen the algebraic underpinnings of Calculus and re-examine advanced Pre-Calculus skills as it explores such Calculus topics as limits, continuity, differentiation, and integration.

RPCS MATHEMATICS ELECTIVES

Statistics

(c) 1 credit Year

Prerequisite: Successful completion of Pre-Calculus (any level)

Students are required to have a TI-84 graphing calculator for this course.

(Fulfills statistics requirement for the STEM Institute Certificate.)

RPCS

This course is an introduction to statistics, a field whose ideas and concepts pervade modern society and whose importance in business, technology, science, and research is considerable and ever growing. The course consists of three parts: descriptive statistics, probability, and inferential statistics. Topics include: sampling techniques; data display; large and small sampling theory; binomial and normal probability distributions; and regression and correlation. Applications of inferential statistics are introduced in business, economic, and industrial contexts. Students will design and administer an original survey with a partner to use as the data set for their semester-long project. In addition, students will be assessed on smaller units through tests and/or hands-on investigations and smaller projects. Students will become proficient in using technology to analyze and summarize their data. This course will develop competencies in Excel and on TI graphing series calculators. We will use an online textbook called *Mymathlab*.

The Mathematics of Finance

(c) ½ credit Semester 1

Prerequisite: Although not required, completion of Pre-Calculus (any level) is beneficial

RPCS

Want to learn something that you can start using right away and continue using the rest of your life? Then learn the fundamental language and framework of personal financial decision making and gain the tools necessary to approach any situation involving economics and money. Topics include the compounding and discounting of interest rates and their applications, such as auto loans and leases, mortgages, credit cards, college saving and retirement planning. In addition, students investigate the risk vs. reward relationship inherent in any financial transaction. Mathematical tools, such as exponential growth and decay, logarithms, ratio analysis and statistics are used to help make financial decisions and understand the foundational concepts of economics. Please note that the course is not about investing. Class materials include a text, various articles from the business press, internet sources. Outside speakers are invited on a regular basis.

The Mathematics of Investing

(c) ½ credit

Semester 2

Prerequisite: Although not required, completion of Pre-Calculus (any level) is beneficial

Not a NCAA-approved core course.

RPCS

Want to learn how to value a business or make investment decisions? This course will provide an overview of the capital markets as well as some investing frameworks and philosophies. Topics include financial statement assessment and analysis, mathematical modeling, analysis of financial ratios, and portfolio construction. Mathematical tools, such as exponential growth and decay, logarithms, ratio analysis and statistics are used to help make investment decisions and predictions about the present value of businesses. This course is primarily about investing in businesses via common stock. Class materials include multiple texts, SEC filings, and business case studies.

BRYN MAWR MATHEMATICS ELECTIVES

Introduction to Multivariable Calculus Honors

(c) ½ credit

Semester 1

Prerequisite: Successful completion of BC Calculus & permission of the department

BMS

This course is a continuation of the study of functions begun in the B and C Semesters of Advanced Placement Calculus. The course focuses on applications and extensions of topics covered in BC, and it is designed to provide closure to some of those topics while, at the same time, preparing students for their uses and applications in both the theoretical and applied mathematics the students will see in college. Topics include the mathematics of vectors with dot and cross products, graphing functions in three dimensions, partial derivatives, and methods to locate extrema and saddle points on surfaces. If time permits, there will be an investigation of multiple integrals to calculate area, volume, surface area, and arc length in three dimensions.

Statistics and Data Science

(c) 1 credit

Year

Prerequisite: Pre-Calculus

Approved as a NCAA-approved core class for Mathematics only; not approved for Computer Science..

Open to seniors only.

Interdisciplinary: This course may be taken for Math or Computer Science credit.

(Fulfills statistics requirement for the STEM Institute Certificate.)

BMS

This is a mathematics course utilizing computer science principles for data analysis. It will be team taught by a mathematics teacher and computer science teacher. Have you ever wondered about the normal limits of blood pressure or the birth weights of babies across the globe? How can data drive a company's business model? Why do some people have a good idea about whether or not their poker hand can be a winner? Why do political polls often vary dramatically between sources? This project-based class dives into the applications of statistics, and the analysis of data to draw conclusions ranging from business decisions to social action. Students will learn how to leverage data for decision-making purposes by using software designed for data-driven decision making.

Topics in College Mathematics Honors

(c) ½ credit

Semester 2

Prerequisite: Completion of at least one semester of AP Calculus (AB or BC), 85% or better at the semester, and permission of the department

BMS

This course is designed to enable students with significant interest, ability and preparation in mathematics to investigate some of the subject's elegant theoretical underpinnings. The class will introduce students to mathematical modeling -- the process of using mathematical structures (including equations, functions, geometric shapes, and matrices) to capture some of the aspects of the behavior of natural and human-made phenomena. Conclusions and results of this mathematics can help predict what will happen with the real phenomena. Mathematical modeling topics explored in the class will be selected from linear programming, iterated functions, regression analysis, difference equations, predator-prey models, traffic simulations, coding, apportionment, election theory, graph theory, and Markov processes. Besides mathematical modeling other topics could also include graph theory, Boolean algebras (with symbolic logic and circuit theory), and group theory. These topics are treated with a thoroughness and rigor matching that of a University level Mathematics major, and the course should provide a glimpse of the world of the working mathematician.

GILMAN MATHEMATICS ELECTIVE

Number Theory

(c) 1 credit

Year

GILMAN

Number Theory is the study of the most basic properties of the whole numbers. Its goal is to answer questions like "How many prime numbers are there? How many ways can you factor a whole number? How can you find the greatest common

divisor of two numbers?" On the other hand, Cryptography is the study of how to send information that can be read only by the intended recipient. One of the remarkable discoveries of the 1970's was the discovery that these two seemingly unrelated disciplines were in fact entwined and that safe and secure cryptographic methods required the use of number theory. The purpose of this class is to provide an introduction to number theory, an historical overview of cryptography and then discuss how the seemingly abstract methods of number theory have profound application in cryptography.

PHYSICAL EDUCATION

Grades 9 through 12

Physical Education

½ credit (Pass/Fail) Year

Required Course

Upper School P.E. is a 4-year curriculum which promotes lifetime fitness and student choice. Students will learn to maintain an appropriate level of fitness through exposure to lifetime fitness activities; to develop an understanding for having a healthy body; to learn the essence of game play and its relationship with everyday life; and to have fun. Students will be active during all three trimesters, or sport seasons, and will choose to fulfill their requirement by playing an RPCS sport, taking an RPCS dance class (for students in grades 10-12), dancing with Roses (for students in grades 11 and 12), or by taking P.E. elective classes. The minimum requirement for seniors is two of three trimesters/seasons.

Grade 12 Elective

Introduction to Sports Medicine

(c) ½ credit Semester 2

Not a NCAA-approved core course.

Open to seniors only.

GILMAN

This course offers a hands-on, yet academic approach to the techniques and practices of an athletic training clinic. This course does not count toward fulfilling the Physical Education requirement but may be taken in addition to PE 12 as a separate senior elective.

SCIENCE

For program details and course offerings for the STEM Institute at Roland Park, see page 49.

Biology

1 credit Year

Biology Honors

1 credit Year

Consideration for Honors is based on department recommendation and the 9th grade placement test score.

This ninth grade course provides the student with a foundation in the biological sciences. Laboratory work is an important part of the course, with student-designed investigations playing an instrumental role. Topics covered include cellular studies, genetics, botany, zoology, human physiology, evolution and ecology.

Physics

1 credit Year

Physics Honors

1 credit Year

Department approval is required for Honors level physics.

Normally open to students in the 10th grade, this introductory physics course provides students with a comprehensive study of the processes by which we have attempted to describe the physical phenomena of our universe. Though emphasis is placed upon classical physics (which includes mechanics, light, and electricity), the theories of Einstein and other contemporary physicists are discussed and contrasted. Mathematical, scientific and logical-thinking processes are stressed through this laboratory-oriented course.

Chemistry

1 credit Year

Chemistry Honors

1 credit Year

Department approval is required for Honors level chemistry.

Normally open to students in the 11th grade, this introductory chemistry course deals with theoretical models, their development and implementation. The structure of the atom, periodicity, chemical bonding, the nature of chemical

reactions, stoichiometry, chemical equilibrium, molecular kinetic theory, states of matter and elementary thermodynamics are emphasized through the use of a laboratory-inquiry approach.

SENIOR ELECTIVES

RPCS SCIENCE ELECTIVES

These courses are open to seniors who have completed introductory courses in biology, chemistry and physics.

Anatomy & Physiology (c) ½ credit Semester 2

Prerequisite: Biology and Chemistry

RPCS

This course provides a survey of various systems of the human body with an emphasis on their physiology. The workings of the various organs and their interactions will be examined and extensive laboratory work will be completed, which may include dissections.

AP Biology (c) 1 credit Year

Prerequisite: 85% Science Average, 90% Chemistry/Chemistry Honors and Biology, and 85% Biology Honors

Department approval required.

RPCS

This course offers the opportunity to complete college level work in the biological sciences. During the year, students will study six major themes: molecular biology, evolution, organisms, anatomy & physiology, botany and ecology. They will also participate in regular laboratory exercises and learn experimental design. This course includes an additional afternoon class period for lab work. All students enrolled are expected to take the AP biology exam in the spring. *This course has required summer work.*

AP Chemistry (c) 1 credit Year

Prerequisite: 85% Science Average, 90% Chemistry/Chemistry Honors and Physics, and 85% Physics Honors

Department approval required.

RPCS

This course offers the opportunity to complete and receive credit for college level work in chemistry. It integrates the three aspects of a college level course: development of theoretical concepts, construction of problem-solving techniques, and participation in a laboratory program. Topics that will be explored include chemical equilibrium, kinetics, thermodynamics, electrochemistry, acid-based chemistry, nuclear chemistry and organic chemistry. This course includes an additional afternoon class period for lab work. All students enrolled are expected to take the AP Chemistry exam in the spring. *This course has required summer work.*

AP Psychology (c) 1 credit Year

Prerequisite: 85% Science Average and 90% English 11 Average

Department approval required.

Approved as a NCAA-approved core class for Social Science only.

RPCS

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and methods associated with each of the major subfields within psychology. The course emphasizes the history of psychology as a science, the different theoretical approaches that underline explanation of behavior, and the contemporary research methods used by psychologists. A college level text is used and student assignments and grades are based on college level expectations. This course prepares students for the AP Examination. *This course has required summer reading.*

Applied Chemistry (c) ½ credit Semester 2

Prerequisite: Chemistry

Not a NCAA-approved core course.

RPCS

This course will provide the chance to apply concepts learned in a first-year chemistry course to "real world" problems, specifically looking at the overlap between chemistry and forensic science. Following a review of basic chemical concepts, you will be applying your foundational knowledge of chemistry to solve "The Case of Kristen K". How did Kristen K.'s body wind up at the bottom of a body of water - and what do wedding cake ingredients, soil samples, radioactive decay, bone age, blood stains, bullet matching, and drug lab evidence reveal about whodunit?

| | | | |
|---|-----|----------|------------|
| Chesapeake Bay Ecology and Environmental Policy <i>Students may not enroll in AP Environmental Science concurrently.</i> RPCS This course provides a comprehensive survey of the ecological principles that govern the Chesapeake Bay and its watershed. Regular field studies occur in the local watershed of the RPCS stream and the Stony Run stream on the Gilman campus. Having gained an understanding of current conditions and their impact on the Chesapeake Bay, students will focus on environmental policy and propose ways to improve the Bay by governing human use of the local watershed and the bay itself. | (c) | ½ credit | Semester 1 |
| Genetics and Biotechnology <i>Prerequisite: Biology and Chemistry</i> RPCS This course provides the opportunity to complete advanced work in genetics. Topics covered include Mendelian inheritance, molecular biology, genetic engineering, population genetics, and evolution. The uses of biotechnology are a significant part of the course, along with regular study of the social, ethical, and legal implications of recombinant DNA. | (c) | ½ credit | Semester 1 |
| Introduction to Civil Engineering <i>Prerequisite: Biology, Physics, and Chemistry</i> <i>Not a NCAA-approved core course.</i> <i>(Fulfills engineering requirement for the STEM Institute Certificate.)</i> RPCS In this course, students will explore one of the great challenges of modern urban planning: maintaining a safe and healthy watershed. Topics covered may include providing safe drinking water, developing infrastructure for water transport, and other ways humans impact the hydrology cycle. An emphasis will be on materials design, and major projects may include developing effective water delivery systems and manufacturing materials to improve water quality. | (c) | ½ credit | Semester 1 |
| Introduction to Rocketry <i>Prerequisite: Physics</i> In this course students will apply scientific and mathematical concepts to design, test, and launch computer-generated as well as real model rockets. Topics covered include how to ensure flight stability, maximize momentum, predict trajectory, measure altitude, design a recovery system, and utilize proper safety protocol. Students will also learn about NASA's Sounding Rocket Program and visit a NASA flight center. Upon completion of this course, students are prepared to participate in the Team America Rocketry Challenge. | (c) | ½ credit | Semester 1 |
| Psychology <i>Approved as a NCAA-approved core class for Social Science only.</i> This course is an introduction to essential topics in psychology. Students who are curious about why we, as humans, think, feel and act as we do, will engage in fascinating study and discussion of our behaviors and the mind. Students will gain insight into the history of psychology, research methods, the brain, development over the lifespan, how we learn, our social identities and relationships, personality, as well as psychological disorders and their treatments. The course will provide students the opportunity to evaluate the impact psychology has on their own lives. | | ½ credit | Semester 2 |
| Sustainable Design and Engineering <i>(Fulfills engineering requirement for the STEM Institute Certificate.)</i> RPCS The goal of sustainable design is to produce products, processes, and services in a way that reduces use of non-renewable resources, minimizes environmental impact, and connects people with the natural environment. Engineering is the interface between science, technology, and the economy. Economic considerations have always been an integral part of engineering design, and sustainable design incorporates environmental considerations into the equation. In this course, students will learn about sustainable design concepts such as Life Cycle Assessment – a technique to assess the environmental aspects and potential impacts associated with a product, process, or service by compiling an inventory of energy and material inputs and environmental releases. Projects may include designing model solar cars, wind turbines, and/or other alternative energy devices. Students will also focus on ways to make the RPCS campus a learning tool for the entire community. | (c) | ½ credit | Semester 2 |

BRYN MAWR SCIENCE ELECTIVES

AP Biology

(c) 1 credit Year

Prerequisite: 85% Science Average, 90% Chemistry/Chemistry Honors and Biology, and 85% Biology Honors

Department approval required.

Open to seniors only.

BMS

This course is designed to be the equivalent of a college freshman biology course. Topics in cell structure, biochemistry, genetics, evolution, animal behavior, plant and animal anatomy and physiology are studied. All students must take the Advanced Placement Biology examination in the spring. *Students are expected to learn some material independently and are required to do reading over the summer preceding the course. This is a year-long course and may not be dropped at the end of first semester.*

AP Chemistry

(c) 1 credit Year

Prerequisite: 85% Science Average, 90% Chemistry/Chemistry Honors and Physics, and 85% Physics Honors

Department approval required.

Open to seniors only.

BMS

This course offers the opportunity to complete and receive credit for college level work in chemistry. It integrates the three aspects of a college level course: development of theoretical concepts, construction of problem-solving techniques, and participation in a laboratory program. Topics to be explored include Chemical Equilibrium, Kinetics, Thermodynamics, Electrochemistry, Acid-Base Chemistry, Nuclear Chemistry, and Organic Chemistry. Students take the AP Chemistry exam in May. *This is a year-long course and may not be dropped at the end of first semester.*

AP Environmental Science

(c) 1 credit Year

Prerequisites: 85% Science Average and 87% Chemistry/Chemistry Honors Average

Department approval required.

Chesapeake Bay Ecology and Environmental Policy may not be taken concurrently.

Open to seniors only.

BMS

This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Field and laboratory studies, experimental design and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required. All students enrolled are expected to take the AP Environmental Science exam in the spring. *This course has required summer work. This is a year-long course and may not be dropped at the end of first semester.*

AP Physics

(c) 1 credit Year

Prerequisites: 85% Science Average; 85% Physics Honors; 90% Chemistry/Chemistry Honors

Department approval required.

Must be taking AP Calculus concurrently.

Open to seniors only.

BMS

This course is designed to be the equivalent of a college freshman physics course. Topics to be studied through lecture, demonstration, and experimentation include kinematics, dynamics, conservation laws, rotational dynamics, kinetic theory and thermodynamics, wave mechanics, optics, electromagnetism, and modern physics. All students must take the Advanced Placement Physics B exam in the spring. *Students are expected to learn some material independently and are required to do reading over the summer preceding the course. This is a year-long course and may not be dropped at the end of first semester.*

AP Psychology

(c) 1 credit Year

Prerequisite: 85% Science Average and 90% English 11 Average

Department approval required.

Approved as a NCAA-approved core class for Social Science only.

BMS

Since Sigmund Freud's investigations into dreams, hypnosis, and sexuality, we've had an ongoing fascination with understanding the inner workings of the human brain. This course introduces students to the studies of behavior and mental processes of humans and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Focus is given to the different theoretical approaches that examine behavior and contemporary research methods used by psychologists. The aim of this course is to provide a

learning experience equivalent to that obtained in most college introductory psychology courses. This course prepares students for the AP Examination. *This course has required summer reading.*

Cell and Molecular Biology

(c) ½ credit

Semester 1

Prerequisite: Completion of Biology (any level)

BMS
In this course, students will learn how genes guide the production of biomolecules needed for life, how scientists using genetic engineering (CRISPR gene editing system and traditional technologies) to manipulate genes and alter cells, how mutations cause diseases like cancer, how complex multicellular organisms develop from a single cell, and how genetic instructions can be altered by environmental factors. Throughout the course, students will be challenged to blend science and ethics to develop informed positions on how scientific technologies can and should be utilized. As a final assignment, students will use open source software to analyze genomic datasets to identify DNA mutations in cancer.

Neuroscience: Fundamentals and the Brain

(c) ½ credit

Semester 2

Prerequisite: Completion of or concurrent enrollment in Biology, Physics, and Chemistry

BMS
Emerging discoveries in neuroscience illuminate how we process information in an increasingly information-driven world. This course will introduce students to the fundamentals of brain function, cognition, and current neuroscience research methods and discoveries. It will provide an understanding of how the brain integrates and processes information about sensation, perception, learning and memory; information that should be helpful to them as they move on to a more independent life in college and beyond. Course format will involve traditional lecture, project-based learning, group collaboration, communication and scientific skills such as analysis of data and current scientific literature, and culminating in an independent research paper. Course topics will include cellular neuroscience, brain anatomy, sensory perception, neural networks, neuroplasticity, basic principles of learning and cognition, as well as neuropathologies.

GILMAN SCIENCE ELECTIVE

Neurobiology

(c) 1 credit

Year

Prerequisites: Honors Biology, Physics (any level), and Chemistry (any level)

May be taken concurrently with AP Biology, AP Chemistry, or AP Physics.

GILMAN

Neurobiology studies the biological basis of nervous system structure and function. This senior elective is taught in the style of a college seminar and covers topics ranging from cellular neurophysiology to development to gross nervous system anatomy and clinical correlates. While not a formal lab course, we will use models and demonstrations to introduce the student to the wonders of the brain.

WORLD LANGUAGES

See page 52 for description of the Upper School World Languages Certificate program.

ARABIC

Arabic I

(c) 1 credit

Year

RPCS
Students in Arabic I develop a strong command of the Arabic script, mastering reading and writing the Arabic letters. Simultaneously, students build a basic conversational competence in spoken Egyptian Arabic, practicing their skills by watching videos and through daily conversations and skits with their classmates. Students develop comprehensive language skills (reading, listening, writing and speaking) through a variety of assignments and hands-on projects that draw on authentic material, introducing students to the richness and diversity of Arab culture. By the end of the year, students are able to express themselves confidently about a variety of topics related to their daily lives.

Arabic II

(c) 1 credit

Year

RPCS
In Arabic II students build upon their skills from Arabic I so that they can more fluently speak and write about themselves and their daily lives. Students develop the depth and breadth of their vocabulary through daily conversation practice and hands-on projects based on culturally authentic Arabic materials. Students develop their ability to speak in complex

sentences to express and justify their preferences. Students also expand their knowledge of the Arabic root system, using this knowledge to guess new vocabulary and use the Arabic dictionary.

Arabic III

(c) 1 credit Year

RPCS

In Arabic III, students continue developing their formal Arabic skills through reading authentic texts and writing journal entries and essays. An in-depth look at finer points of Arabic grammar allows the class to approach more and more difficult texts, including stories and poems. Students learn the vocabulary and structures necessary to express and defend their opinions. Students continue to engage in classroom speaking activities that remain essential for practicing and developing a wider range of vocabulary; these encompass debates, formal presentations and casual conversation. Students watch music videos, TV serials, and news reports in order to improve their skills listening to a variety of registers of Arabic and to expand their exposure to Arab culture.

Arabic IV Honors

(c) 1 credit Year

RPCS

Arabic IV students continue to develop the full range of language skills at a more advanced level, expanding the variety and difficulty of texts and audio-visual materials they encounter. As their exposure to Arabic texts expands, students begin to familiarize themselves with the vocabulary and grammar of formal Arabic, exploring the commonalities and differences between written and spoken varieties of the language. Students also learn to use the Arabic dictionary. Now that students have mastered the basic skills necessary to write essays and letters, they work on writing in an idiomatic Arabic style using good connectors. They are able to discuss a variety of topics, even unfamiliar ones, expressing and justifying their opinions. Students' understanding of the distinction between formal and colloquial Arabic is further refined; they are able to switch as necessary between the two idioms with minimal mixing. The thematic focus of the course is now driven by the curiosity and interest of the students themselves as they take ownership of their language skills. Students must interact with native Arabic speakers outside of the school community, in person or through the internet, bringing their skills from the classroom into the real world. *This course has required summer reading.*

CHINESE

Chinese I

(c) 1 credit Year

RPCS

Mandarin Chinese I will focus on all four aspects of communication: listening, speaking, reading, and writing. Students will be engaged in vocabulary and grammar exercises, use of audio and video materials, and cultural exploration. Special emphasis will be placed on pronunciation and the recognition on tones in order to convey the correct meaning.

Chinese II

(c) 1 credit Year

RPCS

Students will participate collaboratively in guided conversations and presentations in both written and oral format on their way to progress through the proficiency levels. The themes will be focused on daily-life topics throughout the year. They will develop strategies and language skills to talk about themselves and communicate with others on familiar topics and situations. Students will also learn to understand the various cultures in China and compare them with their own cultures, and thus appreciate the diversity of languages and cultures around the world, which enables the students to become global citizens in terms of both language and cultural awareness.

Chinese III

(c) 1 credit Year

RPCS

Chinese III will expand and spiral previous knowledge into more complex structures that link to daily life topics in all four aspects of communication throughout the year. Special emphasis will focus on vocabulary and grammar in order to achieve more independent reading and writing skills. Students will also develop oral skills and strategies to express themselves and communicate with others in Chinese.

Chinese IV Honors

(c) 1 credit Year

RPCS

This is a combined course that meets the needs of those in Chinese IV and V. Chinese IV students will work on enhancing interpretive skills, both interpersonal and presentational, but Chinese V students are expected to acquire extra vocabulary and idioms, as well as apply their skills to authentic materials. The course is designed with a cultural framework, including topics such as school life, health, travel, etc. Students will prepare written responses and oral presentations on a variety of themes and do reading exercises in class. Class discussion will be integrated into each unit. *This course has required summer reading.*

| | | | |
|---|-----|-----------------|-------------|
| AP Chinese | (c) | 1 credit | Year |
| <i>Prerequisite: Minimum 90% Chinese III or Chinese IV Honors average</i> | | | |
| <i>Department approval required.</i> | | | |

RPCS

This course is to prepare AP students to meet the primary learning objectives of the AP exam. Students will prepare written responses and oral presentations at an advanced level on a variety of themes and do advanced listening and reading exercises in class. AP students in the course will learn about a variety of cultural topics, but emphasis will be placed on preparing for the AP exam, in terms of both content and skills. AP students are expected to acquire extra vocabulary and idioms, as well as apply their skills to authentic materials. AP students will also be tested in a format similar to the AP exam. *This course has required summer work.*

FRENCH

| | | | |
|---|-----|-----------------|-------------|
| French I | (c) | 1 credit | Year |
| French I rotates between RPCS and Bryn Mawr. It will be taught on the Bryn Mawr campus for 2020-2021. | | | |
| See description below. | | | |

| | | | |
|------------------|--|-----------------|-------------|
| French II | | 1 credit | Year |
|------------------|--|-----------------|-------------|

The aims of this class are to extend the basic language skills - reading, writing, listening comprehension and speaking - and develop the student's ability to use his/her skills with increasing ease and confidence. The material is presented and mastered through the use of partner and group speaking activities, audio exercises, cultural readings, and interactive Internet activities. The course is designed to create an awareness of French culture and is given almost entirely in French.

| | | | |
|--------------------------|--|-----------------|-------------|
| French III | | 1 credit | Year |
| French III Honors | | 1 credit | Year |

This third level language course reinforces the linguistic skills of listening, speaking, reading and writing and actively incorporates more sophisticated structural concepts and vocabulary into the students' use of the language. The focus is to increase fluency in both oral and written language, to improve pronunciation, and to expose students to authentic francophone materials, such as literature, the arts, music, and film. The course is conducted almost entirely in French.

| | | | |
|------------------|--|-----------------|-------------|
| French IV | | 1 credit | Year |
|------------------|--|-----------------|-------------|

This course seeks to further the development of the four language skills, listening, speaking, reading, and writing, through cultural readings and literature as well as through grammatical review. Students work in a variety of texts as well as read and discuss poetry and other literary works. They will also view and discuss a film. Students engage in discussion and prepare presentations on cultural and historical topics. Writing skills are emphasized through paragraphs and compositions with opportunities to refine and edit work. The course is conducted in French.

| | | | |
|-------------------------|--|-----------------|-------------|
| French IV Honors | | 1 credit | Year |
|-------------------------|--|-----------------|-------------|

This accelerated course is intended for students who have successfully completed the French 3H course. It is designed to expand upon and add to the students' grammar and vocabulary in order to prepare them for a seamless entry into the new AP French Language and Culture Course. Students will be exposed to and start to master the relevant vocabulary and grammar of the new AP themes. Activities and assessments will prepare the students in the four linguistic skills of world language learning – listening, speaking, reading and writing. This curriculum also includes a variety of French literary and musical works.

| | | | |
|---------------------------------------|--|-----------------|-------------|
| AP French Language and Culture | | 1 credit | Year |
|---------------------------------------|--|-----------------|-------------|

Prerequisite: 90% French IV or French V; or 88% French IV Honors Average

Department approval required.

The primary goal of the Advanced Placement French Language and Culture course is to prepare students for success on the AP Language and Culture Examination. The course is designed to meet the primary learning objectives of this exam, including interpersonal communication, interpretive communication, and presentational communication. The content of the course is organized around six different language themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. Class activities provide opportunities for students to listen, speak, read and write using authentic language in real-life settings. A thorough grammar review is included, with an emphasis on fluid usage of verb tenses and grammatical structures within natural contexts. All aspects of the course are taught exclusively in French. Students write essays based on themes or written sources, listen to recordings from authentic TV and Radio in French-speaking countries, prepare oral presentations on a variety of themes, and read and discuss articles and literary excerpts. *This course has required summer reading.*

| | | | |
|---|------------|----------------------|-----------------------|
| French V: Francophone Culture & Conversation Through Cinema | (c) | ½ or 1 credit | Semester, Year |
| French VI: Francophone Culture & Conversation Through Cinema | (c) | ½ or 1 credit | Semester, Year |

Prerequisite: Successful completion of French IV, V or AP French Language and Culture

RPCS

This course will concentrate on improving conversational skills through the study of various aspects of French and Francophone cultures and history as represented in the cinema. The course will examine to what extent various cultural aspects of the given Francophone country are accurately represented in each film studied and will also attempt to compare these cultural aspects to current events in the United States and the world. Conversation and vocabulary acquisition will be based on the situations and vocabulary presented in the films. The course will also examine how accurate subtitles are and what is lost in the necessary steps of translating the spoken word into short written sentences that will fit on the screen.

Assessments will include vocabulary quizzes, debates and round table discussions, film critiques, oral presentations, and essays.

RUSSIAN

| | | | |
|------------------|------------|-----------------|-------------|
| Russian I | (c) | 1 credit | Year |
|------------------|------------|-----------------|-------------|

RPCS

This course introduces the Russian sound system and alphabet and some of the fundamental structures of Russian grammar. Students learn to write in script, acquire a basic vocabulary, and begin to develop reading fluency. They acquire an awareness of social register and learn how to interpret and convey basic information and preferences, relying mostly on memorized phrases. Considerable time is devoted to preparing for the Maryland Olympiada of Spoken Russian, an annual event that gives high school students of Russian the opportunity to use their language skills and show off their knowledge of Russian culture.

| | | | |
|-------------------|------------|-----------------|-------------|
| Russian II | (c) | 1 credit | Year |
|-------------------|------------|-----------------|-------------|

RPCS

Students in second-year Russian continue to build their vocabularies and work to master the basic grammatical structures needed for speaking and writing about themselves, their families, and other topics of personal relevance. They develop an increasing awareness of the case system as they learn to recognize and use different grammatical forms in familiar contexts. Considerable energy is devoted to preparing for the Maryland Olympiads of Spoken Russian, where students recite poetry, read and talk about short anecdotes and stories, engage in conversations on a variety of familiar topics, and answer questions related to Russian civilization and culture.

| | | | |
|--------------------|------------|-----------------|-------------|
| Russian III | (c) | 1 credit | Year |
|--------------------|------------|-----------------|-------------|

RPCS

Third-year Russian students are increasingly able to describe their world and the Russophone world in paragraph-length discourse and to narrate in the present tense. They continue to develop their understanding of the Russian case system and exhibit a keener cultural awareness. At the Maryland Olympiada of Spoken Russian, students speak in increasing depth on a variety of topics and navigate more challenging interpersonal communication tasks, including role-play scenarios.

| | | | |
|--------------------------|------------|-----------------|-------------|
| Russian IV Honors | (c) | 1 credit | Year |
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Department approval required.

RPCS

This course seeks to refine language skills and cultural understanding, with a continued emphasis on increasing proficiency in all communication modes. An ongoing grammar review occurs as additional grammatical concepts and forms are introduced and practiced. As during their previous years of study, students participate in state and national Russian language contests, with particular emphasis on preparing for the Maryland Olympiada of Spoken Russian, which sets rigorous goals for fourth-year students as they recite and interpret poetry, engage in increasingly complicated role-play scenarios, speak at length about their own lives and cultural perspectives, and give presentations on topics related to Russian civilization and culture. *This course has required summer reading.*

SPANISH

| | | |
|------------------|-----------------|-------------|
| Spanish I | 1 credit | Year |
|------------------|-----------------|-------------|

This course is open to students with little or no previous training in Spanish and to those who wish to start another world language. The main objective of this course is to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, writing, and to learn up-to-date, authentic information about the Spanish-speaking world. This class strives to meet the learning needs of a broad range of students.

| | | |
|---|---------------------|-------------|
| Spanish II | 1 credit | Year |
| This course integrates the teaching of grammar with the development of communication skills and cultural knowledge. Individual projects (oral and written) are encouraged with the primary aim of increasing students' ability to use the materials and language with progressive ease and confidence. | | |
| Spanish III | 1 credit | Year |
| Spanish III Honors | 1 credit | Year |
| This third-level Spanish course aims to reinforce the linguistic skills of speaking, listening, reading and writing, and to actively incorporate more sophisticated structural concepts and vocabulary to encourage greater fluency. Cultural focus is to broaden students' global awareness of Spain and Latin America. | | |
| Spanish IV | 1 credit | Year |
| This integrated course aims to offer a balanced program to enable students to use the Spanish language with a higher degree of accuracy and fluency in both informal and formal situations. A variety of approaches and materials are used to develop linguistic and critical thinking skills, as well as knowledge about Spain and Latin America and their cultural traditions. Short stories, poetry, films, music, art and drama are studied. | | |
| Spanish IV Honors | 1 credit | Year |
| This fourth-level Spanish honors course is intended for students who have successfully completed the Spanish 3H course. The Spanish 4H course aims to reinforce and further develop the linguistic skills of speaking, listening, reading and writing, and actively incorporate more sophisticated structural concepts and vocabulary to encourage greater fluency. At the same time, the student will be able to analyze, synthesize and evaluate formal written and oral language. Cultural focus is to broaden students' global awareness of Spain and Latin America. A high level of motivation, as well as independent study habits and time practicing new skills, are required in order to be successful in this pre-AP course. | | |
| Spanish V | (c) 1 credit | Year |
| <i>Prerequisite: Successful completion of Spanish IV, IVH</i> | | |
| RPCS | | |
| This course is designed to further students' progress in the development of the four language skills, while deepening their insight into Hispanic culture through exposure to works by modern writers of the Spanish-speaking world. Some authors include Pablo Neruda, Amado Nervo and Gregorio López y Fuentes. Students study works from artists such as El Greco, Salvador Dalí and Frida Kahlo. In addition, the important concepts of Spanish grammar are reviewed, including the subjunctive, pronouns, commands, and "si" clauses. Students will be assessed using a variety of methods including oral/aural assignments, presentations, dialogues, short compositions, and other displays. Students are expected to participate using the target language. | | |
| AP Spanish Language and Culture | 1 credit | Year |
| <i>Prerequisite: 90% Spanish IV or 88% Spanish IV Honors Average</i> | | |
| <i>Department approval required.</i> | | |
| The AP Language and Culture course is a rigorous course that emphasizes communication by applying the three modes of communication (Interpersonal-Interpretative-Presentational), in real life situations. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The course engages students in an exploration of culture in both contemporary and historical contexts. This course is approximately equivalent to an upper- intermediate college or university course in Spanish language and culture. <i>(Adapted from the AP Spanish Language and Culture Course Framework, effective Fall 2019.)</i> All students are expected to take the AP Language and Culture exam during the first or second week on May. <i>This course has required summer reading.</i> | | |

BRYN MAWR WORLD LANGUAGES

FRENCH

| | | |
|---|---------------------|-------------|
| French I | (c) 1 credit | Year |
| BMS | | |
| This level one course enables students to communicate in the French language in simple, everyday conversations. Students learn basic vocabulary and phonetics, are introduced to the fundamentals of grammar, gain cultural awareness, and begin to read and write in the French language. French I rotates between Bryn Mawr and RPCS. | | |

French V: The French Woman through the Ages and in the Contemporary World

(c) 1 credit Year

Prerequisites: French IV with a minimum of a 70% end of year grade

Open to seniors only.

BMS
In this course we will explore the representation of women in the Francophone world. Readings, films, and songs will provide students with opportunities for discussion of women's roles, challenges, and opportunities in the francophone world, and will be the basis upon which we conduct cross-cultural comparisons. We will begin our inquiry by looking at multiple points of view on the properties of the "feminine" and how it relates to the "masculine". Do the new iPhone advertisements target a specific gender? What does body language reveal about women and men? We will analyze women through thematic lenses, organized into units, including "Rites de passage," "Les 'belles rebelles': la mode et la femme," and "Les femmes et le pouvoir de l'imagination." In the second semester, we will study women's francophone film, advertisements and literature from outside of the "hexagon," paying particular attention to questions of immigration, feminine identity, and westernization. *This is a year-long course and may not be dropped at the end of the semester.*

French VI Honors Seminar: Les Voix noires - The *Négritude* movement and its Legacy

(c) ½ or 1 credit Semester, Year

Prerequisites: AP French Language or French V with a minimum of 87% and teacher recommendation

BMS
This class will begin with an overview of the *Négritude* movement of the 20th century, including a study of works from the primary authors, Césaire, Senghor, and Damas. In what ways was this literary movement revolutionary? How was it connected to independence movements and a changing political world? We will also examine what lasting themes and effects the movement has had on the expression of contemporary Francophone voices, focusing especially on women and other non-male writers who were not well-represented in the initial movement. During the second semester, we will explore issues and events related to race and identity in contemporary France via diverse Francophone voices. What does it mean to be "French"? In what ways has France's colonial history set the tone for conflicts today? How do the voices of the past inform the themes of identity and community today? Course material may include the films *La Haine* and *Intouchables*, as well as Madame de Duras' novel *Ourika*, the music of MC Solaar, and the slam poems of Grand Corps Malade. The class will be conducted in French to improve students' already advanced level of fluency by focusing on conversational, auditory, and writing skills. Students will be assessed primarily on reading comprehension, class discussion, and critical writing. *This course has required summer reading.*

SPANISH

Spanish V: Latin America through Short Stories and Film

(c) 1 credit Year

Prerequisite: Spanish IV with a minimum of a 70% end of year grade

BMS
This course is intended for students who have successfully completed Spanish IV. Students gain a deeper cultural awareness of the Spanish speaking Latin American countries as they are introduced to a variety of Hispanic films, short stories, and poems by authors such as Jorge Luis Borges and Pablo Neruda. This level 5 class is a comprehensive course that will help students strengthen all four skill areas in the target language, with a special emphasis on reading and speaking. Through research projects, readings, films and other media, students will learn about current topics and historical events of Central and South America as well as the Caribbean and Mexico. *This is a year-long course and may not be dropped at the end of the first semester.*

Spanish Honors Seminar: Historia y Cultura de España y América Latina

(c) 1 credit Year

Prerequisites: AP Spanish Language or Spanish V with a minimum of 87% and teacher recommendation

BMS
This course focuses on historic figures and important historic events in Latin America and Spain, for example, Che Guevara, Evita Perón, Franquismo, the "Dirty War", etc. We will use different media to better understand these topics: documentaries, movies, poems, short stories and plays. The course is oriented towards improving the four skills in the language: speaking, listening, reading and writing, however the focus will be on speaking and writing. The students will write compositions, give presentations and take part in debates and discussions based on readings and research they have done. *This course has required summer reading.*

GILMAN WORLD LANGUAGES

GREEK

Greek I (c) 1 credit Year
GILMAN

Beginning with the Greek alphabet, the student gradually gains sufficient fluency to translate first sentences, then paragraphs of Greek prose. Grammar, inflection, and vocabulary are emphasized to provide a secure base for reading passages from Plato and Xenophon.

Greek II (c) 1 credit Year
GILMAN

After an intensive review of first-year material, the student proceeds to the translation of Xenophon and/or Plato, with extensive practice in sight readings from other authors. Lectures on Hellenic literature and civilization are interwoven into the course to provide a background for the student.

Greek III (c) 1 credit Year
Greek IV Honors (c) 1 credit Year
GILMAN

In successive years either Book I of the Iliad with selected passages from the remaining books or Euripides' Medea provides insight into the nature of epic and dramatic poetry. Related lectures on archaeology, mythology, and scansion help the student explore the wide spectrum of our classical heritage.

LATIN

Latin I (c) 1 credit Year
GILMAN

Intended for students who start with Latin in the ninth grade. Introductory Latin is planned as a sequential program, with the emphasis evenly distributed among three areas: development of a basic vocabulary, knowledge of inflection, and understanding of syntax.

Latin II (c) 1 credit Year
GILMAN

Intended for students who have completed the Latin program in the Middle School or have completed Latin I; this course is the normal sequel to the introductory program.

Latin II Honors: Caesar (c) 1 credit Year
GILMAN

This course provides an accelerated program for a selected group of highly motivated second-year pupils. The material of the course is essentially similar to that outlined for Latin II but is presented at a more rapid pace.

Latin III (c) 1 credit Year
GILMAN

This course continues the regular sequence in Latin. After completing a thorough review of syntax and inflections, students read selections from Roman authors.

Latin III Honors: Ovid (c) 1 credit Year
GILMAN

Prose composition and Ovid are the mainstays of the Latin III program. After spending the first four cycles of the year reviewing morphology and syntax, students read selections from Ovid's *Metamorphoses*. Students translate literally into English, demonstrate a mastery of grammatical structures and vocabulary, analyze, interpret, and discuss these selections. Stylistic analysis and interpretation are integral parts of this course and develop from a student's ability to read the Latin in the original. Longer prose compositions will continue to reinforce understanding of morphology and syntax. The final cycles are dedicated to preparation for the SAT II.

Latin IV (c) 1 credit Year
Latin V (c) 1 credit Year
GILMAN

The vast variety of writings left by authors of both the Golden and Silver Ages of Latin literature provide unlimited material for study. This course will focus on three or four examples each year who are representative of the classics as the literary

ancestors and models of modern European and English literature. Students will be asked not only to extract the essence of thought contained in each chosen Latin masterpiece but also to appreciate the artistic qualities which make it a work of enduring worth and a source of enjoyment. Since the authors taught will vary annually, this course may be repeated for credit.

AP Latin: Caesar and Vergil

(c) 1 credit Year

Prerequisite: 90% Latin III or 87.5% Latin III Honors Average

Department approval required.

GILMAN

Students gain appreciation of literature, both poetry and prose, as a work of art through their study of Vergil's *Aeneid* and Caesar's *Gallie War*. To accomplish this, they must develop their abilities (a) to translate, to read, and to comprehend Latin through mastery of vocabulary, morphology, and syntax, (b) to read Latin aloud with attention to linguistic, artistic, and metrical qualities, (c) to understand the interaction of the works with references to Roman culture, history, and mythology and to discuss with understanding the image of Roman identity that the texts project, (d) to identify and to elucidate an author's use of stylistic features and rhetorical strategies, (e) to demonstrate and to share their understanding of the texts, and (f) to develop skills and strategies to succeed on the Advanced Placement exam.

Latin V Honors: Lyric Poetry

(c) 1 credit Year

GILMAN

Selected poems of Catullus and Horace are translated with special emphasis placed on creative interpretations and critical analysis. In addition, the student learns the scansion of such meters as hendecasyllabic, Alcaic, Sapphic, and Asclepiadean with particular attention to the oral reading of these meters. Through creative and collaborative projects, students explore the poets and their work.

SPANISH

AP Spanish Literature

(c) 1 credit Year

Prerequisite: 90% Spanish IV or 88% Spanish IV Honors Average

Department approval required.

GILMAN

This level of Spanish is designed to get students ready to take the AP exam in May. The students learn about the six thematic areas as prescribed by the AP Board: las sociedades en contacto: pluralismo racial y desigualdad económica, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, la creación literaria. The students come to understand authentic text in relations the historic time and the literary genres. Throughout the year the students gain a better understanding of the overarching themes and concepts that are found in the different texts that they read. Through a focus on essential questions students come to be more aware of the Spanish culture. The text that is used for this level is *Reflexiones*. Students are expected to take the Advanced Placement exam in Spanish Literature. *NOTE: Summer Reading counts for 20% of the first marking period grade.*

Advanced Spanish V: Civilization

(c) 1 credit Year

GILMAN

Spanish Civilization is a course that provides an understanding and appreciation of the Spanish-speaking world (Hispanic America, Spain and the U.S.) through language, culture, history, social aspects, literature and art. The units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups, as well as specific themes as traditions and values, national identity, personal beliefs, immigration, etc. The topics will make reference to both historic events and current events in order to have a better understanding of the Hispanic World. Writing skills will be practiced by the completion of compositions and short essays, and communication skills will be developed by class discussions, watching movies and short videos, and oral presentations. Students will get familiarized with literary texts, movies, documentaries and periodicals. Structure will be also addressed by reviewing some of the grammar studied in Spanish IV and Honors Spanish III. The new material will cover reflexives with change in meaning, transitional expressions, subjunctive with adverbial and adjective clauses, imperfect subjunctive and Si clauses. We will also explain in more detail the uses for prepositions, relative pronouns, "qué vs. cuál, negative, affirmative and indefinite expressions, and diminutives and augmentatives. Technology will be a key part of this course. Audio and written activities will allow students to practice all the learning skills in class and outside of class. These resources also help the students improve their language skills, especially in terms of listening and understanding written texts. Students will improve their language skills and their understanding of the Hispanic world through the cultural contexts studied in class, as for example: readings on cultural themes, presentations on Hispanic countries and its traditions, famous people in history or at present, everyday things, current events, etc. Students will be provided with authentic materials, as watching films, news broadcasts or TV shows. Spanish is the primary vehicle for classroom communication.

Spanish VI: Seminar on Language and Culture

(c)

1 credit

Year

GILMAN

The Seminar on Language and Culture is designed for those senior students who wish to continue to deepen their cultural and linguistic understanding of the Spanish-speaking world following AP Spanish Language or Hispanic Civilization. Through study of a series of short and feature-length films, short stories, poems, plays and a short novella, as well as online publications, songs and podcasts, students will be exposed to a wide variety of rich, authentic cultural material from throughout the Spanish-speaking world while at the same time enhancing their reading, listening, and analytical skills. Students will also continue to develop both formal and informal written and spoken registers of Spanish through activities designed specifically to work towards mastery in each of these areas, including class discussions and debates and interactive, student-led lessons. In addition, students will strengthen their research skills via independent and collaborative projects. Course objectives include further stimulating student interest in Spanish and its many representative cultures while preparing students for college-level study in Spanish.

SIGNATURE AND CERTIFICATE PROGRAMS

The RPCS Leadership & Entrepreneurship Institute

Program Overview

Roland Park Country School believes that leadership is a process of engagement which moves people toward awareness, compassion, and action to ultimately impact the world for the better. By helping each student to be her best self and positively influence others, the RPCS Leadership and Entrepreneurship Institute equips our students with the tools to innovate and create positive change in the world of today—and tomorrow. Offerings through this Institute are designed not only to embolden girls to want to make a difference, but also to consider, with their numerous strengths, what kind of difference they intend to make, and how they might begin to make their ideas into realities.

R.E.D. Block (Reflect. Explore. Do.) is the central strand of the Institute's programs. This afternoon block of time will feature offerings designed around deep-thinking, exploration, and creative problem solving. Our aim is that every student be involved in activities that foster resilience, promote healthy risk-taking, nourish passions, nurture curiosity, and promote purposefulness.

Courses

9th Grade Foundations of Leadership (R.E.D.)

½ credit (Pass/Fail)

Year

Required Course

In parallel with the other academic and social transitioning that the school structures for students, the RED Block Seminars will build foundational understandings in key areas which may include Power Systems, Engaged Citizenship, and Ethics.

10th Grade Reflect. Explore. Do. (R.E.D.)

¼ credit (Pass/Fail)

Semester 1

Required Course

In the fall semester of 10th grade, students will work with tenets of leadership and entrepreneurship through the particular multi-faceted RED Block Seminar they choose to take, allowing each student to take the reins and work toward a more clearly-honed sense of purpose. Students work in small groups to research and refine solutions that respond to a specific need they have identified in the world.

11th Grade Reflect. Explore. Do. (R.E.D.)

¼ credit (Pass/Fail)

Semester 1

Elective

In the fall semester of 11th grade, students pursue a leadership initiative that builds on a topic or goal that captivates them. Working with classmates and coached by a teacher, students will investigate opportunities to invent, innovate, or campaign for a community initiative. Students will be guided to pursue their chosen issue by seeking out and collaborating with Baltimore-based organizations who are engaged in it in some way. This semester-long experience can prepare students for a capstone fellowship or internship opportunity in their chosen area for the following summer.

Junior Summer Internship

¼ credit (Pass/Fail)

Summer

Internships, which take place during the summer between junior and senior year, are based on the opportunity for students to select a topic, whether it be career-based or an interest/passion they would like to explore further. They plan and participate in a 40-hour experience surrounding that topic, including site-based experiences, research, reflection, and presentation of experience. Upon acceptance to the Internship program, students work closely with the Upper School Dean of Students to create a personalized, unique opportunity and earn transcript credit for their efforts.

Junior Capstone Fellowship

½ credit (Pass/Fail) Summer

Fellowships, which take place during the summer between junior and senior year, are a deep-dive experience where students have the opportunity to select a topic, whether it is career-based or centered on an interest/passion, that they would like to explore further and to engage in a more intensive 80-hour experience. Students build toward that experience through significant research and reflection, in consultation with the Director of Leadership and Entrepreneurship and the Head of School. The 80-hour on-site experience will be followed by the creation or execution of a project, the details of which will be developed as part of that process of reflection and consultation. Some part of the student's experience or project will be presented in the following fall semester and students receive transcript credit for their time and effort.

The STEM Institute at Roland Park Country School

Institute Mission

The STEM Institute at Roland Park Country School strives to foster in young women the confidence, passion, persistence, and curiosity to explore the empirical world and to develop innovative habits of mind. Our goal is to produce graduates who possess the attitudes, cognitive skills, and academic foundations to investigate intellectually rigorous problems in the fields of science, technology, engineering, and mathematics. Engaging in a problem-based curriculum, students of the Institute will learn to plan research projects, work with others, synthesize new knowledge, generate novel solutions, and communicate effectively about their results. Participants will develop the necessary ethical, analytical, and creative reasoning skills to pursue interests in and to prepare for careers in the STEM disciplines.

Program Description

The core of the Institute consists of a series of semester-long research apprenticeships that start in the ninth grade spring semester and are taken in sequential order. The courses in ninth and 10th grade teach a collection of unique skill sets within specific STEM fields that complement the regular scope & sequence of the RPCS math and science programs, and all of the courses employ differentiated instruction to meet the academic needs of students with prior STEM experience as well as those of the novice researcher.

Students interested in pursuing the full STEM Certificate apply to enroll in the program in the fall of their ninth grade year. Graduates of the Institute will be expected to take all three semesters during ninth and 10th grade, the year-long 11th grade STEM III class, and develop a final portfolio of major work completed. Students may take one (or more) of the semester courses on a Pass/Fail basis. However, any student who fails to make adequate progress will not be permitted to continue in the Institute and any student wishing to obtain the STEM Certificate must take each semester course for a grade.

In addition to the the ninth, 10th and 11th grade components of the program, graduates of the Institute must complete the following academic coursework as part of their general training in order to receive Certification:

- 1 Computer Science course – courses that qualify are:
 - Advanced Topics in Computer Science H
 - AP Computer Science Principles
 - AP Computer Science A
 - Programming iPhone Apps H
- 1 Statistics course OR 1 Introductory Engineering course – courses that qualify are:
 - AP Statistics
 - Statistics
 - Statistics and Data Science
 - Introduction to Civil Engineering
 - Sustainable Design and Engineering
 - Robotics
- Any 2 Advanced Placement STEM courses – courses that qualify are:
 - Computer Science: AP Computer Science Principles, AP Computer Science A
 - Math: AP Calculus AB, AP Calculus BC, AP Statistics
 - Science: AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP Psychology
- 1 summer STEM Fellowship (departmental approval required)
- 4 full years of science
- 4 full years of math

Students who earn the STEM Certificate will receive recognition on Class Day.

Courses

See the Computer Science, Math, and Science sections for courses that fulfill other STEM Certificate requirements.

The following courses in STEM are not NCAA-approved core courses.

STEM Research Seminar I: Scientific Design & Programming

1/4 credit

Semester 2

Prerequisite: Departmental approval through an application process

This course introduces students to the basic elements of programming and its applications to scientific investigation. Students will learn to read, write, and debug basic software programs that model different natural phenomena. In addition, they will complete an investigation to analyze large data sets and complete a study on appropriate programming tools. A poster presentation is the culminating activity for this course.

STEM Research Seminar IIA: Non-Euclidean Geometry

1/4 credit

Semester 1

Prerequisite: Enrollment in or completion of Physics

This course interweaves technology and pure mathematics as it investigates non-traditional geometries and topological topics. Students will study possible shapes of the universe and the techniques to project 3- and 4-dimensional objects on a 2-dimensional surface. They will explore Euclidean, Spherical and Hyperbolic 2-Dimensional Geometries, Mobius Strips and Klein Bottles as well as 3-Dimensional Projective Geometries, and they will learn how technology supports these mathematics by enabling students to visualize and investigate mathematical objects that cannot be built in our 3-Dimensional world or drawn on a 2-Dimensional plane. Students explore the complexity of such interactive programs and learn to write their own using Scratch and MATLAB programming languages. The course culminates with a final project of the student's choosing related to topics studied during the semester.

STEM Research Seminar IIB: Statistical Literacy

1/4 credit

Semester 2

Prerequisite: Enrollment in or completion of Physics

This course lays the foundation for success in all the Science, Technology, Engineering, and Mathematics disciplines and introduces students to the skills for statistical literacy. Students will collect data from various sources and develop statistical models. They will learn to design surveys, calculate probabilities, summarize and display data, and use statistics to interpret results. Projects include designing a carnival game and examining the impact of social media. For the culminating activity, students will apply statistical methods to the investigation of a societal issue of their choice.

STEM III: Material Science and Engineering

1/2 credit

Year

Prerequisite: STEM Research Seminars I, IIA, IIB

Each full graduate of the Institute will be expected to complete this year-long course introducing students to how the disciplines of science and engineering are integrated with one another. Students will explore materials science and environmental impact to develop a novel sunscreen formula and the package to contain it for retail purposes. Students will learn how to develop an engineering research proposal, and they will create a prototype product to test for quality control. All students will complete a culminating project examining sustainable design.

Summer Fellowship

STEM Fellowship

1/2 credit

Summer

The STEM Fellowship opens not only minds and doors but also fields of possibility in science, technology and engineering. Taking place during the summer between sophomore and junior year OR junior and senior year, STEM students select a topic, whether it is career-based or centered on an interest/passion in a STEM field, that they would like to explore further and to engage in an intensive data-driven 80-hour experience. Students build toward that experience through significant research and reflection, in consultation with the STEM Director. The 80-hour on-site experience will be followed by the creation or execution of a project, the details of which will be developed as part of that process of reflection and consultation.

Wellness & College Counseling

Program Overview

At Roland Park Country School, we want our students to live healthy and be well. According to a study by the Centers for Disease Control and Prevention, school wellness programs can have a positive impact on academic performance, improve students' health outcomes, and reduce high-risk behaviors.

Our Wellness curriculum is designed to meet student developmental needs, which includes classroom guidance from our counseling department in every year of upper school. Because parents and guardians are the number one influencer for student health and wellness, Roland Park Country School has made a commitment to helping families find reliable, current information and resources. We offer an annual Upper School parent sex education coffee, and a mandatory ninth and 10th grade drug and alcohol round table talk as well as annual guest speakers on topics including mental health, social media and wellness.

Our College Counseling curriculum offers a course for juniors and seniors which addresses topics related to college exploration, the college application and admission process, and the transition from RPCS to college. These courses provide a space in the school day for guidance and supported work time, as well as activities to help students effectively managing stress, handle disappointment, and discuss the excitement and challenges of navigating life as a college student.

Courses

9th Grade Wellness and Issues

No credit (Pass/Fail) Year

Required Course

All ninth grade students participate in Wellness once every two weeks for the academic year. This course is taught by the counseling department and supplemented with outside speakers, which shift annually according to the students' developmental needs and issues in our community. The goal of this course is to provide a foundation for health, wellness, diversity, and relationships. At Roland Park Country School, we recognize that our students are experiencing more stress than ever before and we use course topics to explore good and bad stress, reflect on boundary setting and the importance of self-care, and talk about asking for help as steps to create resilience. There is no homework in this class. Annual topics include:

- Anxiety and depression. The [Johns Hopkins Adolescent Depression Awareness \(ADAP\) Program](#) includes three one hour classes on depression and bipolar disorder.
- Sex education, which focuses on respect, relationships, and responsibility, from the Our Whole Lives Curriculum, and specific topics, including body image, consent and rape culture/ sexual assault.
- Drugs and alcohol
- Self-care and mindfulness
- Culminating art project, "Story People"
- Cooking

10th Grade Wellness and Skills Development

¼ credit (Pass/Fail) Semester 2

Required Course

During the spring term, students participate in Wellness education and activities, which culminates with an end of semester Health Fair for all Upper School students and faculty to help decrease the stigma of mental health and increase the belief that wellness is for everyone. Students rotate through the course material in small groups by advisory. The counseling and student services department collaborate with our student-run Wellness organization to bring in speakers from the community on two core topics: sex education and nutrition. Additional programming in civics education, leadership skills, and goal-setting for 10th grade students prepares them well for their transition to upperclassmen.

11th Grade College Counseling and Wellness (CCW-11)

No credit Semester 2

Required Course

College Counselors and Wellness teachers collaborate to help students connect with their purpose and manage the stress and pressure of the college process. Specific topics that are covered include how to research colleges, explore majors and careers, have a productive campus visit, and present yourself professionally to admissions officers. Students will write a peer recommendation and secure letters of recommendation from teachers. Students develop essay ideas, a resume and begin work on college applications. College Counselors also invite outside voices from RPCS alumnae and college admissions officers to provide advice about the college process. Time is allotted for other teachers to cover topics such as Public Speaking and Harkness Math strategies in standardized testing. Wellness activities are offered throughout the course, and all students also receive drug and alcohol classes from Freedom from Chemical Dependency (FCD), which are run through the counseling department.

12th Grade College Counseling and Wellness (CCW-12)

No credit Year

Required Course

During the fall semester, College Counselors and Wellness teachers cover topics such as writing primary and supplemental essays, crafting resumes, sending standardized testing scores to colleges, demonstrating interest to colleges, interviewing, celebrating admissions decisions with sensitivity and handling disappointment in the college process. Considerable supported work time is allotted for completing college applications. Wellness activities to help manage the stress of the college process and transition to college are offered throughout the course. In spring of senior year, the counseling team introduces students to new practices in self-care and mindfulness that can be utilized in their transition to college. Students have the opportunity to hear from a variety of experts including mental health practitioners, RPCS graduates, nutritionists,

women in finance, life coaches, drug and alcohol experts, self-defense teachers, and mindfulness practitioners to gain a broad understanding of how to live their best life. Field trips are available in this course to yoga and meditation centers. Through self-reflection and goal setting students are able to know the difference between what is healthy versus what is "healthy" for them.

Peer Health Education

No credit

Ongoing

The purpose of peer health education is to create a stronger community within RPCS and beyond and help students deal with all of the challenges they face by giving them an opportunity to talk to and learn from their classmates. Throughout ninth grade, students have peer health classes on friendships, social media wellness, alcohol and drugs, relationships and sexual assault. In 10th through 12th grades, students may sign up to be peer health leaders and are trained by the counseling department at the annual peer health retreat.

World Languages Certificate

Purpose

- To recognize students who concentrate their academic program in World Languages and who go above and beyond the graduation requirement in this subject area.
- To encourage students to consider the benefits of studying two world languages simultaneously during Upper School.

Certificate Components

There are three required components to the World Languages Certificate program:

- The **formal study of two world languages** beyond the beginning level.
- An **experience or study that extends the formal language study** to other areas of the student's life in order to demonstrate a commitment to becoming a citizen of the world.
- A culminating **oral presentation in both languages**.

PART 1: Formal Language Study

Two of the following languages may be chosen: Ancient Greek, Arabic, Chinese, French, Latin, Russian or Spanish

| Certificate Levels | Total Credits | Language 1 | Language 2 |
|------------------------|---------------|------------|------------|
| <i>summa cum laude</i> | 8 | 4 credits | 4 credits |
| <i>magna cum laude</i> | 7 | 4 credits | 3 credits |
| <i>cum laude</i> | 6 | 4 credits | 2 credits |
| | 6 | 3 credits | 3 credits |

Requirements:

- Language classes may be regular, honors or AP level.
- A student must be enrolled in a tri-school class to earn credit for the Certificate. Other course work in a world language may be eligible for credit, pending approval of the Department.
- Language levels prior to Upper School do not count towards the Certificate.
- A student must achieve a minimum overall average of 80 in all world language courses; year-end grades are used in the calculation.
- A student may not repeat a level of a language, and no credit will be awarded if a year-end average is below 72.

PART 2: Extension of Language Study

To demonstrate a commitment to becoming a citizen of the world and to extend her knowledge of world languages, a student must accomplish at least **one** of the following during her Upper School years:

- participate in a tri-school exchange or other approved exchange program that includes a home-stay;
- travel to a foreign country of one of the languages studied that has some educational component;
- complete a related elective course in a tri-school class; qualifying courses include: AP Art History, literature in translation, cultural history, or other elective, upon approval;
- attend a summer camp or study abroad in a world language;
- pursue community service directly related to one of the languages of study with a supervisor;
- serve as a host-family to a foreign visitor for an extended period of time (e.g. semester exchange); or,
- conduct a qualifying independent study as a senior elective or an independent research project.

A student may select any member of the World Languages Department to serve as a mentor in fulfillment of this component.

PART 3: Oral Presentation

To demonstrate proficiency in both languages, candidates will display their mastery of the languages in an oral presentation:

- topic of presentation must be approved; it is likely that the topic will relate to the student's extension experience
- students must speak naturally and without reading during the presentation (students may use notecards but no written scripts);
- presentation must include both languages in proportion to the length of study, and the whole presentation must be a minimum of six minutes in length; visual components, like PowerPoint, are optional;
- presentations will be made to teachers of both languages, members of the World Languages Department; and, invited guests (parents, friends, advisors, etc.).

All members of the World Languages Department will monitor the progress of candidates and support the Certificate Program. The Department Head, in collaboration with the Upper School Coordinator, will serve as the administrator of the program.

Students earning the World Languages Certificate will receive recognition on Class Day.

ACADEMIC LEARNING SUPPORT

Program Overview

Staffed by two Upper School learning specialists and overseen by the Director of Learning Support, Upper School Learning Support serves students and families in a variety of ways:

- through the development of Individualized Student Education Plans (ISEPs): Upper School learning specialists create ISEPs unique to each Upper School student with diagnosed learning differences, indicating the classroom and testing accommodations for which they qualify. These ISEPs are reviewed by students and their families, and students are offered the opportunity to add their own insights to their plans to foster self-advocacy and to ensure that they've provided their teachers with the knowledge of the supports that help them best;
- through the completion and submission of needed paperwork to secure testing accommodations through the College Board and ACT: For those who qualify for testing accommodations on standardized tests such as the SAT, the SAT IIs, AP exams, and the ACT, an Upper School learning specialist guides students and their families through the application process and provides the required school-based documentation;
- through Study Hall Plus (see description below);
- through individualized support sessions, called Study Skills (see description below);
- through communication with families: Upper School learning specialists communicate as needed with families of students to discuss concerns, to review student progress, to update ISEPs, or to answer questions about standardized testing or needed accommodations;
- through the communication and collaboration with teachers, Grade Level Deans and Student Services staff: Upper School learning specialists communicate and collaborate with various staff members to promote the successful academic and social-emotional support of students with learning differences in the classroom;
- through Learning Partnerships: Each quarter or semester, an Upper School learning specialist partners with a classroom teacher to model varied methodological techniques and to serve as a resource for all students; and,

- through push-in support: Upper School learning specialists move in and out of classrooms to provide support on an as-needed basis to students and teachers.

Courses

Study Hall Plus

No credit

Semester, Year

Study Hall Plus is a small group community of learners who have the opportunity to receive learning support from an Upper School Learning Specialist during a structured study hall period that meets four days out of each 10 day cycle. Students are placed into Study Hall Plus based on teacher recommendation regarding the need for additional support and/or as a result of learning needs documented through their Individualized Student Education Plans (ISEPs). Group meetings are devoted to the preview and/or review of course content, provision of strategic information about how to approach varied classes and assignments, and assistance with the development of self-advocacy.

Study Skills

No credit

Semester, Year

Upper School students can schedule cycle meetings with learning specialists to address areas of individual need relative to how they learn. Topics covered in these individual sessions include but are not limited to the development of strategies for reading comprehension, writing, note-taking, studying, time management, and long-range planning, along with the development of appropriate self-advocacy skills.

NCAA CORE COURSE APPROVAL

Courses that are not NCAA-approved may not be used for NCAA eligibility certification.

Courses in **art, music, dance, acting/theatre, and STEM** cannot be approved as NCAA core courses in any core area.

Additional courses from other disciplines which are pending approval or not currently approved are listed below.

As of January 31, 2020

Prior to signing up for a course marked with pending approval, a student should inquire about an updated status to ensure it does not impact NCAA eligibility certification.

PENDING APPROVAL

English

- Perspectives in Modern War (GIL) – *note: approved for Social Science*

Mathematics

Natural/Physical Science

Social Science

- History of Science (GIL)

World Languages

NOT APPROVED

Mathematics

- The Mathematics of Investing (RPCS)

Natural/Physical Science

- Advanced Topics in Computer Science H (BMS)
- AP Psychology (RPCS/BMS) – *note: approved for Social Science only*
- Applied Chemistry (RPCS)
- Computer Science Discoveries (RPCS)
- Entrepreneurship (BMS)
- Graphic Design I (BMS)
- Graphic Design II (BMS)
- Industrial Design (BMS)
- Introduction to Civil Engineering (RPCS)
- Programming iPhone Apps H (BMS)
- Psychology (RPCS) – *note: approved for Social Science only*
- Statistics and Data Science (BMS) – *note: approved for Mathematics only*

Social Science

- African American Art (GIL)

Additional Core Courses

- Introduction: Sports Medicine (GIL)

Addendum A: Summary of Courses by Department

ARTS

PERFORMING ARTS*

DANCE

| | | | | |
|---------------------------------|------|--|---------------|----------------|
| Studio Dance Technique | RPCS | | ¼ or ½ credit | Semester, Year |
| Advanced Studio Dance Technique | RPCS | | ¼ or ½ credit | Semester, Year |
| Roses Repertory Dance Company | RPCS | | 1 credit | Year |

MUSIC

| | | | | |
|-------------|------|--|----------|----------|
| Chorus | RPCS | | ½ credit | Year |
| Piano I | RPCS | | ¼ credit | Semester |
| Piano II | RPCS | | ¼ credit | Semester |
| Somettos | RPCS | | ½ credit | Year |
| Semiquavers | RPCS | | 1 credit | Year |

THEATRE

| | | | | |
|-----------------------------------|------|-----|---------------|----------------|
| Acting I: Foundations of Theatre | RPCS | | ¼ or ½ credit | Semester, Year |
| Acting II: Acting Styles | RPCS | | ¼ or ½ credit | Semester, Year |
| Design Elements | RPCS | | ¼ credit | Semester 1 |
| Directing and Stage Management | RPCS | | ¼ credit | Semester |
| Footlights Theatre Ensemble (FTE) | RPCS | (c) | 1 credit | Year |

VISUAL ARTS*

| | | | | |
|---------------------------|------|--|----------|----------|
| Foundations of Visual Art | RPCS | | ¼ credit | Semester |
|---------------------------|------|--|----------|----------|

STUDIO ART ELECTIVES

| | | | | |
|--|------|-----|---------------|----------------|
| Drawing | RPCS | | ¼ credit | Semester |
| Advanced Drawing | RPCS | | ¼ credit | Semester |
| Mixed Media | RPCS | | ¼ credit | Semester |
| Painting | RPCS | | ¼ credit | Semester |
| Advanced Painting | RPCS | | ¼ credit | Semester |
| Advanced Studio Art | RPCS | (c) | ½ or 1 credit | Semester, Year |
| The AP Portfolio: Examinations in Studio Art | RPCS | (c) | 1 credit | Year |

CERAMICS ELECTIVES

| | | | | |
|--|------|-----|---------------|----------------|
| Introduction to Ceramics | RPCS | | ¼ credit | Semester |
| Developing Ideas and Creativity in Ceramics | RPCS | | ¼ credit | Semester |
| Alternative Processes in Ceramics | RPCS | | ¼ credit | Semester |
| Personal Directions in Ceramics | RPCS | | ¼ credit | Semester |
| Bits and Pieces – A Study of World Traditions... | RPCS | | ¼ credit | Semester |
| Ceramics | RPCS | (c) | ½ or 1 credit | Semester, Year |
| Advanced Ceramics | RPCS | (c) | ½ or 1 credit | Semester, Year |

DESIGN ELECTIVES

| | | | | |
|---------------------------|------|--|----------|----------|
| Fashion Design | RPCS | | ¼ credit | Semester |
| Introduction to Photoshop | RPCS | | ¼ credit | Semester |

PHOTOGRAPHY ELECTIVES

| | | | | |
|--|------|-----|---------------|----------------|
| Introduction to Photography | RPCS | | ¼ credit | Semester |
| Developing Concept and Creativity in Photography | RPCS | | ¼ credit | Semester |
| Alternative Processes in Photography | RPCS | | ¼ credit | Semester |
| Personal Directions in Photography | RPCS | | ¼ credit | Semester |
| Advanced Photography | RPCS | (c) | ½ or 1 credit | Semester, Year |
| AP Photography | RPCS | (c) | 1 credit | Year |

TRI-SCHOOL SENIOR ART ELECTIVES

| | | | | |
|--|--------|-----|----------|------|
| Advanced Photography | GILMAN | (c) | 1 credit | Year |
| Drawing & Painting II | GILMAN | (c) | 1 credit | Year |
| Advanced Studio Art III | GILMAN | (c) | 1 credit | Year |
| Advanced Studio Art IV Honors | GILMAN | (c) | 1 credit | Year |
| AP History of Art (<i>History or Art credit</i>) | GILMAN | (c) | 1 credit | Year |

COMPUTER SCIENCE

| | | | | |
|--|------|-----|----------|------------|
| Computer Science Discoveries* | RPCS | | ½ credit | Semester 1 |
| AP Computer Science Principles | RPCS | (c) | 1 credit | Year |
| Advanced Topics in Computer Science Honors* | BMS | (c) | 1 credit | Year |
| AP Computer Science A | BMS | (c) | 1 credit | Year |
| Entrepreneurship* | BMS | (c) | ½ credit | Semester 2 |
| Graphic Design I* | BMS | (c) | ½ credit | Semester 1 |
| Graphic Design II* | BMS | (c) | ½ credit | Semester 1 |
| Industrial Design* | BMS | (c) | ½ credit | Semester 1 |
| Programming iPhone Apps Honors* | BMS | (c) | ½ credit | Semester 1 |
| Robotics | BMS | (c) | ½ credit | Semester 2 |
| Statistics and Data Science*** (Math or Computer Science credit) | BMS | (c) | 1 credit | Year |

ENGLISH

| | | | | |
|-------------------|-------------|-----|----------|------|
| English 9 | RPCS | | 1 credit | Year |
| English 9 Honors | RPCS | | 1 credit | Year |
| English 10 | RPCS | | 1 credit | Year |
| English 10 Honors | RPCS | | 1 credit | Year |
| English 11 | RPCS/GILMAN | (c) | 1 credit | Year |

SENIOR ELECTIVES

| | | | | |
|---|--------|-----|----------|-----------------|
| AP English Literature | RPCS | | 1 credit | Year |
| Black Women: In Writing & In Culture | RPCS | (c) | ½ credit | Semester 2 |
| Counter-Cultural Collectives (H/E/IS credit) | RPCS | (c) | ½ credit | Semester 2 |
| Feminist Gothic Literature | RPCS | (c) | ½ credit | Semester 2 |
| Honors Research Seminar: Profiles in Leadership (H/E/IS credit) | RPCS | (c) | ½ credit | Semester 1 |
| Linguistics for Students of the World Community (E/IS credit) | RPCS | (c) | ½ credit | Semester 2 |
| Literature of the Caribbean | RPCS | (c) | ½ credit | Semester 1 |
| Reading and Writing Poetry | RPCS | (c) | ½ credit | Semester 2 |
| Representations of Madness in Literature and Film | RPCS | (c) | ½ credit | Semester 1 |
| Witchcraft: Power, Rhetoric, and Imagination (H/E/IS credit) | RPCS | (c) | ½ credit | Semester 1 |
| Women in the Wilderness | RPCS | (c) | ½ credit | Semester 1 |
| Contemporary American Poetry | BMS | (c) | ½ credit | Semester 1 |
| Creative Writing | BMS | (c) | ½ credit | Semester 1 |
| Creative Writing: The Found Object | BMS | (c) | ½ credit | Semester 2 |
| Detective Fiction: The Search for Truth | BMS | (c) | ½ credit | Semester 2 |
| Eco Literature | BMS | (c) | ½ credit | Semester 1 |
| Fairy Tales & Folk Tales | BMS | (c) | ½ credit | Semester 2 |
| Literature of Graphic Novels | BMS | (c) | ½ credit | Semester 2 |
| Terror in American Literature | BMS | (c) | ½ credit | Semester 1 |
| Terrorism in the Modern World (H/E credit) | BMS | (c) | ½ credit | Semester 2 |
| The Writings of Toni Morrison Honors | BMS | (c) | ½ credit | Semester 1 |
| 20th Century African American Literature | GILMAN | (c) | ½ credit | Semester 1 |
| American Literature of the 60's | GILMAN | (c) | ½ credit | Semester 1 |
| Art of Truth | GILMAN | (c) | ½ credit | Semester 1 |
| Award Winning Literature | GILMAN | (c) | ½ credit | Semester 1 |
| China and Modern East Asia (H/E credit) | GILMAN | (c) | ½ credit | Semester 2 |
| Civil War: Maryland (H/E credit) | GILMAN | (c) | ½ credit | Semester 2 |
| Classical Literature | GILMAN | (c) | ½ credit | Semester 1 |
| Classical Mythology | GILMAN | (c) | ½ credit | Semester 2 |
| Cormac McCarthy | GILMAN | (c) | ½ credit | Semester 2 |
| Creative Writing | GILMAN | (c) | ½ credit | Semester 1 or 2 |
| Dystopian Fiction | GILMAN | (c) | ½ credit | Semester 2 |
| Film as Literature | GILMAN | (c) | ½ credit | Semester 1 |
| Gay/Lesbian Literature | GILMAN | (c) | ½ credit | Semester 2 |
| Heroic Journey | GILMAN | (c) | ½ credit | Semester 1 |
| Holocaust Studies (H/E credit) | GILMAN | (c) | ½ credit | Semester 1 |
| Jesmyn Ward | GILMAN | (c) | ½ credit | Semester 2 |
| Law and Literature | GILMAN | (c) | ½ credit | Semester 2 |
| Leadership Literature | GILMAN | (c) | ½ credit | Semester 1 |
| Literary Letters | GILMAN | (c) | ½ credit | Semester 1 |
| Literature of Civil Rights | GILMAN | (c) | ½ credit | Semester 2 |
| Modern European Intellectual Thought (H/E credit) | GILMAN | (c) | ½ credit | Semester 1 |
| Perspectives in Modern War***** | GILMAN | (c) | ½ credit | Semester 2 |
| Short Fiction | GILMAN | (c) | ½ credit | Semester 2 |
| The Scandal of Ulysses | GILMAN | (c) | ½ credit | Semester 1 |
| Urban Studies (H/E credit) | GILMAN | (c) | ½ credit | Semester 2 |
| Villains and Antiheroes | GILMAN | (c) | ½ credit | Semester 2 |

| | | | | |
|-----------------------------------|--------|-----|----------|------------|
| World War I (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 1 |
| Writers in Revolt | GILMAN | (c) | ½ credit | Semester 1 |

HISTORY

| | | | | |
|--------------------------|-------------|-----|----------|------|
| World History I | RPCS | | 1 credit | Year |
| World History I Honors | RPCS | | 1 credit | Year |
| World History II | RPCS | | 1 credit | Year |
| AP World History | RPCS | | 1 credit | Year |
| United States History | RPCS/GILMAN | (c) | 1 credit | Year |
| AP United States History | RPCS | | 1 credit | Year |

SENIOR ELECTIVES

| | | | | |
|--|--------|-----|----------|------------|
| America's Immigration Experience | RPCS | (c) | ½ credit | Semester 2 |
| AP European History | RPCS | (c) | 1 credit | Year |
| Counter-Cultural Collectives (<i>H/E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 2 |
| Honors Research Seminar: Profiles in Leadership (<i>H/E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 1 |
| International Relations | RPCS | (c) | ½ credit | Semester 1 |
| The History of Anti-Semitism | RPCS | (c) | ½ credit | Semester 2 |
| Witchcraft: Power, Rhetoric, and Imagination (<i>H/E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 1 |
| America in the World Honors | BMS | (c) | ½ credit | Semester 1 |
| AP Comparative Government and Politics | BMS | (c) | ½ credit | Semester 2 |
| AP Economics | BMS | (c) | 1 credit | Year |
| AP United States Government and Politics | BMS | (c) | ½ credit | Semester 1 |
| Baltimore Studies: Past and Present | BMS | (c) | ½ credit | Semester 1 |
| Comparative Diasporas Honors | BMS | (c) | ½ credit | Semester 2 |
| Terrorism in the Modern World (<i>H/E credit</i>) | BMS | (c) | ½ credit | Semester 2 |
| African American Art* | GILMAN | (c) | ½ credit | Semester 2 |
| African American History | GILMAN | (c) | ½ credit | Semester 1 |
| Ancient Greece: Greek History Bronze Age-Death of Alexander | GILMAN | (c) | ½ credit | Semester 1 |
| AP History of Art (<i>History or Art credit</i>) | GILMAN | (c) | 1 credit | Year |
| China and Modern East Asia (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 2 |
| Civil War: Maryland (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 2 |
| History of Science** | GILMAN | (c) | 1 credit | Year |
| Holocaust Studies (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 1 |
| Modern European Intellectual Thought (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 1 |
| Perspectives in Modern War***** | GILMAN | (c) | ½ credit | Semester 2 |
| Roman Republic | GILMAN | (c) | ½ credit | Semester 2 |
| Urban Studies (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 2 |
| US History Since 1960 Honors | GILMAN | (c) | 1 credit | Year |
| World Religions: Eastern Religions | GILMAN | (c) | ½ credit | Semester 1 |
| World Religions: Western Religions | GILMAN | (c) | ½ credit | Semester 2 |
| World War I (<i>H/E credit</i>) | GILMAN | (c) | ½ credit | Semester 1 |
| World War II: A Global History | GILMAN | (c) | ½ credit | Semester 2 |

INTEGRATED STUDIES

| | | | | |
|--|------|-----|----------------|------------|
| Counter-Cultural Collectives (<i>H/E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 2 |
| Honors Research Seminar: Profiles in Leadership (<i>H/E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 1 |
| Linguistics for Students of the World Community (<i>E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 2 |
| Witchcraft: Power, Rhetoric, and Imagination (<i>H/E/IS credit</i>) | RPCS | (c) | ½ credit | Semester 1 |
| Senior Independent Study | RPCS | | ½ credit (P/F) | Semester 2 |

MATHEMATICS

| | | | | |
|---|------|--|----------|------|
| Algebra I | RPCS | | 1 credit | Year |
| Algebra II/Geometry | RPCS | | 1 credit | Year |
| Algebra II/Geometry Accelerated | RPCS | | 1 credit | Year |
| Algebra II/Geometry Honors | RPCS | | 1 credit | Year |
| Advanced Algebra/Trigonometry | RPCS | | 1 credit | Year |
| Advanced Algebra/Trigonometry Accelerated | RPCS | | 1 credit | Year |
| Advanced Algebra/Trigonometry Honors | RPCS | | 1 credit | Year |
| Pre-Calculus | RPCS | | 1 credit | Year |
| Pre-Calculus AB Accelerated | RPCS | | 1 credit | Year |
| Pre-Calculus BC Honors | RPCS | | 1 credit | Year |

MATHEMATICS ELECTIVES

| | | | | |
|----------------|-----------------|-----|----------|------|
| AP Calculus AB | RPCS/BMS/GILMAN | (c) | 1 credit | Year |
| AP Calculus BC | RPCS/BMS/GILMAN | (c) | 1 credit | Year |

| | | | | |
|--|-----------------|-----|----------|------------|
| AP Statistics | RPCS/BMS/GILMAN | (c) | 1 credit | Year |
| Calculus | BMS/GILMAN | (c) | 1 credit | Year |
| Statistics | RPCS | (c) | 1 credit | Year |
| The Mathematics of Finance | RPCS | (c) | ½ credit | Semester 1 |
| The Mathematics of Investing* | RPCS | (c) | ½ credit | Semester 2 |
| Introduction to Multivariable Calculus Honors | BMS | (c) | ½ credit | Semester 1 |
| Statistics and Data Science*** (Math or Computer Science credit) | BMS | (c) | 1 credit | Year |
| Topics in College Mathematics Honors | BMS | (c) | ½ credit | Semester 2 |
| Number Theory | GILMAN | (c) | 1 credit | Year |

PHYSICAL EDUCATION

| | | | | |
|----------------------------------|--------|-----|----------------|------------|
| Physical Education 9 | RPCS | | ½ credit (P/F) | Year |
| Physical Education 10 | RPCS | | ½ credit (P/F) | Year |
| Physical Education 11 | RPCS | | ½ credit (P/F) | Year |
| Physical Education 12 | RPCS | | ½ credit (P/F) | Year |
| Introduction to Sports Medicine* | GILMAN | (c) | ½ credit | Semester 2 |

SCIENCE

| | | | | |
|------------------|------|--|----------|------|
| Biology | RPCS | | 1 credit | Year |
| Biology Honors | RPCS | | 1 credit | Year |
| Physics | RPCS | | 1 credit | Year |
| Physics Honors | RPCS | | 1 credit | Year |
| Chemistry | RPCS | | 1 credit | Year |
| Chemistry Honors | RPCS | | 1 credit | Year |

SENIOR ELECTIVES

| | | | | |
|---|--------|-----|----------|------------|
| Anatomy & Physiology | RPCS | (c) | ½ credit | Semester 2 |
| AP Biology | RPCS | (c) | 1 credit | Year |
| AP Chemistry | RPCS | (c) | 1 credit | Year |
| AP Psychology**** | RPCS | (c) | 1 credit | Year |
| Applied Chemistry* | RPCS | (c) | ½ credit | Semester 2 |
| Chesapeake Bay Ecology and Environmental Policy | RPCS | (c) | ½ credit | Semester 1 |
| Genetics and Biotechnology | RPCS | (c) | ½ credit | Semester 1 |
| Introduction to Civil Engineering* | RPCS | (c) | ½ credit | Semester 1 |
| Introduction to Rocketry | RPCS | (c) | ½ credit | Semester 1 |
| Psychology**** | RPCS | | ½ credit | Semester 2 |
| Sustainable Design and Engineering | RPCS | (c) | ½ credit | Semester 2 |
| AP Biology | BMS | (c) | 1 credit | Year |
| AP Chemistry | BMS | (c) | 1 credit | Year |
| AP Environmental Science | BMS | (c) | 1 credit | Year |
| AP Physics | BMS | (c) | 1 credit | Year |
| AP Psychology**** | BMS | (c) | 1 credit | Year |
| Cell and Molecular Biology | BMS | (c) | ½ credit | Semester 1 |
| Neuroscience: Fundamentals and the Brain | BMS | (c) | ½ credit | Semester 2 |
| Neurobiology | GILMAN | (c) | 1 credit | Year |

WORLD LANGUAGES

ARABIC

| | | | | |
|------------------|------|-----|----------|------|
| Arabic I | RPCS | (c) | 1 credit | Year |
| Arabic II | RPCS | (c) | 1 credit | Year |
| Arabic III | RPCS | (c) | 1 credit | Year |
| Arabic IV Honors | RPCS | (c) | 1 credit | Year |

CHINESE

| | | | | |
|-------------------|------|-----|----------|------|
| Chinese I | RPCS | (c) | 1 credit | Year |
| Chinese II | RPCS | (c) | 1 credit | Year |
| Chinese III | RPCS | (c) | 1 credit | Year |
| Chinese IV Honors | RPCS | (c) | 1 credit | Year |
| AP Chinese | RPCS | (c) | 1 credit | Year |

FRENCH

French I will be taught at the Bryn Mawr campus for 2020-2021

| | | | | |
|-------------------|------|--|----------|------|
| French II | RPCS | | 1 credit | Year |
| French III | RPCS | | 1 credit | Year |
| French III Honors | RPCS | | 1 credit | Year |
| French IV | RPCS | | 1 credit | Year |

| | | | | |
|--|------|-----|---------------|----------------|
| French IV Honors | RPCS | | 1 credit | Year |
| AP French Language and Culture | RPCS | | 1 credit | Year |
| French V: Francophone Culture & Conversation Through Cinema | RPCS | (c) | ½ or 1 credit | Semester, Year |
| French VI: Francophone Culture & Conversation Through Cinema | RPCS | (c) | ½ or 1 credit | Semester, Year |

RUSSIAN

| | | | | |
|-------------------|------|-----|----------|------|
| Russian I | RPCS | (c) | 1 credit | Year |
| Russian II | RPCS | (c) | 1 credit | Year |
| Russian III | RPCS | (c) | 1 credit | Year |
| Russian IV Honors | RPCS | (c) | 1 credit | Year |

SPANISH

| | | | | |
|---------------------------------|------|-----|----------|------|
| Spanish I | RPCS | | 1 credit | Year |
| Spanish II | RPCS | | 1 credit | Year |
| Spanish III | RPCS | | 1 credit | Year |
| Spanish III Honors | RPCS | | 1 credit | Year |
| Spanish IV | RPCS | | 1 credit | Year |
| Spanish IV Honors | RPCS | | 1 credit | Year |
| Spanish V | RPCS | (c) | 1 credit | Year |
| AP Spanish Language and Culture | RPCS | | 1 credit | Year |

TRI-SCHOOL WORLD LANGUAGES

FRENCH

| | | | | |
|--|-----|-----|---------------|----------------|
| French I | BMS | (c) | 1 credit | Year |
| French V: French Woman through the Ages & Contemporary World | BMS | (c) | 1 credit | Year |
| French VI Honors Seminar: Les Voix noires... | BMS | (c) | ½ or 1 credit | Semester, Year |

GREEK

| | | | | |
|-----------------|--------|-----|----------|------|
| Greek I | GILMAN | (c) | 1 credit | Year |
| Greek II | GILMAN | (c) | 1 credit | Year |
| Greek III | GILMAN | (c) | 1 credit | Year |
| Greek IV Honors | GILMAN | (c) | 1 credit | Year |

LATIN

| | | | | |
|------------------------------|--------|-----|----------|------|
| Latin I | GILMAN | (c) | 1 credit | Year |
| Latin II | GILMAN | (c) | 1 credit | Year |
| Latin II Honors: Caesar | GILMAN | (c) | 1 credit | Year |
| Latin III | GILMAN | (c) | 1 credit | Year |
| Latin III Honors: Ovid | GILMAN | (c) | 1 credit | Year |
| Latin IV | GILMAN | (c) | 1 credit | Year |
| AP Latin: Caesar and Vergil | GILMAN | (c) | 1 credit | Year |
| Latin V | GILMAN | (c) | 1 credit | Year |
| Latin V Honors: Lyric Poetry | GILMAN | (c) | 1 credit | Year |

SPANISH

| | | | | |
|---|--------|-----|----------|------|
| Spanish V: Latin America through Short Stories and Film | BMS | (c) | 1 credit | Year |
| Spanish Honors Seminar: Historia y Cultura de España y América Latina | BMS | (c) | 1 credit | Year |
| AP Spanish Literature | GILMAN | (c) | 1 credit | Year |
| Advanced Spanish V: Civilization | GILMAN | (c) | 1 credit | Year |
| Spanish VI: Seminar on Language and Culture | GILMAN | (c) | 1 credit | Year |

SIGNATURE AND CERTIFICATE PROGRAMS

THE RPCS LEADERSHIP & ENTREPRENEURSHIP INSTITUTE

| | | | | |
|---|------|--|----------|------------|
| 9 th Grade Foundations of Leadership | RPCS | | 1 credit | Year |
| 10 th Grade Reflect. Explore. Do. (R.E.D.) | RPCS | | ½ credit | Semester 1 |
| 11 th Grade Reflect. Explore. Do. (R.E.D.) | RPCS | | ½ credit | Semester 1 |
| Junior Summer Internship | RPCS | | ¼ credit | Summer |
| Junior Capstone Fellowship | RPCS | | ½ credit | Summer |

THE STEM INSTITUTE AT ROLAND PARK COUNTRY SCHOOL

| | | | | |
|---|------|--|-------------|------------|
| STEM Research Seminar I: Scientific Design and Programming* | RPCS | | ¼ credit | Semester 2 |
| STEM Research Seminar IIA: Non-Euclidean Geometry* | RPCS | | ¼ credit | Semester 1 |
| STEM Research Seminar IIB: Statistical Literacy* | RPCS | | ¼ credit | Semester 2 |
| STEM III: Material Science and Engineering* | RPCS | | ½ credit | Year |
| STEM Fellowship | RPCS | | ½ credit | Summer |
| STEM Certificate | RPCS | | Certificate | Ongoing |

WELLNESS & COLLEGE COUNSELING

| | | | |
|---|------|-----------------|------------|
| 9 th Grade Wellness and Issues | RPCS | No credit (P/F) | Year |
| 10 th Grade Wellness and Skills Development | RPCS | No credit (P/F) | Semester 2 |
| 11 th Grade College Counseling and Wellness (CCW-11) | RPCS | No credit | Semester 2 |
| 12 th Grade College Counseling and Wellness (CCW-12) | RPCS | No credit | Year |
| Peer Health Education | RPCS | No credit | Ongoing |

WORLD LANGUAGES CERTIFICATE

| | | | |
|-----------------------------|------|-------------|---------|
| World Languages Certificate | RPCS | Certificate | Ongoing |
|-----------------------------|------|-------------|---------|

ACADEMIC LEARNING SUPPORT

| | | | |
|-----------------|------|-----------|----------------|
| Study Hall Plus | RPCS | No credit | Semester, Year |
| Study Skills | RPCS | No credit | Semester, Year |

*Not a NCAA-approved core course

**Pending NCAA-approval

***Approved as a NCAA-approved core course for Mathematics only (not Computer Science)

****Approved as a NCAA-approved core course for Social Science only (not Physical Science)

*****Approved as a NCAA-approved core course for Social Science; pending for English



Addendum B: 2020-2021 Senior Schedule

¼ Credit Performing Arts & Visual Arts Electives are also available to seniors.

RPCS courses in italics are non-coordinated classes.

| | | Period 1 – ODD | Period 2 – ODD | Period 3 – ODD | Period 1 – EVEN | Period 2 – EVEN | Period 3 – EVEN |
|-------------|---------------|---|--|---|--|--|---|
| BRYN MAWR | Year | AP AB Calculus AP BC Calculus French 5: French Woman | AP AB Calculus AP Biology AP Computer Science A AP Economics Statistics & Data Science (m/cs) | AP Computer Science A AP Statistics French 1 French 6 Honors Seminar | AP Computer Science A AP Environmental Science AP Physics AP Psychology | AP Chemistry AP Environmental Science AP Psychology Computer Science Topics H Spanish Honors Seminar | AP Computer Science A Calculus Spanish 5: Latin Am. Stories |
| | Sem. 1 | America in the World H Graphic Design I Graphic Design II Toni Morrison H (e) | Contemporary Poetry (e) | Baltimore Studies Eco Lit (e) Multivariable Calculus H Program iPhone Apps H French 6 Honors Seminar | AP US Government Terror in American Lit (e) | Creative Writing (e) | Cell Biology Industrial Design |
| | Sem. 2 | Robotics Terrorism Studies (e/h) | Fairy Tales & Folk Tales (e) | Comp Diasporas H French 6 Honors Seminar Graphic Novels Lit (e) Topics in College Math H | AP Comparative Govt Detective Fiction (e) | Creative Writing: Object (e) | Entrepreneurship Neuroscience |
| GILMAN | Year | AP Spanish Literature Calculus Neurobiology US History Since 1960 H | Advanced Studio Art 3 Advanced Studio Art 4 H AP AB Calculus Drawing & Painting II Latin 4 Latin 5 Latin 5H: Lyric Poetry | Advanced Studio Art 3 Advanced Studio Art 4 H Greek 1 Number Theory Spanish 5: Civilization | Advanced Photography AP BC Calculus AP History of Art (h/art) AP Latin: Caesar-Vergil AP Statistics Latin 1 | AP AB Calculus Calculus | AP BC Calculus Greek 2 Greek 3 Greek 4 H History of Science Spanish 6 Seminar |
| | Sem. 1 | Award Winning Lit (e) Leadership Lit (e) | African American Lit (e) Creative Writing (e) Literary Letters (e) World Religions: East | African American History American Lit of the 60s (e) Heroic Journey (e) WWI (e/h) | Ancient Greece Art of Truth (e) Ulysses (e) | Classical Lit (e) Film as Literature (e) Holocaust Studies (e/h) | Mod Euro Thought (e/h) Writers in Revolt (e) |
| | Sem. 2 | African American Art Civil Rights Lit (e) Short Fiction (e) | Creative Writing (e) Jesmyn Ward (e) World Religions: West | Civil War: MD (e/h) Cormac McCarthy (e) Law and Literature (e) WWII | Dystopian Fiction (e) Roman Republic Villains & Antiheroes (e) | China & East Asia (e/h) Classical Mythology (e) | Gay/Lesbian Lit (e) Intro: Sports Medicine Modern War (e/h) Urban Studies (e/h) |
| ROLAND PARK | Year | Advanced Photography AP AB Calculus AP BC Calculus AP Photography Arabic 2 Chinese 2 French 4 Russian 1 Spanish 4 Statistics | Advanced Ceramics AP Computer Sci Principles <i>AP English Literature (e)</i> AP Statistics Ceramics Chinese 2 French 4 H Russian 3 | Advanced Studio Art AP Chemistry AP European History AP Studio Art Chinese 3 <i>Semiquavers</i> Spanish 4 H | Advanced Ceramics AP Biology AP Chinese AP Computer Sci Principles <i>AP French Lang & Culture</i> <i>AP Spanish Lang & Culture</i> Arabic 1 Ceramics Chinese 4 H Spanish 5 | Advanced Photography AP Photography Arabic 3 Arabic 4H Chinese 1 Footlights Theatre Ensemble Russian 4 H | Advanced Studio Art AP Psychology AP Studio Art Chinese 3 French 5 French 6 <i>Roses Dance Company</i> Russian 2 |
| | Sem. 1 | Advanced Photography Intro to Rocketry Witchcraft Lit (e/h) | Advanced Ceramics Ceramics Civil Engineering International Relations | Advanced Studio Art Caribbean Lit (e) Genetics & Biotechnology | Advanced Ceramics Ceramics Finance Research Seminar H (e/h) | Advanced Photography Women in Wilderness (e) | Advanced Studio Art Chesapeake Bay Ecology French 5, 6 Madness Lit (e) |
| | Sem. 2 | Advanced Photography Black Women: In Writing (e) Counter-Culture (e/h) | Advanced Ceramics Anti-Semitism Applied Chemistry Ceramics | Advanced Studio Art Anatomy & Physiology Linguistics (e) | Advanced Ceramics American Immigration Ceramics Investing | Advanced Photography Feminist Gothic Lit (e) <i>Psychology</i> | Advanced Studio Art French 5, 6 Read Write Poetry (e) Sustainable Design |

NOTES: