



**SOLEBURY SCHOOL**

**ACADEMIC BULLETIN**

**Fall and Yearlong Courses**  
**for 2020 - 2021**

**Revised, July 2020**

**Changes made to the original version are shown in blue and  
summarized on page 49**

The guidelines and curriculum of Solebury School's academic program

## Course Offerings for the 2020-2021 Academic Year

*At the time of publication of this document, the list of course offerings may not be complete and it does not include classes for the winter and spring terms. Solebury School reserves the right to make changes in these offerings without notice. Students wishing to pursue courses not listed in this Bulletin should consult with the Director of Studies.*

### Departmental Table of Contents

English	p. 8
World Languages	p. 12
Mathematics	p. 16
Science	p. 21
Social Studies	p. 25
Visual and Performing Arts	p. 31
Computer Science	p. 39
English as a Second Language	p. 41
Learning Skills	p. 45
Global Education	p. 47
<a href="#">Revisions to this Bulletin</a>	<a href="#">p. 49</a>
Appendix: Course Sequences	p. 50

# ACADEMIC BULLETIN

## 2020 - 2021

The courses described in this bulletin comprise Solebury School's academic program. Although each discipline teaches its own skills and its own methods, they have in common the goals of teaching you how to learn, how to solve problems, and how to become as effective a person as you can be.

### ***REQUIREMENTS***

A minimum of 109 credits is required for graduation, distributed in the following manner:

#### **REQUIRED**

24 English (required each trimester)

18 Mathematics \*

18 World Language \*\*

12 Science

(Required: either Conceptual Physics & Biology —OR—  
Introduction to Physical Science & Introduction to Biology)

12 Social Studies (US History required)

6 Arts

1 Health or Healthy Relationships\*\*\*

Electives to bring total credits to 109

#### **RECOMMENDED**

**24 English**

**24 Mathematics**

**18 World Language**

**18 Science**

**18 Social Studies**

**6 Arts**

**1 Health/Healthy Relationships**

**Electives #**

- \* Algebra I, Geometry, and Algebra II & Trigonometry normally meet the mathematics requirement.
- \*\* The graduation requirement in World Language is completion of Level III of a language or two consecutive years of two different languages. In extraordinary circumstances, this requirement may be modified or waived.
- \*\*\* Required of all students who enter Solebury before eleventh grade. Only high school Health courses will be considered for transfer credit.
- # Students who apply to competitive colleges usually have 132 to 156 credits at graduation.

Every student must carry at minimum of 27 credits each year or 9 each trimester. Most full-year and trimester courses earn 2 credits each trimester. Most Health, Computer, Chorus, and Arts classes earn 1 credit each trimester.

## ***GRADING and ACADEMICS***

Grading is on a 4-point scale:

A+ (97 - 100) = 4.333

B+ (87 - 89) = 3.333

C+ (77 - 79) = 2.333

D+ (67 - 69) = 1.333

F (59 or lower) = 0.000

A (93 - 96) = 4.000

B (83 - 86) = 3.000

C (73 - 76) = 2.000

D (63 - 66) = 1.000

A- (90 - 92) = 3.666

B- (80 - 82) = 2.666

C- (70 - 72) = 1.666

D- (60 - 62, lowest passing grade) = 0.666

Four other grades are possible: P = Pass; NG = No Grade (used for audits); W = Withdrawn; and I = Incomplete. P, NG, and W are not used in grade point average computations. The grade of I is converted to an F if the work is not made up within the deadline specified by the teacher. Grade point average computations are withheld until the Incomplete is converted to a standard (A to F) letter grade.

### **GRADE WEIGHTING**

Students who undertake more challenging programs are rewarded in the computation of their grade point average. Honors and AP courses are weighted at Solebury School. The bonus will not be added to the course grade itself, but will be used in calculating the grade point average. The Honors bonus will be 0.333 and the AP bonus will be 0.666.

Honors and Advanced Placement (AP) courses will move at an accelerated and generally pre-determined pace. Teachers will not have the luxury of slowing the pace or providing inordinate extra help to remediate students who struggle beyond the norm. Seeking additional help in conference or through tutoring is the responsibility of the student. Frequently, we receive requests from students who do not meet the prerequisites to be allowed to join an honors course. Occasionally, teachers will oblige that request but students and families must understand the reality and nature of Honors courses.

#### **Honors:**

Honors Ethics  
Honors Algebra I  
Honors Geometry  
Honors Algebra II & Trigonometry  
Honors American Literature  
Multivariable Calculus  
Honors Pre-Calculus  
Honors Economics  
Honors US History  
Honors Physics  
Honors Biology  
Honors Chemistry  
Honors Environmental Science  
Honors English 9, 10 and 11  
Creative Non-Fiction  
Honors Anthropology  
Honors Psychology  
All Teach2Serve classes  
Jazz Roots  
Ear Training and Music Theory  
Elite Ensemble

#### **AP:**

AP Calculus AB  
AP Calculus BC  
AP Chemistry  
AP Spanish Language  
AP French Language  
AP US History  
AP English Lit & Composition  
AP European History  
AP US Gov't and Politics  
AP Studio Art  
AP Statistics  
AP Comp Science Principles  
[AP Physics 1](#)

#### **Global**

Art History  
English 10  
Honors English 10  
World History  
Ethics  
Honors Ethics  
Moral Conflicts  
Honors Envi. Science  
Cultural Anthropology  
Linguistic Anthropology  
Archaeology  
Architecture and Design  
All Language classes

### ACADEMIC HONORS

A student is awarded Academic Honors for the trimester if s/he earns a grade point average of 3.00 (B) or higher. A student is placed on High Honors if s/he earns a grade point average of 3.66 (A-) or higher. However, no student will be given Honors or High Honors recognition if a grade of D+ or lower is entered for that trimester. Students on Honors and High Honors are eligible for special privileges, including exemption from mandatory study halls.

### ACADEMIC WARNING

A student who is failing a course (F), who has received an Incomplete, or who has two or more grades below C- is placed on the Academic Warning List. The Academic Warning List is prepared six times a year; however, a teacher may issue a warning at any time. Students on Academic Warning automatically lose any privileges they may have earned or are entitled to, may be given special study conditions, and remain on Academic Warning until the next time grades are formally collected. Students who withdraw from a class with an Academic Warning range grade (D+ or lower) are placed on Academic Warning for the remainder of the trimester.

### ACADEMIC HONESTY

It is intellectually dishonest and unfair to submit as one's own the words, ideas, corrections, data, solutions, or opinions of another. Because intellectual honesty is the basis of scholarship, plagiarism and other forms of cheating cannot be tolerated in an academic community. Violators of the principles of Academic Honesty will face serious consequences that may include expulsion. Any student who facilitates an act of academic dishonesty has committed the same offense and thus will be subject to the same penalty as the violator. For a detailed discussion of these issues and consequences, please refer to the Solebury Handbook.

### EARLY GRADUATION

Occasionally a student comes along who is so far advanced in several disciplines that s/he will be ready for college a year early. Such students have completed all requirements, exhausted all the opportunities of our curriculum, and essentially would have nothing to gain by a further year of high school. In those extremely rare cases, students may petition to skip the sophomore year of high school, rather than the junior or senior year, because the college search process (including PSAT's, SAT's, etc.) is distorted by foreshortening, to the student's disadvantage. Such planning, therefore, needs to be done very early.

The Director of Studies will not approve this plan if the student will be only minimally prepared for college. It is always wiser to remain in high school and be maximally prepared for college.

### GLOBAL EDUCATION CONCENTRATION

Rising 9<sup>th</sup> and 10<sup>th</sup> grade students may choose to declare a focus in global education. This concentration aims to cultivate globally-minded young adults by providing a path for them to deeply engage in and reflect upon global academic courses, cultural events, service learning, travel immersion experiences, and an independent study. More information and a list of Global Education courses can be found at the end of this bulletin.

## ***ATTENDANCE POLICIES***

### ***ADD/DROP POLICY***

For the fall term, students may add or drop courses until the fifth day of classes. After that point, it is no longer the student's prerogative to make changes. In rare cases, however, the Director of Studies may grant exceptions after consulting with the teacher and student's adviser. Class sessions missed due to late enrollment still count against the 5-4-3 Attendance Rule so it is wise to learn as much as possible about each course prior to enrolling.

Permission to withdraw from a course may in some cases be granted by the Director of Studies after the drop/add period is over; however, a student may not withdraw solely to avoid a failure. A withdrawal appears permanently on the student's record (W), but does not affect the student's grade point average. A student who withdraws from a class with an Academic Warning range grade (D+ or lower) is placed on Academic Warning for the remainder of the trimester.

### ***PLANNED ABSENCES FROM SCHOOL***

Missing class is detrimental to students' academic work. They miss important material, lose the opportunity to ask questions, and often fall behind on tests and quizzes. While some of this work can be "made-up" (i.e. readings can be done at home and quizzes taken at a different time), many aspects of a class simply are lost. Science labs, for example, cannot be recreated for one student and class discussions or lectures cannot be reconstructed no matter how many conference periods are attended. We do not ask our teachers to be responsible for remediation of a student who has missed school. Furthermore, most courses at Solebury include class participation in calculating an average and absence from class weighs negatively in this area.

***When students miss school, no matter the reason, they must realize that they are risking their academic success.***

We recognize, however, that occasionally situations arise that may necessitate an absence. When that happens, families need to request permission from the Director of Studies (or the College Counselor if the absence is for college visits) at least two weeks in advance. Even with this advance warning, the aforementioned difficulties still apply but there will be no punitive consequence. If the request is made less than two weeks in advance, Solebury School may treat the absence as unexcused.

### ***COLLEGE VISIT PROCESS***

Visiting colleges is essential. Ten minutes on a college campus talking with actual students will reveal more about the school than reading an entire admissions catalog. Schedule as many visits during Solebury vacations as possible, and try to visit when the college's classes are in session. Summer visits are also encouraged to help minimize absences from Solebury classes. Some colleges offer Saturday tours and interviews during the academic year. In addition, we do recommend staying overnight during the college's academic year because this is an excellent way to experience campus life. Many schools have overnight hosts to facilitate this process.

In order to be excused from school for a college visit, students must meet with the College Counselor to discuss their plans and fill out the College Visit Form. At least two weeks before their visit, students must have each of their teachers sign the form and then must return it to the College Counselor. After their visit, students must provide written verification on college letterhead to the college counselor, confirming the date and time of their visit. If students do not follow this procedure, they risk having any absence treated as unexcused.

### 5-4-3 ATTENDANCE RULE

Attendance in class is a requirement of all Solebury courses. Since missing an 80 minute class period will have a significant detrimental effect on learning, our attendance rule states that, in any trimester, students may miss up to **five** class meetings for those classes in a rotating letter block, may miss only **four** Arts classes, and may miss only **three** classes during the spring term if they are going on Senior Project. **This includes both excused and unexcused absences but does not include absences due to religious observations.** The “5-4-3” rule gives our students an easy to remember guideline for our attendance expectations. A student missing more than that number of classes will not get credit for the course and will receive a grade of F for the trimester. If this produces a situation where a student may not be eligible to successfully complete an academic year, s/he may be required to withdraw from Solebury. In extraordinary cases, a student may appeal the application of this rule to the Headmaster, who will appoint an *ad hoc* committee to make a recommendation. Class sessions missed due to late enrollment still count against the Attendance Rule, so it is wise to learn as much as possible about each course prior to enrolling.

### ***SENIORS***

In order to qualify for a diploma, a senior must pass all courses attempted or make up the credit. A senior who fails a trimester course in the fall or winter may make up the lost credit by taking an additional trimester course in the following trimester. Failure of a full-year or spring trimester course must be made up in an approved course at an accredited summer school.

### ***SPECIAL PROGRAMS***

Course descriptions and objectives for Solebury School's English as a Second Language Program (ESL), Learning Skills Program (LS) and Global Education Concentration are listed at the end of this bulletin.

## ***ENGLISH***

English is required every trimester because it provides the foundation for success in all disciplines. In English courses, students master the ability to think critically and to express their ideas effectively, both orally and in writing.

We teach English, however, because we love literature and writing, and we strive to share this passion with our students. We believe that reading is an effective vehicle through which students can explore and engage in the world around them. For this reason, we expose students to a broad range of authors and genres from American, British, and World Literature. The core curriculum is supplemented by an array of electives inspired by faculty and student interest.

Furthermore, we believe that there is joy and satisfaction in using words efficiently and effectively. We encourage our students to use writing to enhance their thinking and communicate their thoughts. **Students write in many genres, including expository writing, free writing, creative writing, journal writing, playwriting and poetry -- and experience the writing process through editing, revision, and proofreading.**

If you have any questions about Solebury School's English Department, please contact department chair Sarah May:

E-mail: [smay@solebury.org](mailto:smay@solebury.org)

Call: (802) 881-9803

### **YEARLONG COURSES**

**English 9: An Introduction to Literary Genres:** Students in this course will develop themselves as keen readers of literature through a focus on fiction, poetry, and drama. In addition to reading long-established canonical texts representing each genre, we will also consider contemporary authors working to further those genres today. Despite the vast expanse of time these texts permit us to travel, we will observe a number of persistent themes and questions that have compelled writers to the page for centuries. Where does the individual belong in society? How do our values and beliefs develop out of the tension that question generates? Why do writers employ particular forms and genres in order to engage with those and other questions? What does each genre offer to that engagement? Students will also be asked to hone their own creative and critical writing skills in multiple genres. We will employ a process-based composition model that encourages thoughtfulness and preparation. Recognizing at all times that writing is rewriting, students will work on editing and revising their compositions using a workshop-style model. We will also work on building our fluency with grammatical conventions and vocabulary. This course includes a mandatory summer reading assignment. **Required. 6 credits**  
**No Textbook Required**

**Honors English 9: An Introduction to Literary Genres:** In Honors English 9, students are introduced to the various elements of poetry, drama, and short and long fiction and to the craft of the processed writing. Together we will spend the year reading from a variety of sources, examining the components of poetry, drama, and fiction (short stories and longer works). As we develop close reading skills and master the vocabulary of literary inquiry, we will consider the ways in which individuals, communities, values, and journeys interact, mesh, and conflict. We will also explore the ways in which human beings struggle to create identity, often from a variety of complex factors, and consider how humans develop an internal system of meaning for their lives, influenced by both their own experiences and by the values imposed by society. Classes will consist of discussions, lectures, independent projects, and group work, and a workshop approach to developing formal essays and creative pieces in a variety of modes. Vocabulary development will grow out of work with texts; grammar instruction will be in response to issues that arise



in student writing. We will engage in a considerable amount of close reading, with a particular emphasis on examining the author's voice and its role in each text. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 8th grade English class. Honors, 6 credits*

**No Textbook Required**

**English 10: World Literature:** In this course, students examine world literature and become familiar with certain schools of literary criticism that are useful to an understanding and appreciation of this literature. Through novels, short stories, and poetry this class explores literature often overlooked due to the nationality, ethnicity, race, or gender of the author. The following questions are examined: 1) Is it important to read mainly from the canon of “great books” from a particular region or from the canon of “great books” of the world? 2) What are the expectations for reading in an academic setting, and why is this style of reading expected? 3) How can we use our exposure to various literatures to develop our own writing? 4) When reading literature, is it important to pay attention to the historical context of each work? 5) Is it important to be able to formally analyze literature – and what does formal analysis entail? The course is designed to improve students' skills in writing style, writing mechanics, analysis of texts, and vocabulary. This course includes a mandatory summer reading assignment. *Required. 6 credits*

**No Textbook Required**

**Honors English 10: World Literature:** Honors English 10 is a world literature course that takes up the same questions and texts as the standard English 10 course and moves beyond those questions and texts to new material. Students interested in the Honors version of English 10 should want the following: to read at a challenging pace that will allow the class to tackle additional material; to move through both the standard English 10 grammar and writing skills as well as advanced grammar and writing skills; to take on a variety of writing challenges that will push students to hone their skills; to master more vocabulary, both as a group and individually, than that taken on in the standard course; and to learn an advanced vocabulary useful in the analysis of texts. Thus, the Honors English 10 course expects extra effort and a greater time commitment from students. The course is built for students who love reading, writing, analysis, grammar, and vocabulary – and who want to be pushed and to collaborate with other like-minded students. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in English 9 or a B or better in honors English 9. Global, Honors. 6 credits*

**No Textbook Required**

**English 11: American Literature:** In English 11, we read classic and contemporary works by American writers, including (but not limited to) Poe, Hemingway, Whitman, Dickinson, Hughes, Fitzgerald and Ginsberg. Moving through time from the origins of our country through the tumultuous 1960s, students in English 11 are exposed to a broad swath of American literary styles and genres. We read poems from the Harlem Renaissance, study a Lost Generation novel, explore the Beat Poetry movement, and read a variety of short stories that exemplify American literary movements and reflect historical shifts and changes within the country. In addition to the diverse readings, students will study vocabulary and review grammar concepts. Students hone their writing skills by writing journals, essays, and creative assignments. English 11 also involves a variety of other assessments including class discussion, peer-editing, tests, and quizzes. This course includes a mandatory summer reading assignment. *Required, 6 credits*

**No Textbook Required**

**Honors English 11: American Literature:** Honors English 11 is designed for students who already have a love of language and literature, and want to challenge themselves further in the field. Through this exploration of primary source documents and different literary styles, genres, and voices, students will discover what is distinctive about American literature and how it grows out of our language, culture, and

history. Students will read both classic and contemporary works by such American writers as Emerson, Thoreau, Hawthorne, Twain, Whitman, Douglass, Dickinson, Fitzgerald, Miller, and various Harlem Renaissance and Beat poets. In addition, students will be encouraged to revel in the fun of vocabulary, embrace the writing process, and hone their writing skills by writing journals, papers, and creative assignments. Although an attempt will be made to align some of the reading selections in this course with the AP U.S. History curriculum, enrollment in that course is not a requirement for success in this one. Students who commit to this class will graduate prepared to take AP English Literature and Composition in their senior year. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in English 9 or a B or better in honors English 9. Honors. 6 credits*

**No Textbook Required**

**American Studies English (Honors American Literature):** This two-period course combines Honors American Literature with Honors US History. By focusing on the economic, social, and political connections between the literature and the history, we seek to integrate the two disciplines. As an in-depth exploration of American history and the development of a distinct American literature, this course attempts to replicate an introductory college experience in terms of pace, volume, and complexity of the material. In the course, we embed the works of the major American writers (Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, Frost, and Ginsberg to name a few) in U.S. historical context, drawing connections between literary and historical developments. A variety of historical texts will be employed, including primary sources, statistical compilations, and secondary sources. Enrollment is limited. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 10th grade English and History. Honors. 12 credits*

**Textbook: The Norton Anthology of American Literature, Vol. 1 & 2 Shorter Ninth Edition ISBN: 978-0-393-26451-7**

**AP English Literature & Composition:** Students enrolled in AP English Literature & Composition will be introduced to the rigors and pleasures of a college-level literature course. In order to prepare students for the breadth of material included in the AP exam, we will consider works of literature from a wide array of periods, movements, cultures, and genres. We will also refine our critical lexicons through an extensive engagement with literary terminology. By developing fluency with that terminology, we will be better prepared to participate in the ongoing conversation of literary study. While the backbone of the course will be thoughtful discussion, students will be asked to complete a number of in-class writing exercises similar to those encountered on the exam. In addition to these in-class writing assignments, students will compose more refined essays and responses out of class, exhibiting the thoughtfulness, structure, and strength of argument necessary for successful writing. Students earning a 3, 4 or 5 on the AP English Literature and Composition examination may be offered college credit and/or advanced placement by the colleges they attend. This course includes a mandatory summer reading and writing assignment. *Prerequisite: recommendation of instructor and a B+ or better in American Studies Honors English or Honors English, or an A- or better in English 11. AP, 6 credits*

**No Textbook Required**

**Individualized English:** For a detailed discussion of Individualized English, please see the “Special Programs” section on page 45. *6 credits*

## FALL TRIMESTER COURSES

**Personal Essay Writing:** You carry countless stories. Your memories, your experiences and your thoughts are all inside you waiting to get out. Here's your chance to unload. In this class, we will learn how to craft succinct, spellbinding, superb personal essays. Using the self as subject, we will learn how to plumb our own experiences to create riveting, readable, narrative prose. Don't think you have any stories to tell? Think again. From the weighty to the seemingly small, our stories are what we're made of. Getting lost during that vacation in Prague? The time you rescued a bird from a fence? The way your mom used to leave you notes in your lunchbox? Visiting your grandmother as she slowly forgot who you were? These are all stories that, when well-crafted and well-written, make great essays. They make readers think, feel and connect. That is our goal. In this class, we want to find the stories inside you that evoke universal ideas and emotions, like joy, sadness, fear, truth, identity or wonder. Of course, this class could be helpful to those of you aiming to write an epic college admissions essay. Yet it is also a class for those of you who want to work on the craft of writing. Our goal is to find out what stories are hiding inside us, and learn to tell them beautifully. *2 credits*

**No Textbook Required**

**The African-American Experience:** In this trimester elective, students will examine the African-American Experience from the Harlem Renaissance through the Civil Rights Movement. In this great melting pot that is the United States, African Americans have been among the most oppressed and excluded groups in the history of this country, often prevented from enjoying the most basic American rights—life, liberty and the pursuit of happiness. At the same time, no other group more fully embodies the image of the American as a lone individual, separated from his or her past and striking out into the unknown, than the African American. Come join this class as we explore these assertions and delve deeply into the African-American experience of the mid-20<sup>th</sup> century, from the Harlem Renaissance to the Civil Rights Movement, investigating and illuminating the various ways in which African Americans have “invent[ed], rediscover[ed], and redefine[ed] America from a black perspective” (Sollors and Diedrich) in order to create opportunity and community in America. Special attention will be given to addressing and acknowledging the various elements of identity and the construction and experience of race. Students will work with the instructor to create a dynamic, intense, and vibrant classroom experience where all participants will take part in leading and creating this course.

*2 credits (This class may also be taken for social studies credit.)*

**No Textbook Required**

**Creative Nonfiction:** Some of the most powerful, thoughtful, and culturally significant writing is found in the essays of writers like Joan Didion, David Foster Wallace, and others who are published under the genre “creative nonfiction.” To engage with this historical, observational, and experimental writing form, students will read and analyze essays, produce original content, and give meaningful feedback to one another. The habits and skills developed in this course are useful for those interested in journalism, cultural studies, and creative writing. *Honors, 2 credits*

*(This class may also be taken for Social Studies credit.)*

**No Textbook Required**

## **WORLD LANGUAGES**

Solebury School's World Languages Department offers courses in Spanish and French. The goal of our department is to prepare students to *communicate* successfully in another modern language. Teachers stress active communication and work to develop students' skills in cultural awareness, listening, speaking, reading, and writing. All courses offered in World Languages fulfill a global studies program credit.

Solebury School students are required to complete **French III or Spanish III** (with a passing average) in order to graduate. At the end of their three-year requirement, students should be functionally proficient, able to address basic needs and express themselves in straightforward social situations in the target culture. Any student with at least a B- average is strongly encouraged to continue their language studies beyond level III, since many competitive universities expect four or more years of language study.

Our advanced levels (**IV and higher**) allow students to pursue advanced communication skills and more in-depth cultural studies, including literature, film, and various media. Our **Advanced Placement** curricula have been approved by the College Board, and in many cases a successful year in an AP language class will afford a student some college credit while still in high school.

*Language-Centered Trips:* We at Solebury School believe that practical, real-life language experience is the perfect complement to the classroom. In addition to regular trips abroad to gain practical experience with the languages and cultures that we study in the classroom, we partner with the Haut-Lac Bilingual International School in St. Léger, Switzerland and St. Paul's School in Barcelona, Spain to provide an extended study abroad experience for interested students. In recent years, Solebury School students and teachers have also gone to Quebec's winter carnival, to Costa Rica, and to several different regions in France (Paris, the Loire Valley, Normandy, Brittany, Provence, the Pyrenees, and Champagne).

*Solebury Language Societies and Model United Nations:* The Solebury Language Society and the Model UN groups meet on a semi-regular basis to promote culture on campus as well as to connect Solebury to the global community. The Language Society sponsors events during and outside the school day, such as an International Movie Night to explore and celebrate the art of cinema in other languages, Language Table Days in the dining hall to practice casual conversation, and several other cultural holidays on campus. The Model UN group studies international affairs and participates in regional and national Model UN events.

If you have any questions about Solebury School's World Languages Department, please contact department chair Helen Matthews:

E-mail: [hmatthews@solebury.org](mailto:hmatthews@solebury.org)

Call: (215) 862-5261

### ***FRENCH***

Why learn French? Aside from the beauty of the language and culture (the food, fashion, art, and literature), there are many practical reasons to study French. French is one of the most commonly used languages on the web, and one of the most important languages in the business world. It is useful and often required for careers in science, technology, medicine, and government. French is one of only two working languages (the other being English) at the United Nations, the Council of Europe, the International Labor Bureau, the International Monetary Fund, and the International Red Cross. French is the first or second language of 49 countries and is spoken by over 220 million people in the world. Finally, France is the number one tourist destination in the world—visited even more than the U.S.

**French I:** French I offers a tremendous opportunity for students who have no (or limited) experience with the French language. Through a context-driven and story-based curriculum, students will acquire reading, writing, speaking and listening skills in the target language. Students learn new vocabulary and grammar structures through stories, interviews, videos, narrative texts, and games. French I topics include numbers, colors, introductions, descriptions, family/heritage, school, daily habits, interests, travel, expression of opinions, future plans, and an exploratory look at countries of the Francophone world. The majority of the class is taught in simple and understandable French to emphasize student comprehension of the language. As students are increasingly exposed to the language, they will acquire new vocabulary and structures, resulting in natural production of French. By the end of this class, students will be exposed to the present and near future tense of common regular and irregular verbs, idiomatic phrases, descriptive language, and practical daily expressions/small talk. French I is an interactional and communicative class that provides students with a solid foundation in language and culture. *Global, 6 credits*

**A textbook will be provided**

**French II:** French II strengthens and builds on what students have learned in French I. By the end of French II, students will be able to express complex ideas and understand native speakers. Their “survival skills” will increase dramatically; at the end of the year, they could travel to a francophone country and really enjoy the people and the culture. Students continue to build vocabulary by theme: vacations and travel, home life, cuisine and cooking, health and daily routine, technology, and transportation. Grammar studies include an expansion of the passé composé, which they use with the imperfect tense to tell meaningful stories in the past. Students also expand their use of object pronouns and irregular verbs. They learn to express reflexive and reciprocal actions, as well as the future and conditional of regular and irregular verbs. Their cultural studies include French and Francophone holidays and vacations, housing, cuisine, health, technology and industry, and city life. *Prerequisite: French I. Global, 6 credits*

**A textbook will be provided**

**French III:** French III strengthens and builds on what students have learned in French I and II. Students further their ability to communicate in the language through continued use and review of previously learned structures. Through a context-driven curriculum, students improve their expressive language by learning to use the simple future and conditional mode (used to discuss hypothetical situations), while practicing and integrating other verb forms. This class utilizes culture and themes to introduce new structures and vocabulary. These include body/health, nature/environment, art, technology, current events, idiomatic phrases, and the political system. By the end of French III, students are able to hold more philosophical and opinion-based discussions in which they understand and express complex ideas in both oral, aural, read and written form. In this course, students work to review, master, and fluidly integrate essential language concepts, applying them to new topics. French III is an interactional and communicative class that provides students with the opportunity to further their foundation in French language and culture. *Prerequisite: French II. Global, 6 credits.*

**A textbook will be provided**

**French IV:** In French IV, conducted exclusively in French, students review and expand their skills in spoken and written French. As they continue thematic vocabulary and grammar review and expansion, they will also read complex French and Francophone literature and periodicals, and they will watch French news, films, and videos. By the end of the year, they will be able to hold a normal conversation in French on a wide variety of topics, including politics and more philosophical subjects. Fourth-year classes are typically where students’ communication skills really take off! At the end of this year, students should be prepared either to take AP French, or to enter a third-year university French course. Our primary tool in class is the textbook, *Imaginez*, with the accompanying *Supersite* and workbook. We use many other sources, though, such as technology, film, music, literature, and periodicals. Assessments include regular oral presentations, tests, quizzes, and compositions for each chapter of the book. *Prerequisite: French III. Global, 6 credits* **A textbook will be provided**

**AP French Language:** The AP French Language course is designed to provide students with the tools to improve their communicative abilities in French – spoken and written. This class, which is conducted exclusively in French, is comparable in difficulty to a third-year college class. We use a textbook (*Thèmes*), but many other sources as well – French news, music, film, literature and art. Our goals are simple but demanding: To expand vocabulary, to improve intercultural understanding, and to become proficient in each area of communication (interpersonal, interpretive, and presentational) in spoken and written French. The course hinges on six major themes: Global Challenges, Science & Technology; Contemporary Life, Personal & Public Identities, Family & Communities, and Beauty & Aesthetics. We will engage each of these themes, with an eye to the past, present, and future. *Prerequisite: B- or better in French IV. Global, AP, 6 credits*

**Textbook:** *Thèmes*. ISBN: 978-1-68004-099-9. Student Textbook and eBook w/ Supersite Plus Code

## ***SPANISH***

A recognized language of the United States (the U.S. is the second largest Spanish-speaking country), Spanish is also a useful language all over the world. The number of books published in Spanish worldwide is second only to the number published in English. Spanish language fluency could be important to a career in journalism, government, education, medicine, law, medicine, business, and many others. Knowing Spanish increases tremendously the number of TV programs, books, movies, records, etc., that you can enjoy, as well as opening doors in this country and abroad.

**Spanish I:** Spanish I is a story-based curriculum where students' exposure to the language is meaningful, repetitive and contextualized, with a heavy focus on aural comprehension. Lessons are highly interactive and personalized. Stories, songs, reader's theatre, videos, interactive online activities, authentic materials and other resources provide context for learning phrases and vocabulary related to numbers, colors, introductions, descriptions, family, daily habits, interests, body parts, travel, expression of opinions and future plans, and more. Students read two simple novels together as a class, and gradually work toward reading independently. They learn about geography, holidays, customs, history, and culture of a variety of Spanish-speaking countries. Expectations shift from comprehension at the beginning of the yearbook to production as the course, and students' abilities, progress. Similarly, the course's first focus is listening and reading, and writing and speaking are increased throughout the year organically. By the end of the year, students will have a strong enough grasp of the highest frequency verbs and phrases in the Spanish language to communicate in the present tense, have simple conversations about the world around them, and comprehend a great deal more as perceptive listeners. *Global, 6 credits*

**A textbook will be provided**

**Spanish II:** After students are introduced to the language in level I, they continue on their journey of becoming independent participants (rather than passive observers) of the cultures we are studying. The goal of Spanish II is to make students functional travelers who not only enjoy and understand the cultural differences around them, but also communicate with confidence in their interactions with Spanish speakers. This course will expand the student's understanding of language and culture through novels, short stories, games, songs, and other authentic resources. By the end of the year, students will read several novels geared toward beginning language learners, expand the complexity of their writing, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will acquire the fundamentals of the present and past tenses as well as the imperative mood. While the content of the course is subject to change based on students' interests and global events, the level II curriculum covers a number of key themes using a comprehensible input approach and TPRS-based strategies. Food, travel, health, clothing, and daily routine are amongst the topics covered throughout the year, anchored by relevant holiday and essential traditions in Spanish-speaking communities. *Prerequisite: Spanish I. Global, 6 credits. A textbook will be provided*

**Spanish III:** Spanish III strengthens and builds on what students have learned in Spanish I and II. Students are now ready to start producing the language and are encouraged to use their knowledge to communicate in the target language. Through projects and thematic units, such as travelling, shopping, daily routines, and discussing the future, students build their ability to function in a Spanish speaking environment. Furthermore, by reading stories and watching videos in Spanish, students will strengthen their vocabulary and comprehension. Some of the grammar studies include present, preterite vs. imperfect, future vs. conditional, and subjunctive. By the end of the year, students will be able to narrate past events, discuss future and hypothetical situations, express opinions about abstract topics, circumlocute, comprehend native speakers in contextualized situations, and write without relying heavily on outside resources. *Prerequisite: Spanish II. Global, 6 credits*

**A textbook will be provided**

**Spanish Conversation and Culture.** This conversation-based class is designed to develop and strengthen Spanish conversational fluency through an exploration of current events, history, and cultural traditions in the Spanish-speaking world. These include authentic resources such as international media, literature, and films. Students are expected to be more autonomous and are responsible for class discussions and presentations. It can be taken instead of or in addition to Spanish IV or AP Spanish, and is designed for students who would like targeted practice in conversational speaking. Please note that Spanish IV is the prerequisite for AP Spanish. *Prerequisite: Spanish III or higher. Global, 6 credits*

**A textbook will be provided**

**Spanish IV:** This course will expand the student's understanding of language, culture, and literature in Spanish, in order to find new personal interests, abilities, and knowledge. By the end of the year students will read several full-length novels, expand their writing to the essay level, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will have mastered all the major verb tenses by the end of the year, in addition to fine-tuning their understanding of the complex subjunctive mood. While the content of the course is subject to change based on students' interests and global events, past units have included baseball and the Dominican Republic, the civil war in El Salvador and gang life, Mexican/Chicano culture and identity, Argentina's "Dirty War," and the relationship between the indigenous and colonizing groups of Latin America. Each theme is grounded by the comprehensible input approach and taught using TPRS-based strategies. *Prerequisite: Spanish III. Global, 6 credits*

**A textbook will be provided**

**AP Spanish Language:** Conducted exclusively in Spanish, this rigorous course analyzes a variety of topics in the Spanish-speaking world from the perspective of six major themes: family and communities, science and technology, beauty and aesthetics, contemporary life, global challenges, and personal and public identities. Students should expect to explore these ideas through intellectual discussions and debates in class, in conjunction with critical essays and personal responses outside of class. Formal and informal reading, writing, listening and speaking skills will all be strengthened by the in-depth study of advanced grammar and vocabulary in preparation for the AP exam in May. With the assistance of the *Temas* textbook, authentic sources by native speakers help form the foundation of each lesson. At the end of the year, students should be ready for an upper-level university course in Spanish – and a wide variety of real-life experiences using the Spanish language. *Prerequisite: B or better in Sp. IV. Global, AP, 6 credits*

**Textbook:** *Temas*, 2nd edition. ISBN: 978-1-54330-632-3. Student textbook and test prep worktext with online Supersite access codes.

## ***MATHEMATICS***

The primary goal of the Mathematics Department is to develop a curriculum sequence that meets the academic needs of all Solebury School students. Above all, students are encouraged to achieve their highest mathematical potential. Many students desire an aggressive math sequence that provides enriching, challenging opportunities, whereas other students look for a program that will build their confidence and comfort level with a discipline that is difficult for them. In developing a curriculum sequence, we recognize that students come from diverse backgrounds and therefore students are placed into courses that will best fit their individual needs.

The department offers courses that range from Algebra to Advanced Placement Calculus. Additionally, the department offers electives each year that provide students with an opportunity to explore, analyze, and appreciate mathematics through a nontraditional approach. Three years of mathematics are required for graduation with a typical sequence of courses consisting of Algebra I, Geometry, and Algebra II. However, with permission of the Mathematics Department Head and the Director of Studies, certain other paths are possible. Students are encouraged to communicate with their math teacher, school adviser, and parents as they determine the appropriate sequence of courses for their high school program. Additionally, it is important for students in their sophomore and junior years to check the mathematics requirements of potential colleges, as many universities recommend (or require) four years of math from applicants.

All students enrolled in math courses are required to obtain a graphing calculator. Today, calculators are an integral component of the learning process and students need to be adept at using this technology. Additionally, a graphing calculator is required by most colleges as well as on standardized math tests such as the SAT, ACT, SAT II subject tests, and the AP Calculus and Statistics exams. The department strongly recommends that students purchase a TI-84 Plus. The school has a small supply of calculators that can be lent to students for the school year if needed and are distributed on a first come, first served basis. Students who are enrolled in AP Calculus BC are required to have a TI-89 graphing calculator as this calculator allows students to explore concepts and functions that were previously difficult or impossible to examine without the use of computer software programs.

If you have any questions about Solebury School's Mathematics Department, please contact department chair Britta Milks:

E-mail: [bmilks@solebury.org](mailto:bmilks@solebury.org)      Call: (215) 862-5261 (ext 165)



## ***MATH SUPPORT PROGRAM***

Math Support Program (MSP) is a learning enrichment and support program which provides innovative resources and a nurturing environment to support the math curriculum at Solebury School. This program includes three main components:

- Algebraic Concepts I
- Algebraic Concepts II
- Geometry Concepts

### **Algebraic Concepts Course I and II and Geometry Concepts**

This three-year math sequence is for students with math disabilities or significant difficulties with math. For some students, one year with math support is needed followed by mainstreamed classes. For others, support is provided for all three levels of mathematics: Algebraic Concepts I, Geometry Concepts and Algebraic Concepts II. Successful completion of this three year sequence fulfills graduation requirements. We offer Algebraic Concepts I every year and teach the Geometry or Algebraic II course every other year.

- Students will discover the fundamentals of algebra through a multisensory and multidimensional type of curriculum.
- By the end of the year of Algebraic Concepts I, students in the program will have a stronger foundation in algebraic concepts. This foundation includes: number sense, operations, analytical analysis, multi-step equations, problem solving, as well as procedural and computational fluency.
- By the end of the year of Algebraic Concepts II, students in the program will have studied the main topics inherent to an Algebra curriculum. These topics include: linear, quadratic, and polynomial functions, radicals, data analysis, exponential functions, and problem solving skills.
- By the end of the year in Geometry Concepts, students in the program will have a stronger understanding of two-dimensional plane Geometry as it applies to polygons, stronger critical thinking skills as it applies to conjectures in proofs, and stronger spatial reasoning.
- Technology will be infused whenever appropriate.
- Additional information and admission requirements provided on the Algebraic Concepts fact sheet.

If you have any questions about Solebury School's Math Support Program, please contact the director of the program, Dr. Jen Perez.

E-mail: [jperez@solebury.org](mailto:jperez@solebury.org)

Call: (215) 862-5261 (ext 159)

## YEARLONG COURSES

**Algebra I:** This course thoroughly examines basic algebraic principles. Topics covered include simplifying expressions using the appropriate order of operations, solving first and second degree equations in one variable with both algebraic and graphical methods, solving absolute value equations and inequalities, and the concept of functions. Additionally, students will simplify and solve rational equations as well as examine the basic principles surrounding radical expressions. Students will explore linear and quadratic functions, as well as systems of equations in two variables. Throughout the course, an emphasis will be placed on solving real-world problems with both algebraic and graphical processes. *6 credits*

**Textbook:** *Prentice Hall Algebra I* by Basia Hall, Dan Kenn, Randall I. Charles (ISBN: 978-0133500400)

**Honors Algebra I:** A faster-paced and more in-depth analysis of the topics covered in Algebra I. Additional topics in this course may include an introduction to right triangle trigonometry as well as basic principles of probability and statistical analysis. *Honors, 6 credits*

**No Textbook Required**

**Algebraic Concepts I:** Students will discover the fundamentals of algebra within this course. They will be taught through a multisensory and multidimensional type of curriculum. This course is slower-paced with built-in support for reaching and furthering the analysis of topics covered in Algebra I. These fundamentals include number sense, operations, analytical analysis, two-step equations, problem-solving, procedural and computational fluency. Technology will be infused whenever appropriate. Enrollment in this course is predicated on joining the Math Support Program and entails an additional fee. For a description of the broader program, please see the information above in the Math Department section. *Prerequisite: Recommendation of Director of Math Support. 6 credits*

**No Textbook Required**

**Geometry Concepts:** The purpose of the course is for students to discover the conjectures and definitions of geometry through proofs and hands-on investigations. Students will learn to apply deductive and inductive reasoning as they examine geometric proofs through a multi-sensory approach. This course moves at a slower pace as we try to uncover the fundamental and conceptual understanding of relationships and properties such as congruence, symmetry, and similarity. Additionally, students will investigate the properties of triangles, quadrilaterals, polygons, circles in a two and three dimensional plane. Inherent in the course is the development of critical thinking skills, logic, and geometrical visualization. Algebraic material will be infused throughout the course where appropriate. *Prerequisite: Algebra I or Alg. Concepts I or Alg. Concepts II. 6 credits*

**No Textbook Required**

**Geometry:** The purpose of the course is for students to discover the conjectures and definitions of geometry through hands-on investigations. Students will learn to apply deductive and inductive reasoning as they examine geometric proofs. Relationships and properties such as congruence and similarity will be examined in depth. Additionally, students will investigate the properties of circles, right triangle trigonometry, and formulas relating to plane and solid figures. Inherent in the course is the development of critical thinking skills, logic, and geometrical visualization. Time permitting, an exploration of symmetry and/or a review of algebra will be included at the conclusion of the course, as most students will be entering Algebra II the following year. *Prerequisite: Algebra I. 6 credits*

**Geometry with Jen (E block):** No textbook required.

**Geometry with Rick (B block):** Textbook: *Prentice Hall Geometry* by Basia Hall, Dan Kenn, Randall I. Charles (ISBN: 978-1464142314)

**Honors Geometry:** A more in-depth analysis of the topics covered in Geometry through inquiry based learning. This honors version of Geometry is intended for students who plan to follow mathematics through AP Calculus. There will be greater emphasis on critical thinking skills and proofs. *Prerequisite: B or better in Honors Algebra I or with teacher recommendation. This course may be taken concurrently with Honors Algebra II & Trigonometry. Honors, 6 credits. No Textbook Required*

**Algebra II:** This course is recommended for students who need a moderately paced approach to Algebra II. The subject matter includes a brief review of first-degree polynomials followed by an in-depth study of higher-power polynomials as well as rational, radical, exponential, and logarithmic functions. Attention is given to the relationship between functions and their graphs. This course enables students to move on to Pre-Calculus, and it fulfills the graduation requirement. *Prerequisite: Algebra I. 6 credits*  
**No Textbook Required**

**Honors Algebra II and Trigonometry:** A faster-paced and more in-depth analysis of the topics covered in Algebra II. Additionally, this course provides a thorough introduction to trigonometry. This course is recommended for students who plan to follow mathematics through AP Calculus. Students in this course will be prepared for Honors Pre-Calculus. *Prerequisite: B or better in Honors Algebra I or with teacher recommendation. Honors, 6 credits. No Textbook Required*

**Pre-Calculus:** This course is designed to give students more preparation for calculus by furthering their study of algebra and geometry. Additional topics include an in-depth analysis of trigonometry, an introduction to polar and parametric equations, and conic sections. Successful completion of this course enables students to move on to AP Calculus AB. *Prerequisite: C+ or better in Algebra II. 6 credits*  
**No Textbook Required**

**Honors Pre-Calculus:** This course is a faster-paced and more in-depth analysis of the topics covered in Precalculus. Time permitting, additional topics include: series and sequences, partial fraction decomposition, and an introduction to calculus. This course enables students to move on to AP Calculus BC. *Prerequisite: B or better in Honors Algebra II and Trig or with teacher recommendation. Honors, 6 credits*  
**No Textbook Required**

**AP Calculus AB (Calculus I):** This course is equivalent to a first semester college calculus course, covering differential and integral calculus. Students will study limits of functions, continuity, derivatives and applications of the derivative. As part of integral calculus, students will examine the definite integral as a limit of Riemann sums, the area under a curve, solving differential equations, and various applications to economics, biological, and physical situations. Students are required to take the AB Advanced Placement exam in May. *Prerequisite: B or better in Pre-Calc. AP, 6 credits*  
**No Textbook Required**

**AP Calculus BC (Calculus I & Calculus II):** This course is a full year calculus course that includes all of the topics covered in AP Calculus AB plus topics typically covered in a Calculus II course at the college level. Technology will be an important part of the class to reinforce work and to interpret results of various experiments and data. This course is faster paced than the AB course and students should be prepared to attend occasional class sessions outside of the regularly scheduled times. Students are required to take the BC Advanced Placement exam in May. *Prerequisite: B or better in Honors Pre-Calc. AP, 6 credits. No Textbook Required*

**AP Statistics:** The Advanced Placement course in Statistics is equivalent to a one-semester introductory, non-calculus-based, college course in statistics. The AP Statistics course covers four broad themes which include: exploring data, planning a study, anticipating patterns, and statistical inference. This course is writing intensive. Students who have successfully completed Algebra II and who possess sufficient mathematical maturity are eligible for this course. Students are required to take the Advanced Placement exam in May. *Prerequisite: B+ or better in Algebra II. AP, 6 credits*

**Textbook: The Practice of Statistics, 6<sup>th</sup> ed.** Starnes and Tabor, **ISBN-13:** 978-1319113339  
**ISBN-10:** 1319113338

**Multivariable Calculus:** This yearlong course is similar to a third semester study of calculus at the collegiate level and is a continuation of the topics typically studied in Calculus I and II. While calculus up until this point has focused on the study of scalar-valued functions of one variable, multivariable calculus considers multiple inputs and vector-valued outputs and thus students will learn to analyze functions in a multidimensional setting. Familiar topics such as graphing, differentiation, and integration will be extended as students learn about vector algebra and geometry in space, vector-valued functions, functions of several variables, partial derivatives and chain rules, Lagrange multipliers, multiple integration, iterated integrals, and change of variables. Students may exercise the option to take this course for three college credits in “Advanced Calculus” through Delaware Valley University. Registration and tuition payment of \$300 to Del Val will occur during the fall term for interested students. *Prerequisite: AP Calculus BC or with approval of Math Department Chair). 6 credits. No Textbook Required*

**Financial Mathematics:** This yearlong course will use a mixture of arithmetic and algebraic skills to tackle the major concepts involved in the modern world of business and finance. The main topics to be covered include simple & compound interest, consumer credit, and various investment tools, such as annuities and Treasury Bills. Basic business applications will also be included in the course, such as markup, markdown, and inventory methods. While some sophisticated mathematics will be used in this course, (from algebra, pre-calculus, probability & statistics, calculus, and geometry) students need only to have completed a second year course in algebra to be ready for the material here. Lastly, economic concepts will be introduced and studied concurrently for the purpose of applying newfound mathematical skills, as deemed appropriate by the instructor. These concepts include supply & demand, marginal cost, stock market, and FOREX trading. Students should come out of this course with the knowledge of how to use mathematics to make informed decisions as they earn, spend, and save money throughout the rest of their lives. *Prerequisite: Completion of Algebra II. 6 credits*  
**No Textbook Required**

**Statistics:** This two-trimester course is an introduction course in statistics intended for students who want to understand statistics through a wide lens. It is not an AP course and does not follow the AP curriculum. Topics discussed include: displaying and describing data, samples and sample size, the normal curve, regression probability, statistical inference, confidence intervals and hypothesis testing with applications in the real world. Students will be designing, testing and reporting on statistics.

*Prerequisite: Algebra II or taking Algebra II concurrently. 4 credits.*

**No Textbook Required**

## ***SCIENCE***

The Science curriculum at Solebury School provides students with diverse and challenging opportunities to explore the world of Science. Our required courses of Conceptual Physics, taken in the 9<sup>th</sup> or 10<sup>th</sup> grade, and Biology, taken in the 11<sup>th</sup> grade, teach students to think like scientists. In these classes, students develop their critical thinking skills through analysis, problem-solving, observation and experimentation. In addition, these courses give students a basic understanding of our physical universe, and of human beings as physical, biological and psychological beings, so that they can make informed decisions about society and themselves.

As with many of the programs at Solebury, the Science curriculum allows students to follow their own individual interests as they choose courses beyond the graduation requirements. It also allows for flexibility within the core sequence of classes. For students interested in a rigorous academic track, our Honors Science sequence takes a “Physics First” approach in which students take Honors Conceptual Physics, Honors Chemistry and Honors Biology. During the General level sequence, students will take Conceptual Physics in the 9<sup>th</sup> grade, but for those needing more math support in their freshman year, we have a Physical Science option. This class covers chemistry for half the year and physics for the other half of the year with minimal math demands. Most students taking Conceptual Physics in 9<sup>th</sup> grade will take General Chemistry in 10<sup>th</sup> grade, followed by General Biology in grade 11. Elective options include AP Physics, Honors Environmental Science, Anatomy and Physiology, Robotics, AP Computer Science and various trimester electives that change regularly in order to provide Solebury students with an incredibly diverse choice of classes. Past elective courses have included Forensic Science, Genetics, Climatology, Physiology of Exercise and Nutrition, and Field Natural History.

If you have any questions about Solebury School’s Science Department, please contact department chair Cari Nelson:

E-mail: [cnelson@solebury.org](mailto:cnelson@solebury.org)

Call: (215) 862-5261 ex: 152

### **YEARLONG COURSES**

**Introduction to Physical Science:** This class focuses on a half year of Physics and a half year of Chemistry. In Physics, students will be exposed to the concepts of motion, energy and waves, with many hands on experiments. Chemistry will focus on the Scientific Method, arrangement of the periodic table and interactions of elements to form chemical bonds. Students will also focusing on writing lab reports. This class is intended for 9<sup>th</sup> and 10<sup>th</sup> grade students who would benefit from a solid introduction to science and the associated math. *No prerequisites. This class counts towards the Physics graduation requirement. 6 credits.*

**Textbook:** Will be distributed on the first day of class.

**Conceptual Physics:** Conceptual Physics is a hands-on introduction to the basic concepts of matter and energy requiring no more than elementary algebra familiar to ninth graders. It will emphasize experiments and group work. Students are also introduced to the fundamentals involved in writing lab reports. ***Required.*** Conceptual Physics is intended for 9<sup>th</sup> and 10<sup>th</sup> graders. *6 credits*

**Textbook:** Prentice Hall Conceptual Physics by Paul Hewitt (ISBN-10: 9780131663015)

**Honors Physics:** Honors Physics is an honors-level physics course designed for the 9<sup>th</sup> and 10<sup>th</sup> grade student who excels in math and wishes to better understand the world around them. This class will cover more material than Conceptual Physics; including gravity, heat, optics, nuclear physics, and an introduction to electromagnetism. Laboratory experiments and group activities/discussions are an intrinsic component of the class. *Prerequisite: Must have completed Algebra 1 and Geometry (ideally,*

honors classes) and earned no less than a B+ in each class. Honors Physics is intended for 9<sup>th</sup> and 10<sup>th</sup> graders. **Honors, 6 credits**

**Textbook: Glencoe Physics Principles and Problems (ISBN-10: 0078807212)**

**AP Physics** will now be algebra-based instead of calculus-based.

**AP Physics 1:** This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This course is meant to be a second year of physics. All students will be expected to sit for the AP Physics 1 test. Those students who score well on the AP exam may receive college credit. The digital textbook will be supplied on the first day of school. *Prerequisites: Completion of Conceptual Physics, AP. AP Physics is intended for 11<sup>th</sup> & 12<sup>th</sup> graders. 6 credits*

**General Chemistry:** Chemistry engages students with topics concerning matter and how matter changes. We begin the course discussing the scientific method, atomic theory, the arrangement of the Periodic Table of Elements, and chemical nomenclature. Next the focus is on chemical reactions and their representation in chemical equations. We develop the tools, such as stoichiometry, to analyze and understand chemical reactions both qualitatively and quantitatively, and practice these skills in the laboratory. Finally, we study the behavior of solids, liquids and gases and when time allows we introduce nuclear energy and biochemistry in preparation for Biology. A traditional lecture format is used in this class, with supplemental demonstrations, group work, lab experiments and discussions when appropriate. Throughout the course problem-solving skills are emphasized and fostered along with writing lab reports. *Prerequisites: Conceptual Physics and Algebra I. Chemistry is intended for 10<sup>th</sup> graders. 6 credits*

**Textbook: Holt, Modern Chemistry (ISBN-10: 0547586639)**

**Honors Chemistry:** This is the honors version of the general chemistry class (above) and is a prerequisite for taking AP Chemistry at Solebury. It is intended to be a detailed introduction to academic and laboratory skills for students who plan to take science courses in college. In addition to the topics listed for regular chemistry, this class will explore such areas as chemical equilibrium, kinetics, thermodynamics, electrochemistry, and an introduction to more specific branches of chemistry, such as organic chemistry, biochemistry, and nuclear chemistry. There are more demands in this course compared to the general chemistry class and this class will move at a rapid pace. There are labs throughout the year where students engage with and apply the concepts. *Prerequisites: honors physics or departmental recommendation or permission of instructor. This course may be taken concurrently with Algebra II with permission of instructor. Honors Chemistry is intended for 10<sup>th</sup> graders. Honors, 6 credits*

**Textbook: Zumdahl, Introductory Chemistry: An Introduction (ISBN-10: 1439049408)**

**Introduction to Biology:** Introduction to Biology is a laboratory science course that looks at the study of living things from an environmental perspective. Students will hone in on laboratory skills and cover topics including ecology, classification, the cell and plants using projects and experiments to gain a deeper understanding of biological processes and the world we live in. *Prerequisite: Introduction to Physical Science. This class is intended for 11<sup>th</sup> graders. This class does count towards your Biology graduation requirement. 6 credits*

**Textbook: Will be distributed on the first day of class.**

**General Biology:** Biology is a laboratory science course that covers the study of living things and allows students to explore a variety of concepts. Biology focuses on the study of life by examining the fundamental concepts of cellular biology, genetics, ecology, evolution and classification. The scientific process and laboratory skills are emphasized along with biology's connection to other scientific

disciplines. Topics that are covered include biochemistry, cell biology, genetics, evolution, classification of organisms and ecology. In addition, students learn scientific writing skills and improve their skills in lab experiments. **Required.** Biology is intended for 11<sup>th</sup> graders. *6 credits*

**Textbook: Miller Levine, Biology (ISBN-10: 0133235742)** There is also an online version that will be available the first day of classes purchased out of your book fee if you prefer that to a physical copy of the textbook.

**Honors Biology:** Honors Biology is a laboratory-based course that is designed to familiarize the student with the major concepts of biological science, scientific inquiry, interdependence of organisms, the cell, matter, energy, organization of living systems, molecular basis of heredity, and biological evolution. This course provides numerous opportunities for students to develop science laboratory skills, critical thinking, and an appreciation for the nature of science through inquiry-based learning experiences. Investigative, hands-on activities that address the variety of topics associated with high school biology are an integral part of this course. Honors Biology is designed for the highly motivated student with a strong interest in the field of science. *Prerequisites: Honors Chemistry or departmental recommendation. Honors.* Biology is intended for 11<sup>th</sup> graders. *6 credits*

**Textbook: Campbell, Biology (ISBN-10: 9780805366242)** Textbook will be available for rental from the science department on the first day of class.

**Honors Environmental Science:** An introduction to interrelationships among the natural environment, humans, and the human environment, including the biological, social, economic, technological, and political aspects of current environmental challenges. This course focuses on building the scientific framework necessary to understand environmental issues. It explores the structure, function, and dynamics of ecosystems, interactions between living and physical systems, and how human enterprise affects natural systems. It also examines current issues regarding human impacts on environmental quality, including global warming, air and water pollution, agriculture, overpopulation, energy, and urbanization. This class fulfills a global studies program credit. *Prerequisites: Honors Chemistry, Honors Biology or departmental recommendation. Global, Honors, 6 credits*

**No textbook required**

**Human Anatomy and Physiology:** This course will concentrate on the Anatomy and Physiology of the human organism. Topics will include basic anatomical directional terms and taking an in-depth look at each system. Throughout the year, several dissections of organs will be performed and an end of the year dissection of a fetal pig. In addition, there will be one field trip to the Mutter Museum of the College of Physicians and Pharmacy. There is a heavy emphasis upon vocabulary in this course and rote information will be assigned to students with the expectation that they will learn much of it on their own. Grades will be determined by a series of tests, quizzes, and lab work. There are also two non-fiction books that we will be reading throughout the year called *Complications*, and *Sick Girl*. *Prerequisites: C+ or better in Biology or taken concurrently with Biology.* Anatomy and Physiology is intended for 11<sup>th</sup> and 12<sup>th</sup> graders. *6 credits*

**No textbook required, Non-fiction books required- Complications (ISBN-10: 0312421702) , Sick Girl (0-8021-4387-3)**

**Robotics:** This year-long elective class will explore concepts related to robotics from basic programming and mechanical design to advanced algorithm demonstrations and participation in outside robotics competitions. Students will complete a variety of individual and team projects emphasizing project management and evaluation methods introduced through the prerequisite Engineering I class. The fall trimester will emphasize programming fundamentals using Lego Mindstorms EV3 Robotics kits, while the Winter and Spring trimesters will focus on the design, build, and testing of robotic assemblies using various programming languages to accommodate both novice and experienced programmers. Occasional field trips and Saturday morning required event participation (approximately once per trimester) are a

core component of this class. The intention of this course is to minimize outside of class homework through in-class project participation, but rigorous project requirements especially in the spring trimester will require occasional homework tasks. Prerequisite: Engineering I (Introduction to Engineering). 6 *credits*

**No Textbook Required**

**AP Computer Science Principles:**

This is a year-long elective course which will cover programming fundamentals and computational thinking practices along with topics including Algorithms, Abstraction, the Internet, Big Data and the Global Impact of Computer Science. No prior programming experience is required. The class will use Javascript to introduce programming fundamentals but the final projects submitted for AP Digital Portfolio evaluation allow for independent project opportunities using other programming languages. The course culminates with mandatory participation in the Spring 2021 AP Computer Science Principles exam which consists of a multiple choice section on the scheduled exam date and two individual projects submitted for evaluation during the school year. No Prerequisites. 6 *credits*

**No Textbook Required**

**FALL TRIMESTER COURSES**

**Computer Programming - Game Design:** This course will cover programming fundamentals in a single trimester elective format with a different theme for each trimester. No programming experience is required, and students are welcome to join for any trimester as schedules permit or to enroll in all three trimesters, since the variety of activities and learning topics will allow for a full-year course experience. The theme for the Fall Trimester is Game Design. We will begin the trimester with units on Javascript animation of sprites and physical interactions required in game design. Challenge activities and a final game design project will reinforce skills learned and allow opportunities to add complexity to a custom game. No pre-requisites or prior knowledge is required, just bring your curiosity! 1 credit

**No Textbook Required**

**Introduction to Engineering:** This class is designed to be an educational and entertaining single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. Using basic aviation concepts as a foundation for design, group and project based learning will be emphasized in this course with curriculum designed to introduce students to basic engineering design concepts and project management fundamentals necessary to plan and build a project while adhering to an anticipated schedule. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers and access to the school's 3D printer and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. *Prerequisite: None. 2 credits.*

**No Textbook Required**

**Forensics:** This course is intended to be an opportunity for students to apply various aspects of previous science classes to the collection and interpretation of physical evidence. The lectures and in-class labs will include a variety of methods of crime scene investigation including inspecting a crime scene, blood spatter analysis, DNA fingerprinting, toxicology, entomology, hair and fiber analysis, fingerprint analysis and other relevant methods of evidence collection. Case studies will also be used to gain a greater appreciation for how forensic investigation is used in the solving of crimes. Coursework includes lectures, hands-on lab activities, research papers, and presentations. *Prerequisites: None.* Forensics is intended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. 2 *credits*

**No Textbook required**



## ***SOCIAL STUDIES***

Every person needs a sound education in history and the study of society, so our Social Studies courses aim to appeal to and challenge every type of learner. The History Department offers a purposeful sequence of core courses from the 9<sup>th</sup> through the 12<sup>th</sup> grades that focuses on the following: an understanding of the cultural, economic, political, and intellectual history of the West and non-West; an understanding of US history; an understanding of US government; and an investigation of ethics and the development of character. We supplement these core offerings with a broad array of electives taught by members of the department and by part-time instructors who teach in an area of their expertise.

We collaborate with students in an inquiry into past and present societies, and we want students to find this inquiry relevant to their own lives. Our classes are organized around seminar style discussions that teach students how to listen to and weigh a broad range of ideas, how to advocate their own positions, and how to engage collegially with students and teachers. In this format, students are not passive receptors of lectures; rather, teachers guide students in a group exploration of contending ideas. In this group exploration, we find that a mix of learners is useful, so students who are geared towards math or science or art have much to offer the group.

For those students who want to pursue study at the highest level in high school and college, our program provides excellent opportunities for advanced work through Honors and AP courses in both our core and elective offerings.

The history department is most concerned that students demonstrate competency in the various courses we offer. “Competency” in this context means developing a knowledge base, but at least as important is the way students critically think about the content. Toward this end, our courses focus on teaching the following:

- *Critical thinking:* We teach students to analyze, synthesize, and evaluate a variety of information sources — and to recognize motive and bias.
- *An appreciation of perspective:* Students are challenged to analyze historical and social issues from diverse perspectives, such as those perspectives shaped by race, gender, class, and culture. Students are also expected to interrogate how their own perspective influences their understanding of the world.
- *Research method:* Our program builds research skills that are age appropriate, and our graduates are prepared for the research expectations of their college courses.
- *An exposure to technology:* Our students frequently use a range of (ever changing) learning and communication technologies.
- *Public speaking:* Many informal and low stakes opportunities are provided for students to practice public speaking, and such opportunities help students succeed in formal public speaking situations.
- *Writing:* Our courses tend to be writing intensive; we teach various types of writing (from essay to research writing), and we push students to write clearly and cogently.
- *Communication and assessment:* We want students to learn a variety of ways to communicate what they’ve learned, and we use a variety of methods to assess their understanding of material, including the following: in-class discussion; public speaking and various types of presentations; group projects; research writing; essay writing; various types of tests and quizzes; debate; journal writing; interviews; postings on web interfaces; and various types of audio-visual productions.

Twelve credits in Social Studies are required. Six credits must be in United States History. The remaining six credits may come from any other full-year course or combination of trimester courses. Virtually every

student elects to take at least 18 credits (3 full years), and many students take more than 24 credits (4 full years).

## YEARLONG COURSES

**World History—From Chaos to Order:** In World History we will examine major events, individuals, and innovations that have created and shaped the world we live in today. By applying the frame of “revolution,” we will work to expose and understand what propels humans to make or accept change(s). We will also take time to connect historical events to current ones, thus working to appreciate how history is not simply a foregone conclusion but rather one choice made from a series of options. Admittedly, due to the nature of the course and the breadth and depth we hope to achieve, we will not be able to cover everything from the past to the present. Students will, however, work to master the historical skills necessary to delve into the origins of the structures, values, traditions, and conflicts that have shaped our world. They will read from primary and secondary sources in order to compare and contrast the development of various societies, movements, and phenomena. Over the course of the year, students will work to develop and enhance their reading, writing, analytical, and research skills, and complete several group and individual projects. Careful preparation of readings and attention to detail in writing is essential to success. Each student is expected to complete all assigned work on time and contribute consistently and with enthusiasm to class discussions and group activities. *Recommended for 9th grade. Global, 6 credits*

### **World History 9 with Don (D and E blocks)**

Textbook: [Worlds Together, Worlds Apart](#) (Concise Second Edition / Vol. 1) with 360-day digital access  
ISBN: 978-0-393-69627-1 <https://www.norton.com/books/9780393668544>

### **World History 9 with Angelo (F block)**

Textbook: *World History* (13-digit ISBN: 978-0-13-323133-5). You can purchase the book by entering the ISBN number into the search bar here: <https://www.savvas.com/index.cfm?locator=PS1t3t>

**Honors World History: How We Got to Now:** From the deep past to today, people have been forced to solve certain social problems, such as: food production and storage; protection against aggressors; provision of shelter from the elements; and the creation and maintenance of social, ideological, and spiritual orders. In meeting these challenges, people’s responses depended, to varying degrees, on their environments and cultures (and sometimes luck!). They developed different civilizations over time, and, as those civilizations became more sophisticated, they began to interact more with other civilizations – through trade, war, conquest, technological and cultural borrowing, etc. In World History, we begin with the principal cultural hearths, as it were, and trace world history through time, from the cradles of civilization to the forces, conflicts, and co-operations that have led to the emergence of global interdependence in the modern era. In this course, students will learn to think openly and critically about what they read, to identify and express empathy with different historical perspectives, to mount a historical argument, and to develop a deeper understanding of themselves and their place in the world. *Recommended for 9th grade. Global 6 credits*

### **Honors World History 9 change in textbook**

Textbook: *World History* (13-digit ISBN: 978-0-13-323133-5). You can purchase the book by entering the ISBN number into the search bar here: <https://www.savvas.com/index.cfm?locator=PS1t3t>

**Ethics 10 and Honors Ethics 10:** We are all endowed with the power to lead ourselves, to support our families, and to engage meaningfully in our social and political worlds. This fact is particularly relevant to sophomores, who stand on the threshold of forging a path in the upper school and beyond. In order for students to make positive contributions to all of their present and future communities, it is essential that they appreciate the ethical weight of their lives. Our intention is not to provide answers; rather, we encourage students to engage in deliberate inquiry and reflection—often the precursor to healthy decision making—that we hope becomes a lifelong habit. In creating this seminar style class, instructors draw content from world history, philosophy, and the social sciences; we introduce students to deep study in these fields and we hope to inspire further study in all of them. We believe that students benefit enormously from study in Ethics, so we designed this full year course to be taken by all sophomores; as such, it reinforces the habits of thought introduced in the 9th grade World History course and prepares students for the advanced work that they will undertake in their junior and senior years. *Recommended for tenth grade. **Global** 6 credits*

**No Textbook Required**

**United States History:** This course examines the social, economic, political, and cultural forces that have influenced the development of the United States. Particular attention is paid to historiographical questions about objectivity, reliability of evidence and sources, and the selection and interpretation of data. A further aim of the course is to build students' skills in research, argumentation, debate, and the presentation of information. *Intended for juniors, except for students in American Studies or AP. **Required**, 6 credits*

**United States History change in textbook:**

Textbook: Give Me Liberty! (Brief 5th Edition) (Vol. One-Volume) (Blue cover (hardcover or paperback) and 1136 pages) by Eric Foner, W. W. Norton & Company, Inc.

ISBN: 978-0-393-63899-8 (Available through Amazon)

**American Studies (Honors United States History):** This two-period course combines Honors American Literature with Honors U.S. History. By focusing on the economic, social, and political connections between the literature and the history, we seek to integrate the two disciplines. As an in-depth exploration of American history and the development of a distinct American literature, this course attempts to replicate an introductory college experience in terms of pace, volume, and complexity of the material. In the course, we embed the works of the major American writers (Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, Frost, and Ginsberg to name a few) in U.S. historical context, drawing connections between literary and historical developments. A variety of historical texts will be employed, including primary sources, statistical compilations, and secondary sources. Enrollment is limited. This course includes a mandatory summer reading assignment. *Prerequisite: Recommendation of teacher and a B+ or better in 10<sup>th</sup> grade English and History. Honors. 12 credits (6 for Social Studies, 6 for English)*

**Honors U.S. History (AmStud) change in textbook**

Textbook: [A People & A Nation, 10th Ed.](#) (ISBN: 978-1-285-86422-8)

**AP United States History:** This year-long course explores U.S. history from the pre-Columbian period into the 21st century. It will follow the trajectories of both colonizer and colonized, and will examine the often messy process of nation building, and America's transformation from a colonial backwater spawned by European nation-states in the 16th and 17th centuries to a great world power by the early 20th century. In so doing, the difficult process by which the country's promise of freedom and equality was extended to more and more groups over time will also be detailed and analyzed. Students will be challenged to develop and employ historical reasoning and critical thinking skills, and to express themselves clearly and confidently both verbally and in writing. This course is discussion-based, and is designed to emulate the pace and academic rigor of a college-level course. Students enrolled in this course are required to take the AP exam in early May. *Prerequisite: Recommendation of teacher and a B+ or better in 10<sup>th</sup> grade English and History.* **AP. 6 credits**

**AP US History: Change in textbook**

Textbook: [Give Me Liberty, Brief Sixth High School Edition with 360-day digital access \\*\\*](#)

**ISBN:** 978-0-393-41859-0

**link:** <https://wnnorton.com/books/9780393418590>

**AP European History:** Europe—or the westernmost part of the Eurasian landmass—has had its ups and downs over the millennia. Once home to the brilliantly creative civilizations associated with ancient Greece and Rome, Europe lost momentum for hundreds of years after the fall of the latter, and only slowly regained it. Beginning in the late 15th century, however, Europe began to rise again and by the end of the eighteenth century Europe dominated the world economically, politically, and militarily, and, in so doing, became the site of cultural expressions of true brilliance. Although Europe suffered from many self-inflicted wounds in the twentieth century—two horrendous wars, most notably—it is still powerful in geopolitical terms and remains the epicenter of what we call Western Civilization.

This course will detail and analyze the story of Europe's history over the past five hundred years—including the challenges it faces today. This story is as complex and varied as it is important, incorporating the rise of capitalism, protracted religious conflicts, fierce battles over ideas and ideologies, industrialization, urbanization, massive political changes, and magnificent artistic movements, as well as less savory developments such as colonialism and imperialism. What we now know as the “modern world”—both its glories and its enormities—is in large part an outgrowth and legacy of Europe's will to power, making this course vital for understanding the world we live in today. This is a discussion-based course, and will require critical thinking, and an understanding of historical perspective and causality. The pace and rigor will emulate that of a college-level course. Intended for 11th or 12th graders.

*Prerequisites: completion of intensive summer assignment, a B+ or better in 11th grade history, and a demonstrated capacity for independent work.* **AP. 6 credits**

**AP European History change in textbook:**

Textbook: [Western Civilization \(since 1300\), 10th Ed.](#) (ISBN: 978-1-337-79004-8)

**AP Government and Politics:** This course gives students a comprehensive overview of all corners of the American political system. Students examine the constitutional underpinnings of our system, the official branches of government, and the “linkage institutions,” such as political parties and interest groups, that connect the people to policy-makers. Students will be responsible for familiarizing themselves with topics such as federalism, selective incorporation, and budgetary procedure, and are required to take the Advanced Placement exam in May. *Prerequisites: completion of intensive summer assignment, a B+ or better in 11th grade history, and a demonstrated capacity for independent work.* **AP. 6 credits**

**Textbook: Government in America: People, Politics, and Policy, 2016 Presidential Election, 17th Edition, ISBN-13: 9780134628233**

**Healthy Relationships:** Mental health and healthy human sexuality begin with healthy relationships, and healthy relationships begin with communication. This course begins with the assumption that access to the information necessary to develop healthy intimate relationships and make informed decisions about one's body is a basic human right. The goal of this class is to provide students with accurate information, but also to help them respect and advocate for themselves while at the same time listening to and respecting others, whether peers, partners, or parents. In this trimester class, students will be provided with information about human sexuality, gender identities, sexually transmitted infections, birth control, and reproductive systems, but in discussions and activities, they will also be encouraged to communicate their own values and preferences. This course fulfills the Health graduation requirement and is intended for students in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade. *1 credit per trimester—offered every term.*

**No Textbook Required**

**Honors Anthropology:** This course offers students the opportunity to deepen their exploration of anthropology. Students who are planning on taking all three anthropology electives will have supplemental readings and small discussion groups to enhance their study of human culture, language, and the archaeological record. A final project based on individual student interest will be the capstone to their year's work in anthropology. *Prerequisites: Recommendation of teacher and a B+ or better in 11th grade History. Honors. Global. 6 credits.*

**No Textbook Required**

## FALL TRIMESTER COURSES

**The African-American Experience:** An examination of the African-American Experience from the Harlem Renaissance through to the Civil Rights Movement. In this great melting pot that is the United States, African Americans have been among the most oppressed and excluded groups, often prevented from enjoying the most basic American rights—life, liberty and the pursuit of happiness—in the history of this country. At the same time, no other group more fully embodies the image of the American as a lone individual, separated from his or her past and striking out into the unknown, than the African American. Come join this class as we explore these assertions and delve deeply into the African-American experience of the mid-20<sup>th</sup> century, from the Harlem Renaissance to the Civil Rights Movement, investigating and illuminating the various ways in which African Americans have “invent[ed], rediscover[ed], and redefine[ed] America from a black perspective” (Sollors and Diedrich) in order to create opportunity and community in America. Special attention will be given to addressing and acknowledging the various elements of identity and the construction and experience of race. Students will work with the instructor to create a dynamic, intense, and vibrant classroom experience where all participants will take part in leading and creating this course. This class may also be taken for Social Studies credit *2 credits*

**No Textbook Required** (we will, however, have a reading list).

**Creative Nonfiction:** Some of the most powerful, thoughtful, and culturally significant writing is found in the essays of writers like Joan Didion, David Foster Wallace, and others who are published under the genre “creative nonfiction.” To engage with this historical, observational, and experimental writing form, students will read and analyze essays, produce original content, and give meaningful feedback to one another. The habits and skills developed in this course are useful for those interested in journalism, cultural studies, and creative writing. This class may also be taken for English credit. **Honors, 2 credits.**

**No Textbook Required**

**Cultural Anthropology:** This course presents a comparative study of cultures and human societies and allows an opportunity to understand human diversity throughout the world. Students will explore how

various peoples use socially learned traditions, religion, politics, kinship, language, gender roles, and much more to structure their lives. Throughout the class students will broaden their understanding of different cultures and will learn new analytical tools to better understand cultural difference, contemporary global change, and social organization. Students will be asked to demonstrate their understanding of the material through class participation, guided fieldwork projects, and individual and group assignments. This class fulfills a global studies program credit. **Global. 2 credits**

**No Textbook Required**

**Identity and Diversity:** The purpose of this team taught class is to prompt students to acknowledge, review and develop their preconceptions regarding the terms “identity” and “diversity” as they apply to themselves and others in our society. Students will be exposed to literature, non-fiction material, and audio/visual resources relating to identity and diversity, and they will engage in discussion and dialogue to assist in their reflective process. Students are evaluated in the following ways: on the quality and quantity of their participation in class discussions; on their written assignments, including journal writing; and on their individual and group presentations. **Global. 2 credits**

**No Textbook Required**

**Psychology: Theoretical Roots:** The purpose of this class is for students to acquire the knowledge and skills to develop an understanding of themselves and the world around them through an examination of various schools of thought of some famous psychologists including Freud, Jung, Skinner, and Erikson. In addition, students will be introduced to a selection of psychological topics centered on the following: personality; relationship with self, others, and the world; mental health; and the development of an intense self-reflective awareness. Students are evaluated in the following ways: on the quality and quantity of their participation in group and class discussions; on journal writing; on their individual and group presentations; and on a final extensive reflective essay and/or multiple intelligence project. **Global. 2 credits**

**No Textbook Required**

**Teach2Serve: Giving:** In this two trimester honors course, which is a requirement of the Teach2Serve program, students will study the history of philanthropy and social service in the public, private, and non-profit sectors and identify the motivations, strengths and limitations of each. Students will become familiar with the actors in the process, the barriers that exist, the points of entry, and the pathways to change. Along the way, they will develop such skills as teambuilding, listening, conflict resolution, negotiation, resource mobilization, and fundraising. Lessons will be communicated more concretely through an examination of articles, books, and case studies related to an area of need chosen by the class. This course will also include workshops and opportunities to meet with dynamic social entrepreneurs and professionals working in the non-profit world. Course requirements include readings, journal responses, group projects and presentations, and a grant proposal. Open to students in the Teach2Serve program only. **4 credits. Winter and Spring trimester**

**No Textbook Required**

## ***VISUAL AND PERFORMING ARTS***

Art should challenge the intellectual, creative, and expressive powers of each student. The Arts program teaches a variety of creative skills to develop self-esteem through the successful completion and exhibition or performance of works of art. Six Art credits are required for graduation. Studio Art, Chorus, and Theatre courses earn one credit each trimester. Art History courses earn two credits each trimester. Unless otherwise noted, courses can be repeated for credit. *Please note that there will be a \$25 fee per trimester for all visual arts courses (except as noted), to cover materials*

**Private Music Lessons:** As a service to students, the music department can arrange to provide private lessons to students. These lessons are at the students' expense and are scheduled during the students' free periods and after school. At the moment, we offer lessons in guitar, bass guitar, string bass, flute, violin, piano, viola, saxophone, and drums. We can also provide names of music teachers.

If you have any questions about Solebury School's Arts Department, please contact the appropriate department chair

Visual Arts:	Erika Fairchild	email: <a href="mailto:efairchild@solebury.org">efairchild@solebury.org</a>
Film:	Brian Pearson	email: <a href="mailto:bpearson@solebury.org">bpearson@solebury.org</a>
Theater:	Micki McMillan	email: <a href="mailto:mmcmillan@solebury.org">mmcmillan@solebury.org</a>
Music and Dance	Cathy Block	email: <a href="mailto:cblock@solebury.org">cblock@solebury.org</a>

## **YEARLONG COURSES**

**Advanced Ceramics:** This class is for students who are very serious about continuing in ceramics. The projects are similar to the assignments in the Ceramics class but the expectations are higher. Students are expected to push themselves harder and focus more on the development of their personal vision. Advanced students will continue to develop their hand-building skills through increasingly complex projects and will continue to develop creative concepts through working in series. Students will begin (or continue) throwing on the wheel. In addition, they will have the opportunity to work with different clay bodies (types of clay), and have their work fired in a wood-fired kiln and experience a Raku firing. Students are expected to participate in all aspects of the running of the Ceramic Studio. This is a yearlong course and cannot be taken on a trimester basis. Studio Materials Fee of \$75. *Prerequisite: Intermediate Ceramics. 3 credits*

**Advanced Painting and Drawing:** This class is open to more experienced students of painting and drawing. The students will continue to refine basic drawing techniques, such as contour, positive and negative space, composition, and value while working with more complex subjects. They will work with tempera, watercolor, gouache, and acrylic paint on both subjects from life and from their imagination. The class also will introduce oil painting. The students will work toward developing a more personal style and sense of creative expression and will be expected to participate in group critique. This is a yearlong course and cannot be taken on a trimester basis. Studio Materials Fee of \$75. *Prerequisite: Intermediate Painting and Drawing (taken twice) or permission of the instructor. 3 credits*

**Advanced Photography:** For this class students are expected to know how to fully operate a digital camera of their choice and produce stylized final images related to various projects. Students will be graded on how well they meet their deadlines and the depth of their creative exploration on each project. Students will be given the opportunity to explore the various procedures involved in Studio Photography and controlled lighting conditions when taking portraits or still lifes. We will also explore various genres

of photography like portraiture, landscape, documentary and photojournalism. All of our images will be edited using the newest version of Adobe Lightroom and Photoshop and we will be printing our final work using exhibition quality print paper on high quality inkjet printers. *Students may repeat this class. Prerequisites: Photography I and II, and Introduction to Digital Photography. 3 credits.*

**AP Studio Art:** For students planning to go to Art School, or for those for whom it's even a possibility, this course is a must. Students will develop their portfolios initially through teacher directed assignments and then through student-derived projects. This challenging course is designed with all of the expectations of a college level course and is open to qualified juniors and seniors only. In order to meet the minimum of six hours of studio time, this course will meet during one Arts block, one class in the rotating schedule, and Monday evening Life Drawing. It is expected that at least 50% of the students' work will be done outside of class, so independent initiative is a must to be successful in the class. There are two options for the AP Studio Art Portfolio: Drawing or 2-D Design. Early in the year, the Art Department will meet with students or parents to discuss the differences between the two. Because there are two portfolio options, students may take AP Studio Art twice; however they may not repeat the same portfolio category. Portfolios will be submitted in May and although we hope our students achieve high marks for their portfolios, we are more concerned with their personal development as artists. In order to be accepted into this competitive and rigorous course, students must a) submit an application/contract and a sample of their work for review, and b) successfully complete all of the summer assignments and submit them within the first week of school. **AP. 9 credits.** *Prerequisite: Advanced Painting and Drawing. There is a \$300 fee for materials for this course.*

**Digital Filmmaking, Script to Screen:** In this yearlong course, students will write, produce, and edit short films. This course will provide hands-on experience in production planning, writing, and acting for the camera, as well as lighting, digital cinematography, audio recording, and non-linear editing. The class will meet twice a week during an Arts block; however due to the nature of the assignments some time outside of regular class will be necessary. This course will emphasize the development of skills to use creative thinking for problem solving. A willingness to work as part of a team is a prerequisite, as all projects will be accomplished in groups. *3 credits*

**The Solebury Elite Ensemble:** As the title suggests, this is an ensemble designed for the musical student who plays at a very advanced level. Students are admitted by audition or at the discretion of the music director. Though preference will be given to those who are well grounded in the classical style and who can fluently read music notation, students will have the opportunity to study a mix of musical styles with all of their particular characteristics. Each student plays a role in choosing the ensemble's repertoire. Performances venues throughout the school year will include, but not be limited to a school assembly, a school auction, the end of trimester concert and other off campus venues to be determined. Grading is based on participation and attendance which includes both rehearsals and performances. *Prerequisite: Advanced musicians by invitation and audition. Honors. 3 credits*



## FALL TRIMESTER COURSES

### Visual Arts

*Please note that there will be a \$25 fee per trimester (unless a different fee is stated within course description) for all visual arts courses, to cover materials.*

**Advanced Media Arts:** In this course students will continue the exploration of graphic design with an emphasis on the principles of design. Students will learn about the history of typography as well as some of the historical movements in the field of graphics. The main emphasis of this course will be the exploration of problems and possible solutions that integrate the use of dynamic composition; combining images and typography (layering), photography and space (transparency) as effective ways to solve visual problems. Topics of study (which are subject to change) include fundamentals of design (line, shape, value, texture, color, form), graphic design - the new basics (figure/ground, framing, hierarchy, layers, transparency) as well as typography combined with imagery to create a visual story in a narrative form. *Prerequisite: Media Arts I or instructor's permission. Please note this is a two trimester course. 2 credits*

**Art Foundations:** This course introduces beginning students to the basics of painting and drawing with a focus on the Elements of Design. Students will learn to work in pencil, charcoal, gouache, pastel, acrylic, and oil paint. They will start with learning how to draw basic shapes, progress to learning how to use light and shadow to create space and form, and learn how to create engaging compositions. These concepts and techniques will be taught through the lens of the 2 dimensional design elements of line, shape, size, space, color, texture, and value. The class is intended to prepare students for the Intermediate class and is a prerequisite to that class. *No Prerequisite, 1 credit*

**Art of the Book:** The Art of book making has been experiencing a renaissance in the past few years as artists of all types have become interested in the tremendous creative potential book arts offers. Some book artists have created sculptural books that barely resemble what you would think of as a book. Other artists take old books and alter them into spectacular new objects. In this class we will be creating as many different types of books as we possibly can; from traditional sewn books to tab books, star books to altered books, sculptural books and pop up books, accordion books to folding books and the list goes on and on. There is no limit to what you can do with books. *Prerequisites: none. 1 credit*

**Ancient Art History - From Cave Dwellers to Temple Builders:** In this course, we will study prehistoric artworks in Europe, art of the ancient Near East, and ancient Egypt. Then we will cross the Mediterranean Sea and study Aegean art and finish with the art of ancient Greece. In addition, the students will learn the art of slide identification. Students will have weekly readings and quizzes, a term paper, and can look forward to a museum trip... *this course may be taken for Social Studies or Art credit and without regard to sequence. Global, 2 credits.*

**Intermediate Painting & Drawing:** This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal, gouache, pastel, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class. *Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 credit*

**Intermediate Ceramics:** This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio.

*Prerequisite: Intro to Ceramics. 1 credit*

**Introduction to Ceramics:** Students in this introductory course will explore two basic hand-building techniques: pinching (as in pinch pots) and coil construction. With these two techniques, an artist can create almost any object that can be imagined. Each skill helps to develop muscle memory and an understanding of the properties of the clay. Timing plays a big part in ceramic work; consequently, students will learn how to plan and prepare for every project. *No prerequisite 1 credit.*

**Life Drawing:** This class meets on Monday from 7-9 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit, studio fee \$60*

**Media Arts I:** Media Arts is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and InDesign. *1 credit*

### **Photography I and Photography II are now Introduction to Digital Photography**

**Introduction to Digital Photography:** Within this course we will be covering the basics of how to use a digital camera on a manual setting to achieve images of highest quality and strong composition. Students will be given class assigned briefs to complete in their own time and be expected to meet deadlines and discuss their ideas and concepts within class discussions and with written papers. Students will also receive an introduction to the newest version of Adobe Photoshop and Lightroom and understand the process of editing and manipulating our images to a high standard within these programs. *Students may repeat this class. 1 credit.*

**Screenplay Writing:** Students will be introduced to the format and structure of a screenplay and learn how writing for film and television is different from other writing styles. How a full length screenplay differs from 30 and 60 minute broadcast series. Students will generate story ideas, write scenes in screenplay format, introduce interesting characters, write effective dialogue, set up intent and obstacle to the create friction and tension needed to create a strong screenplay, learn how to create a “visual” world by writing strong scene descriptions and action sequences, participate in group writing exercises, and gain a basic understanding of what it takes to actually produce a scene. By the end of this course, students will be ready for Advanced Screenplay Writing where participants will write a complete script. Prerequisites: none... *1 credit*

**Video Editing:** This course is an introduction to the fundamentals of nonlinear video editing. The student will gain an understanding of video formats and concepts of video and audio compression used in recording, editing, and for final display. Cutting techniques will be explored including concepts of continuity, frame matching, using varying angles effectively, editing multi camera footage, techniques to avoid jump cuts and the use of parallel action. An introduction to sound editing will include fundamentals of mixing for film, Foley effects and processing audio to enhance the audience experience. Students will use the following software in this course: Adobe Premiere Pro, Adobe After Effects, Adobe Audition, Adobe Photo Shop and Adobe Media Encoder. *1 credit*

**Advanced Video Editing:** Learn advanced video editing techniques including graphic animation, editing with proxies, editing multiple cameras simultaneously, tracking and rotoscoping masks, creating a nested sequence, using Audition to enhance your audio, appropriate editing to music and much more. You must have a solid foundation in Adobe Premiere. (Permission of instructor required). *1 credit*

### **Performing Arts**

**Acoustics:** This course introduces the basic science of sound and the technology behind reproducing it. We start with the behavior of sound in air, the mechanism of the ear, and some psychoacoustics, audio masking, reflections, and the Haas effect. Next we’ll investigate a smattering of architectural acoustics, including sound in interior and exterior spaces. We’ll also discuss natural sound producers (i.e. strings, reeds, and vibrating air in columns). Electronic means of reproduction follows: microphone types and mechanisms, preamplifiers, dynamic range control, frequency contouring, anti-feedback methods and directional loudspeakers. Topics will be illustrated with an oscilloscope and audio spectrum analyzer. *1 credit*

**Advanced Acting for Competition:** This course has been changed. **Advanced Acting for Competition is now Audition Techniques**

**Audition Techniques:** This is an advanced course that prepares the student in a practical way to investigate, select, practice, and polish audition material appropriate to the individual and the audition. The student will leave the course with three monologues that are audition-ready through class exercises, improvisations, cold readings, script analysis, and performance of monologues, as well as knowledge of the business aspects of acting, and auditions from the director's perspective. Students who are interested in musical theater will have the opportunity to prepare for a musical theater audition. Course Requirements: Theater II or the permission of the instructor. *1 credit*

**Ballet / Hip Hop:** This beginning ballet class is for the student who would like to learn the basics of ballet and how it relates to other dance types. Students will work on technique and become familiar with dance terminology. It would also be an appropriate course for students who are beginning pointe technique. Each week we will spend one class studying ballet and then one class totally focused on hip hop taught by a member of the Cr8tive Crew who placed second on the World of Dance stage. It is a performance based class and they will be performing at the fall concert. Studies will involve presentations on ballet and hip hop performers and their influence on the world of dance. *1 credit*

**Chorus:** Chorus is a performance class using group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing, coordination, and rhythmic skills. The musical selections will be prepared for performances at recitals and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including, but not limited to music theory, listening and history. Self and group assessments will be used for reflection and grading. Please note that in addition to all regularly scheduled weekday rehearsals there will be some mandatory weekend and/or evening rehearsals. The general chorus is expected to attend the first hour and a half of these rehearsals unless prior notice is given to the director. Dress rehearsals are mandatory for all performers. *No Prerequisite, 1 credit*

**Diversity Music Ensemble:** From Bach to Cold Play to African and Chinese Folk, this ensemble class is designed to celebrate musical diversity across different styles, eras and cultures. String players of bowed and plucked instruments, vocalists, keyboardists, percussionists and wind players are all welcomed. Also in the spirit of musical diversity, we often collaborate with students of other ensembles or other select musicians at Solebury. Students learn the art of building a strong musical team, being rhythmically in sync, and playing the supportive role as well as the solo with in a group. At the end of each trimester students perform in concert with Chorus and Dance. Grading is based very simply on class attendance, participation, and a final concert. *Enrollment preference for this ensemble is given to accomplished players and vocalists who read music notation. Others may be admitted at the director's discretion. 1 credit*

**Ear Training and Music Theory:** This class will focus on improving the musician's ear and strengthening music theory knowledge. Students will practice and learn to identify major, minor and b7 intervals by ear, as well as chords with multiple tensions - such as 7's, 6's, b9, #9, b13, etc. Students will do rhythmic and melodic dictation. They will also learn how to build and sing chords. There will be sight singing. Music theory will be the companion in this course. Everything we do will be accompanied by breaking down and explaining the theory involved. Basic music reading skill is needed for this class. The pace of the class will move as it suits the students. Note this is a two trimester course *2 credits, Honors*

**Introduction to Film:** Students will be introduced to the art of Filmmaking. Learn how to use video cameras, audio equipment, lights and digital editing software. Students will learn how to come up with new ideas for movies and nurture them into projects. Students will work in groups to evaluate project ideas and turn them into a finished film. Once a project(s) has been picked, students will develop a goal, a timeline and create a plan for how the production process will unfold. Students will then create a script, a shot list and equipment list for each production day. Students will perform all the jobs of a small film production crew including: Actor, Director, Camera operator, sound person, gaffer, grip, etc. Students will finish a group project by the end of the class. *1 credit*

**Jazz Roots Ensemble:** This ensemble plays everything from mainstream jazz to be-bop and funk. It is a performance based group, and gives feature concerts. This class offers lots of improvisational opportunities. Learn improvisational techniques, and how to build a solo. Jazz Roots also encourages original composition. Learn how pieces can be arranged to create a more interesting composition, and how to rehearse a band. Vocalists and instrumentalists are welcome. Prior music training is needed for this class. *Prerequisite: Advanced Proficiency Suggested, Students must have approval of instructor. Honors. 1 credit (fall term)*

**Musical Theatre Dance:** Has been postponed until the winter term.

**Rock Band:** Rock Band plays contemporary and classic rock. Come get the experience of what it feels like to be in a band. Learn about rehearsing a band, and how to make an exciting arrangement for a band. Get into stage presence and performance skills. Rock Band is a performance based group, and gives feature concerts. Vocalists and instrumentalists are welcome. Prior music playing is expected for this class. *Prerequisite: Instrumental Proficiency. 1 credit*

**SoleStage - Theater Tech:** This class has been changed. **Theater Tech is now Solestage Theater Tech: Design**

**Solestage Theater Tech: Design:** This trimester we will dig deep into the design world of technical theater. Throughout this course, students will tackle theatrical design through both traditional and contemporary techniques allowing young stage technicians to immerse themselves even deeper into their creations. Students will start at the conceptualization process, creating immersive and theatrical worlds using hand drawing, model making, and computer-aided design through Sketchup. We will also explore the world of projection design, allowing students to make stage magic from their laptops while exploring new technologies such as projected augmented reality. 1 credit

**Storytelling: The Art of the Narrative:** Irrespective of your career path, knowing how to create a well written narrative is a great tool, essential for wannabe writers, but also vital to business people, engineers, scientists, lawyers, doctors, etc., Understanding what your story is about, defining characters, creating a story arc and structuring a coherent narrative with a distinct beginning, middle and end, and evolving a compelling style has significant application in any endeavor. The course will explore classic films and plays, as well as helping students evolve their unique voices in creating a story. 1 credit

**Theater II:** Theater II picks up where Theater I left off, delving more deeply into the art and craft of acting. Using Uta Hagen's *Respect for Acting*, students in this advanced class will hone their performance skills. This is achieved through the writing of journal entries as well as the practice of exercises from the text. We will read scripts as a class, and students will also read scripts independently, in order to thoughtfully choose and develop polished material. The course culminates in the performance of a solo 10-minute performance, individually crafted by the student actor. *Prerequisite: Theater I or the equivalent or permission of the instructor.*

**Vocal Performance Workshop:** Vocal Performance Workshop is a master class on vocal training and performance. It has an emphasis on building vocal technique, learning to constructively critique peers in a workshop setting, and performing. The musical backdrop for this class is vast, ranging from musical theatre songs to contemporary music. Students will perform as an ensemble but will also get monthly (or whatever pace suits the class) themed song assignments. For these assignments, they will perform for the class, receive feedback, and give a repeat performance after they've incorporated suggestions from the workshop. An example of a monthly theme may be duet month, where the teacher will pair two students together on a selected song. More monthly themes could be: three-part harmony, a month dedicated to a specific artist or musical, and different genres of music, like pop or folk. If any students play an instrument, they will be encouraged to accompany themselves or collaborate with classmates. For the trimester concerts, they will essentially be performing the class's greatest hits—working on group numbers throughout the class and choosing from the best themed assignments. The ensemble will perform with a live pianist and/or house band. This class serves as a good resource for anyone who loves to sing and is ideal for students who plan to audition for collegiate-level music or theatre programs. *1 credit*

## COMPUTERS

The Computer Department offers courses in the Arts as well as coding. More advanced work includes self-paced programming and web design.

### FULL-YEAR COURSES

**Digital Filmmaking, Script to Screen:** In this yearlong course, students will write, produce, and edit short films. This course will provide hands-on experience in production planning, writing, and acting for the camera, as well as lighting, digital cinematography, audio recording, and non-linear editing. The class will meet twice a week during an Arts block; however due to the nature of the assignments some time outside of regular class will be necessary. This course will emphasize the development of skills to use creative thinking for problem solving. A willingness to work as part of a team is a prerequisite, as all projects will be accomplished in groups. *3 credits*

**AP Computer Science Principles:**

This is a year-long elective course which will cover programming fundamentals and computational thinking practices along with topics including Algorithms, Abstraction, the Internet, Big Data and the Global Impact of Computer Science. No prior programming experience is required. The class will use Javascript to introduce programming fundamentals but the final projects submitted for AP Digital Portfolio evaluation allow for independent project opportunities using other programming languages. The course culminates with mandatory participation in the Spring 2021 AP Computer Science Principles exam which consists of a multiple choice section on the scheduled exam date and two individual projects submitted for evaluation during the school year. No Prerequisites. *6 credits*

**No Textbook Required**

### TERM CLASSES

**Advanced Media Arts:** In this course students will continue the exploration of graphic design with an emphasis on the principles of design. Students will learn about the history of typography as well as some of the historical movements in the field of graphics. The main emphasis of this course will be the exploration of problems and possible solutions that integrate the use of dynamic composition; combining images and typography (layering), photography and space (transparency) as effective ways to solve visual problems. Topics of study (which are subject to change) include fundamentals of design (line, shape, value, texture, color, form), graphic design - the new basics (figure/ground, framing, hierarchy, layers, transparency) as well as typography combined with imagery to create a visual story in a narrative form. *Prerequisite: Media Arts I or instructor's permission. Please note this is a two trimester course. 2 credits*

**Computer Science Principles:** Computer Science Principles is a new course for 2019 which will cover programming fundamentals along with many computer science topics including the Internet, Big Data and Privacy, and Programming and Algorithms. No programming experience is required, and students are welcome to join for any trimester as schedules permit or to enroll in all three trimesters, since a variety of activities and learning topics will allow for a full-year course experience. No pre-requisites or prior knowledge is required, just bring your curiosity! *1 credit*

**No Textbook Required (A digital text resource will be provided)**

**Media Arts I:** Media Arts is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and InDesign. *1 credit*

**Advanced Video Editing:** Learn advanced video editing techniques including graphic animation, editing with proxies, editing multiple cameras simultaneously, tracking and rotoscoping masks, creating a nested sequence, using Audition to enhance your audio, appropriate editing to music and much more. You must have a solid foundation in Adobe Premiere. (Permission of instructor required). *1 credit*

**Video Editing:** This course is an introduction to the fundamentals of nonlinear video editing. The student will gain an understanding of video formats and concepts of video and audio compression used in recording, editing, and for final display. Cutting techniques will be explored including concepts of continuity, frame matching, using varying angles effectively, editing multi camera footage, techniques to avoid jump cuts and the use of parallel action. An introduction to sound editing will include fundamentals of mixing for film, Foley effects and processing audio to enhance the audience experience. Students will use the following software in this course: Adobe Premiere Pro, Adobe Aftereffects, Adobe Audition, Adobe Photo Shop and Adobe Media Encoder. *1 credit*



## *English as a Second Language (ESL)*

English as a Second Language (ESL) is a 3 year program built on content and skills courses in three interconnected levels:

- **Foundations:** designed to develop language skills and introduce American culture and educational expectations,
- **Intermediate:** designed to solidify language skills and begin the mainstream transition process,
- **Transitions:** designed to ensure students are fully prepared to succeed in the American system going forward.

TOEFL scores are only used for determining a student's entry level into the program. Once accepted, students commit to completing all required courses from the point at which they enter the program. Then they follow the established path until they are fully mainstreamed.

**TOEFL scores are NOT used to exit the program before it has been completed.** For example: a student who joins the program at the Intermediate level must complete all the required courses at the Intermediate and Transitions Levels before becoming fully "mainstreamed."

### **Foundations Level courses:**

- Communications I
- Mechanics of Writing
- Novels and Short Fiction
- **Mainstream** math (level determined by placement test)
- **Mainstream** science (usually Conceptual Physics or Honors Physics)

At the Foundations Level students do not receive grades in their ESL courses at the end of the first trimester. This is to give students time to become comfortable with the American system of education and the challenges of learning a second language. We believe that if students do not have to worry about grades in their first trimester, they can focus on all aspects of Solebury life, and better adapt to their new environment. *This gives students more opportunities for success as they proceed forward.*

### **Intermediate Level courses:**

- Communications II
- Reading and Composition
- Exploring Civilizations
- **Mainstream** science
- **Mainstream** math (level determined by placement test)

The Intermediate Level is a crucial step in the program where essential content is learned and necessary skills are strengthened, even though very few outward signs of "English as a Second Language" remain.

### **Transitions Level courses:**

- Writing Portfolio
- Literature Seminar
- **Mainstream** science
- **Mainstream** math (according to level of placement)
- **One other Mainstream course** (based on interest and placement)

By the time students enter the Transitions Level, all traces of traditional ESL are gone, and all courses use mainstream textbooks.

**For ALL LEVELS: students may take additional mainstream classes as long as they fit into their schedule of required courses.**

Additionally students will be involved in sports, clubs, weekend adventures, community service, and dormitory activities. Students will receive instruction in how to develop independence and strong peer relationships. They will be encouraged to express their ideas and opinions openly, thereby instilling confidence in preparation for leadership positions in the future. The three level program is described below:

## **Foundations**

**Communications I:** This is a course designed for learners who are just developing language proficiency. The course begins with vowel and consonant sounds and their corresponding symbols, in addition to learning and practicing word stress and rhythm, as well as intonation. This is integrated into thematic units which target idioms and new vocabulary. Students also listen to audio versions of novels in the language lab and then make recordings of their responses to questions. Another important element is listening to academic lectures and learning effective note-taking techniques. *6 credits*

**Textbook: *English for Everyone: English Idioms* Thomas Booth, Penguin Random House,  
ISBN: 978-1-4654-8040-8**

***Pronunciation Plus* Martin Hewings and Sharon Goldstein, ISBN: 0-521-57797-7**

***Listening and Notetaking Skills Level 1, 4<sup>th</sup> Edition* (student text without audioscript)**

**Phyllis Lim and William Smalzer ISBN: 978-1-305-49342-1**

**Oxford Picture Dictionary 3<sup>rd</sup> Edition, Jayme Adelson-Goldstein and Norma Shapiro**

**ISBN: 978-0-194-50529-1**

**Mechanics of Writing:** This course provides students with a foundation in American English grammar and with the skills to improve their academic writing. Students are consistently tasked with writing on a variety of topics and themes. Using short stories and current news articles as prompts, students construct both objective and subjective written pieces. In order to improve student writing, this course addresses a wide variety of grammatical concepts. These include an introduction to: verb tenses – past, present, future, and perfect; verb aspects – simple and continuous; gerunds and infinitives; passive voice; modal auxiliary verbs; adjectives – simple, comparative, and superlative; conjunctions; punctuation; and capitalization. The topics supply students with a foundation on which they can build, working towards mastery in Reading and Composition the following year. Students are frequently assessed in class, through creative projects, and through multi-draft take-home essays. *6 credits*

**Mechanics of Writing course will NOT require a textbook**

**Novels and Short Fiction:** This is a course designed to improve the vocabulary base and reading skills of students, while at the same time providing them with a basic understanding of the elements and mechanics of narrative fiction. Using short stories and novels, students will first come to understand the basics of story structure such as setting, character, plot, and conflict as well as the application of literary

techniques such as imagery, irony, and symbolism. Active reading and intensive writing practice will be augmented by numerous opportunities for class discussion. *6 credits*

**Textbook:** *Discovering Fiction I, A Reader of North American Stories* by Judith Kay and Rosemary Gelshenen 2<sup>nd</sup> Edition, ISBN: 978-1-107-65222-4 Cambridge University Press

**Novels:** *Number the Stars* by Lois Lowry 978-0-440-40327-2

*City of Ember* by Jeanne Du Prau 978-0-375-82274-2

*The Outsiders* by S.E.Hinton 0-14-038572-X

## Intermediate

**Communications II:** The course begins with an intensive study of vowel and consonant sounds and their corresponding symbols in conjunction with rhythm, stress, intonation, and sentence patterns. This is accomplished through dictation, song, limericks, activities in the Sanako Language Lab, games, and pair practice. This is followed by techniques and practice in discussions and conversations through improvisation and role play. To hone listening skills, an audio novel is assigned each trimester and responses to discussion questions are recorded. Finally, by listening to cross-curricular lectures, a variety of note-taking strategies is developed. *6 credits*

**Textbook:** *Conversation Strategies* by David Kehe and Peggy Dustin Kehe, ISBN: 0-86647-189-8

*Communication Made Simple 2, 4<sup>th</sup> edition*, Paulette Dale & James Wolf, ISBN: 978-0-13-286169-4

*Clear Speech Fourth Edition* Judy Gilbert, ISBN: 978-1107-682-955

*Listening and Notetaking Skills Level 2 4<sup>th</sup> edition* (student text without audioscript)

Phyllis Lim and William Smalzer, ISBN: 978-1-305-49343-8

**Reading and Composition:** This course is a grammar-intensive workshop for intermediate ESL students. The year begins with a review of basic grammar skills learned in Foundations and then shifts to a comprehensive study of the verb tenses, modals, syntax, and much more. Students journal daily and often write ½ page responses to prompts generated in class and in response to other assignments on a nightly basis. Beyond grammar and writing, students spend a considerable amount of time reading and comprehending short stories. The class vocabulary is drawn from these texts. *6 credits*

**Textbook:** Kathryn O'Dell, [Grammar And Beyond 3](#) 2012, ISBN: 978-0-521-14298-4, Cambridge University Press

Kathryn O'Dell, [Grammar And Beyond 3 workbook](#) 2012, ISBN: 978-1-107-60197-0, Cambridge University Press

**Exploring Civilizations:** History has watched as certain civilizations have flourished and expanded, while others have withered and vanished. What could explain this? Is it a matter of location and natural resources, or is it the result of fundamental cultural traits? In this course, we investigate how humans interact with the land (and each other) in order to better understand how cultures emerge, grow, and spread throughout history. Particular emphasis is given to physical geography, community, economics, religion, and customs. In this way students familiarize themselves with the language and concepts of multiple social sciences, while coming to appreciate their value in understanding the world at large. *6 credits* **No Textbook**

## Transitions

**Literature Seminar:** This is a thematic approach to literature focusing on a wide variety of genres. Each selection includes a particular literary element and reading skill to learn and apply. A list of vocabulary words is assigned from each story and discussed in context. Discussion of the selection then follows in which students must hone their critical thinking and analytical skills. In addition, a novel will be assigned each trimester for independent reading followed by a project, which focuses on writing and knowledge of grammar, usage, mechanics, and editing skills. This course will provide the basics for mainstream English courses. *6 credits*

**Textbook:** *Holt McDougal Literature Grade 8*, ISBN: 978-0-547-61838-8

### Novels:

*The Secret Life of Bees* by Sue Monk, ISBN#: 9780142001745

*The Call of the Wild* by Jack London, ISBN#: 9781453065969

*The Body of Christopher Creed* by Carol Plum-Ucci, ISBN#: 9780152063863

**Writing Portfolio:** In this class, students will learn to write in various genres. In the fall, the focus is on formal compositions, including informative; compare-and-contrast; biographical and autobiographical; cause-and-effect; persuasive; cause-and-effect; and how-to essays. In the winter, students learn how to conduct and write lengthy research papers. The spring trimester is spent focusing on creative and informal writing, including short stories; poetry; myths; narratives; and descriptive essays. There is significant emphasis placed on grammar, mechanics, and organization all year. *6 credits*

**Textbook:** *Longman Academic Writing Series level 4: Essays*, 5<sup>th</sup> Edition Pearson

Alice Oshima, Ann Hogue, Lara Ravitch, ISBN: 978-0-13-291569-4

## LEARNING SUPPORT PROGRAMS

For decades, Solebury School has recognized that not all college-bound students learn the same way. Our Learning Support Program was founded in the 1980s, a progressive endeavor for its time, and it continues to offer transformative experiences for students today. The program helps students achieve their potential through understanding their strengths, overcoming weaknesses, and teaching them to advocate for themselves. Throughout the years, students in our Learning Support programs have been honor students, outstanding artists, star athletes, and student leaders at Solebury School.

Academic success follows when we meet students on their level, and they feel safe, supported, and respected, and from there, we can foster growth and encourage students to push their own boundaries. At Solebury, we recognize that bright, capable students come with a variety of learning profiles; therefore, we offer a variety of Learning Support programs aimed to serve all students on our campus.

### Individualized English

Our Individualized English (IE) class is open to a limited number of students with language-based learning differences. The class is taught in a one-on-one tutorial by a Learning Support teacher (counting for their six-credits of English for the year) and is specifically designed to meet grade-level English curricular goals while addressing the student's individual learning needs, to build on strengths and to bolster weaknesses in reading and writing. IE teachers also provide support for other classes and help students develop the executive functioning and other academic skills they need to maximize their intellectual talents. Space is limited, and there is an additional fee for this class.

### Bridge and Bridge Plus

The Bridge and Bridge Plus programs help students whose success is hindered by ADHD, executive functioning challenges, or difficulty expressing ideas in writing. Students take a full schedule of classes and meet with a learning specialist in small groups of up to three to help them stay on track, complete assignments, and develop strategies to achieve the success their intelligence merits. This program can serve as a "bridge" as students transition out of the Individualized English program. For some students, it is a bridge from a different academic environment to Solebury's rigorous, college-preparatory program. For others, it connects a past of good intentions but missed assignments and incomplete work to a brighter future of confidence, competence, and pride in a job well done. To meet students' needs, we offer several levels of Bridge support: Bridge Plus, which meets nearly every day; Bridge, which meets every other day, and we also offer a trimester-by-trimester Bridge support plan for students who feel they may not need a full year of Bridge support. Space is limited and there are additional fees for these programs.

### Boost

At Solebury, we strive to support all of our learners. While many students benefit from the formal Learning Support programs, others need less intensive and/or less frequent support. For these students, we offer Boost. Between the hours of 3:00 and 3:30 (when all Solebury students are free), the Learning Support faculty is available for drop-in help, to provide guidance with study strategies, test-taking skills, time management, organization, prioritization, etc. Students can come as needed, or drop in regularly. There is no fee for this support, and all students are welcome!

Solebury teachers have a great deal of freedom in designing their courses and establishing classroom policies. Some teachers, for example, routinely allow extra time for tests, others only by special arrangement. Some teachers often give open-book tests; others never do. Although many non-LSP teachers are experienced at tailoring lessons to individual learning styles, not all non-LSP teachers have this expertise. Therefore, when accommodations are needed, the Learning Skills (LS) teacher is the primary advocate on campus. The LS teacher will make arrangements with the student's other teachers to ensure the student has the maximum chance of acquiring the skills and knowledge taught in those classes.

Accommodations will vary on a case-by-case basis, and all accommodations need to be arranged in advance. Although LS teachers act as advocates, a key goal of the LSP is to teach students to advocate for themselves, as they will need to do in college. Other students with diagnosed learning differences, or their parents, may request that the Director of the LSP serve as the student's advocate. Below is a list of the sorts of accommodations that can be requested and will be considered, if appropriate for the individual and if arranged in advance.

#### **ACCOMMODATIONS THAT MAY BE GRANTED BY ARRANGEMENT**

- Textbooks on tape
- Extended (but not unlimited) time for tests
- Permission to copy another student's class notes or, if available, the teacher's notes
- Note-taking accommodation to use technology (SmartPen, Sonocent)
- Permission to use a laptop computer or other electronic aid in class
- Use of a word processor for tests and quizzes
- Test directions (or whole tests) read aloud
- Permission to take tests in a more distraction-free environment
- Homework assignment book checks
- Frequent reminders of deadlines
- Extra advance notice of written assignments
- Reasonable extensions of deadlines if requested in advance
- Preferential classroom seating
- Conferences with teachers as appropriate
- Regular telephone or e-mail reports to parents by advisors and/or LS teachers
- Duplicate texts (available for purchase in the bookstore)

However, it is important to let families know that some accommodations will not be possible, either because we are such a small school or because we feel they could not be implemented without compromising standards. Below is a partial list:

#### **ACCOMMODATIONS THAT CANNOT BE GRANTED**

- Texts of a reading-level or difficulty lower than those used by the class
- Shorter assignments than those for other students in the class
- Versions in writing of classroom activities
- Adaptive testing that avoids course requirements or skills taught in the course
- Use of electronic aids when test security would be compromised  
(e.g., spell checker in spelling test)
- Grades based primarily on effort or improvement rather than achievement
- Exemption from major course requirements, including homework and class attendance
- Formal written reports to parents beyond those provided for all students

## GLOBAL EDUCATION CONCENTRATION

Rising 9th, 10th and 11th grade students may choose to declare a focus in global education. This concentration aims to cultivate globally-minded young adults by providing a path for them to deeply engage in and reflect upon global academic courses, cultural events, service learning, travel immersion experiences, and an independent study. Students will meet with the Co-Directors of Global Education weekly during Open Advisory period. If you have any questions about Solebury School's Global Education Concentration, please contact Global Education Co-Directors Maria Gil Gonzalez and Angelo Coclanis at [gloaled@solebury.org](mailto:gloaled@solebury.org).

### Academics

A course will be designated as an option for the Global Education Concentration if the curriculum requires students to critically examine various cultures and global issues through texts, films, discussions, assignments, and projects. *Specific courses will be outlined on course selection sheets with a "(G)".* For 2020-21, these courses are: **Art History, English 10, Honors English 10, Honors Environmental Science, Moral Conflicts, World History, Ethics, Honors Ethics, Cultural Anthropology, Linguistic Anthropology, Archaeology, Architecture and Design, and all Language classes.**

- 24 credits total; 12 credits in non-World Language coursework
- enrolled in at least one Global Education course each year (full-year or trimester elective)
- enrolled in an ESL or World Language course each year
- have a combined total of 12 credits in junior and senior year

**Cultural Events** *examples: film, museum, speaker, performance, workshop, summer program, festival*

- assist in organizing one on-campus cultural event; submit written reflection
- students will attend and reflect on a total of 36 cultural events, both on- and off-campus. The breakdown looks differently depending on when the student declared the concentration. See the table below.

	Number of cultural events attended per trimester	Number of cultural events attended per academic year	On-campus / Off-campus cultural events*	Total # of cultural events
<b>9th graders</b>	3	9	4 on campus / 5 off	36
<b>10th graders</b>	4	12	5 on campus / 7 off	36
<b>11th graders</b>	6	18	6 on campus / 12 off	36

\*Information on upcoming off-campus events and transportation to those events is provided by Global Education. Upcoming events are posted to the Global Education course page on Canvas.

**Service Learning**

- 16 hours of community engagement with a cultural/global focus each academic year
- may be completed as part of a travel immersion experience if approved by the Global Education Committee

**Travel Immersion Experience**

- minimum of five days spent in a non-native language area, planned through Solebury School or ones' own (approved by the global education committee)
- focus of the trip consists of more than strictly sightseeing
- detailed itinerary and written reflection submitted to the Global Education Co-Directors
- presentation to the student body and/or Global Education Committee

**Independent Study**

- independent study and/or project completed in junior or senior year; approved by the Global Education Committee (can be completed during senior project)
  - study/project concludes in a presentation and/or paper



## Changes to the 2020-21 Academic Bulletin

These are shown in blue in this revised version of the Academic Bulletin

1) **Mechanics of Writing** course will NOT require a textbook.

2) **Advanced Acting for Competition** is now **Audition Techniques**

**Audition Techniques:** This is an advanced course that prepares the student in a practical way to investigate, select, practice, and polish audition material appropriate to the individual and the audition. The student will leave the course with three monologues that are audition-ready through class exercises, improvisations, cold readings, script analysis, and performance of monologues, as well as knowledge of the business aspects of acting, and auditions from the director's perspective. Students who are interested in musical theater will have the opportunity to prepare for a musical theater audition. Course Requirements: Theater II or the permission of the instructor. 1 credit

3) **Advanced Theater Tech** is now **Solestage Theater Tech: Design**

**Solestage Theater Tech: Design:** This trimester we will dig deep into the design world of technical theater. Throughout this course, students will tackle theatrical design through both traditional and contemporary techniques allowing young stage technicians to immerse themselves even deeper into their creations. Students will start at the conceptualization process, creating immersive and theatrical worlds using hand drawing, model making, and computer-aided design through Sketchup. We will also explore the world of projection design, allowing students to make stage magic from their laptops while exploring new technologies such as projected augmented reality. 1 credit

4) **Musical Theatre Dance:** Has been postponed until the winter term.

5) **Photography I and Photography II** are now **Introduction to Digital Photography**

**Introduction to Digital Photography:** Within this course we will be covering the basics of how to use a digital camera on a manual setting to achieve images of highest quality and strong composition. Students will be given class assigned briefs to complete in their own time and be expected to meet deadlines and discuss their ideas and concepts within class discussions and with written papers. Students will also receive an introduction to the newest version of Adobe Photoshop and Lightroom and understand the process of editing and manipulating our images to a high standard within these programs. *Students may repeat this class. 1 credit.*

6) **AP Physics** will now be algebra-based instead of calculus-based.

**AP Physics 1:** This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This course is meant to be a second year of physics. All students will be expected to sit for the AP Physics 1 test. Those students who score well on the AP exam may receive college credit. The digital textbook will be supplied on the first day of school. *Prerequisites: Completion of Conceptual Physics, AP. AP Physics is intended for 11<sup>th</sup> & 12<sup>th</sup> graders. 6 credits*

7) **Geometry with Jen (E block): No textbook required.**

**Geometry with Rick (B block):** Textbook: *Prentice Hall Geometry* by Basia Hall, Dan Kenn, Randall I. Charles (ISBN: 978-1464142314)

8) The textbooks for **AP US History, AP European History, US History, AmStud Honors US History, World History** and **Honors World History** have been changed:

**AP US History**

Textbook: Give Me Liberty, Brief Sixth High School Edition with 360-day digital access \*\*  
ISBN: 978-0-393-41859-0 link: <https://wnorton.com/books/9780393418590>

**AP European History**

Textbook: Western Civilization (since 1300), 10th Ed. (ISBN: 978-1-337-79004-8)

**United States History:**

Textbook: Give Me Liberty! (Brief 5th Edition) (Vol. One-Volume) (Blue cover (hardcover or paperback) and 1136 pages) by Eric Foner, W. W. Norton & Company, Inc.

ISBN: 978-0-393-63899-8 (Available through Amazon)

**Honors U.S. History (AmStud)**

Textbook: A People & A Nation, 10th Ed. (ISBN: 978-1-285-86422-8)

**World History 9 with Don (D and E blocks)**

Textbook: Worlds Together, Worlds Apart (Concise Second Edition / **Vol. 1**) with 360-day digital access  
ISBN: 978-0-393-69627-1 <https://wnorton.com/books/9780393668544>

**World History 9 with Angelo (F block)**

Textbook: *World History* (13-digit ISBN: 978-0-13-323133-5). You can purchase the book by entering the ISBN number into the search bar here: <https://www.savvas.com/index.cfm?locator=PS1t3t>

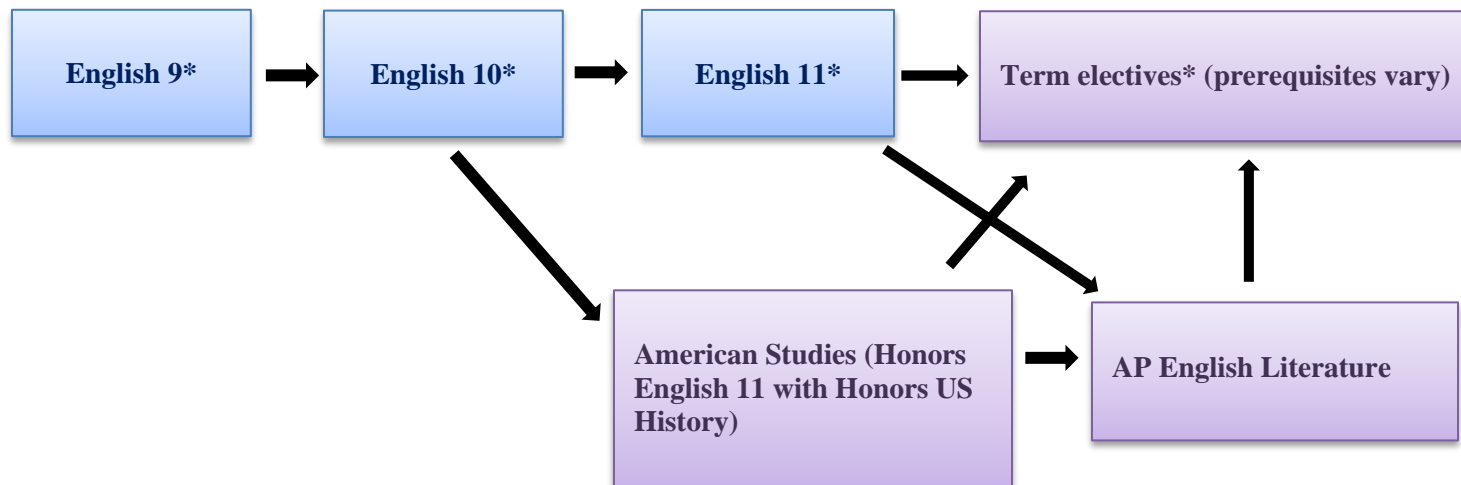
**Honors World History 9**

Textbook: *World History* (13-digit ISBN: 978-0-13-323133-5). You can purchase the book by entering the ISBN number into the search bar here: <https://www.savvas.com/index.cfm?locator=PS1t3t>

## Appendix: Typical Course Sequences

These diagrams are meant to show some typical course sequences but many other variations are possible. Students are encouraged to talk with their advisor, the department heads, and the Director of Studies to chart their academic paths through Solebury.

### English Department Course Sequencing



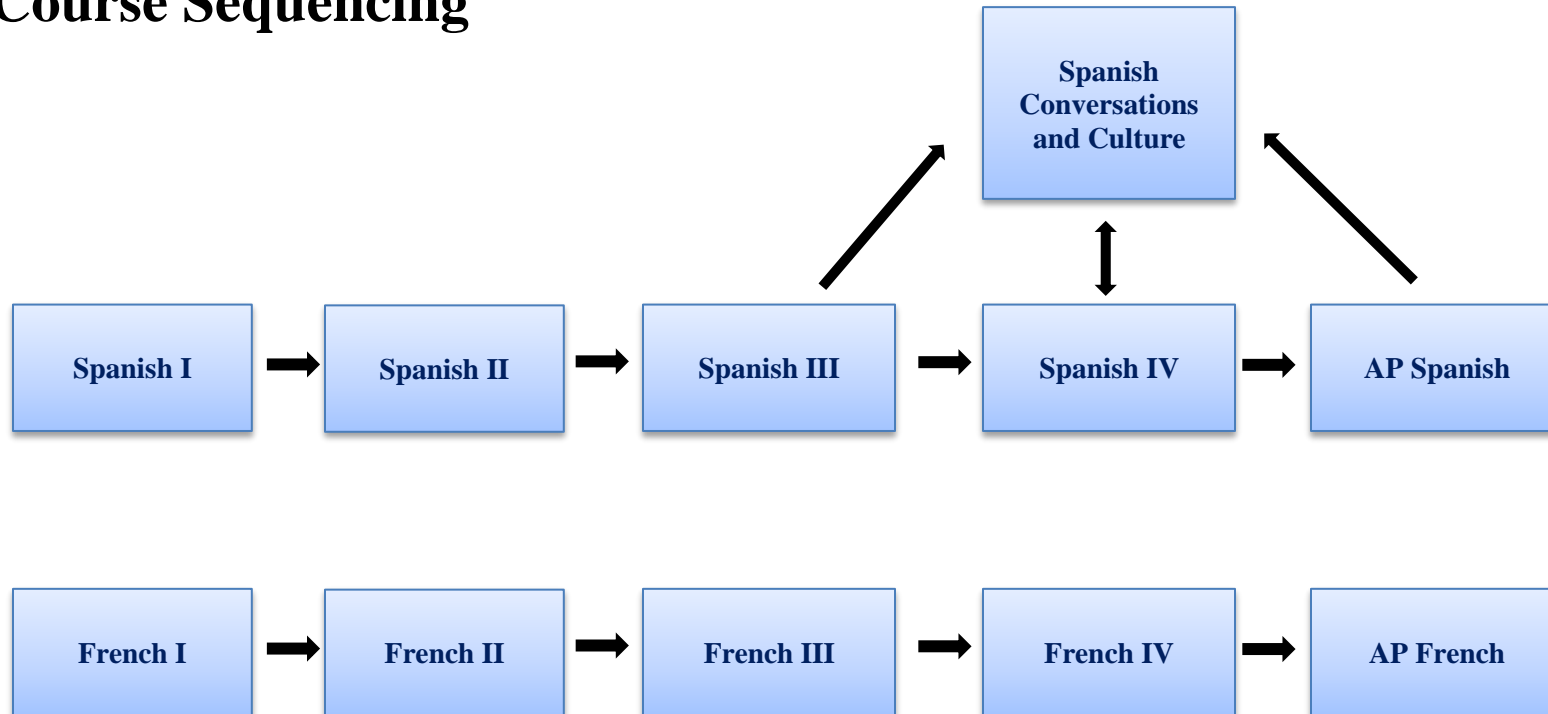
Courses marked with \* include Honors and non-Honors options.

Graduation requirement: 24 credits of English (at least one English course every term)

Learning Skills English fulfills the English graduation requirement.

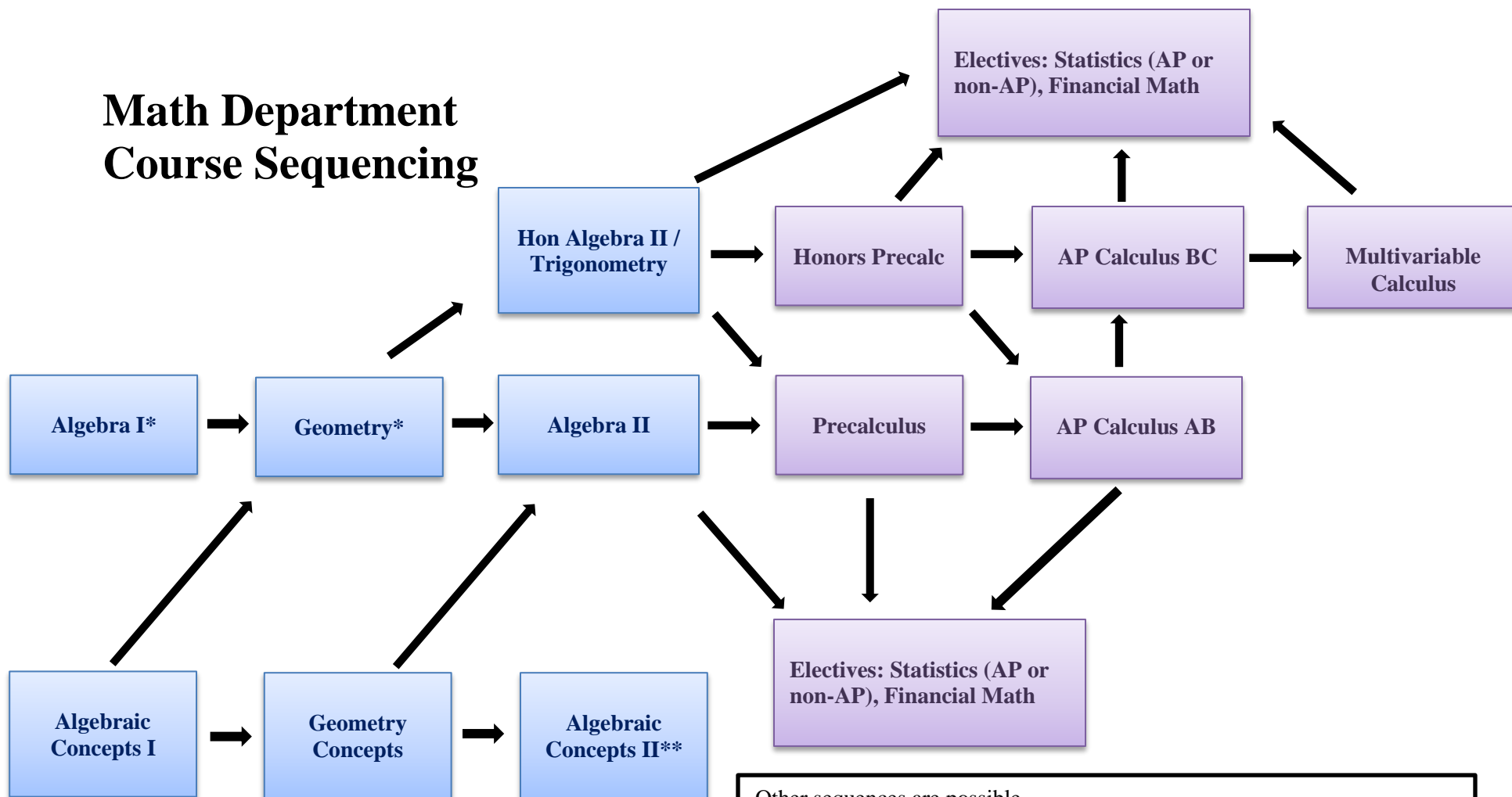
# World Language Department

## Course Sequencing



Graduation requirement: Completion of Level III of a language OR two consecutive years of two different languages. In extraordinary circumstances, this requirement may be modified or waived.

# Math Department Course Sequencing



## Math Support Program

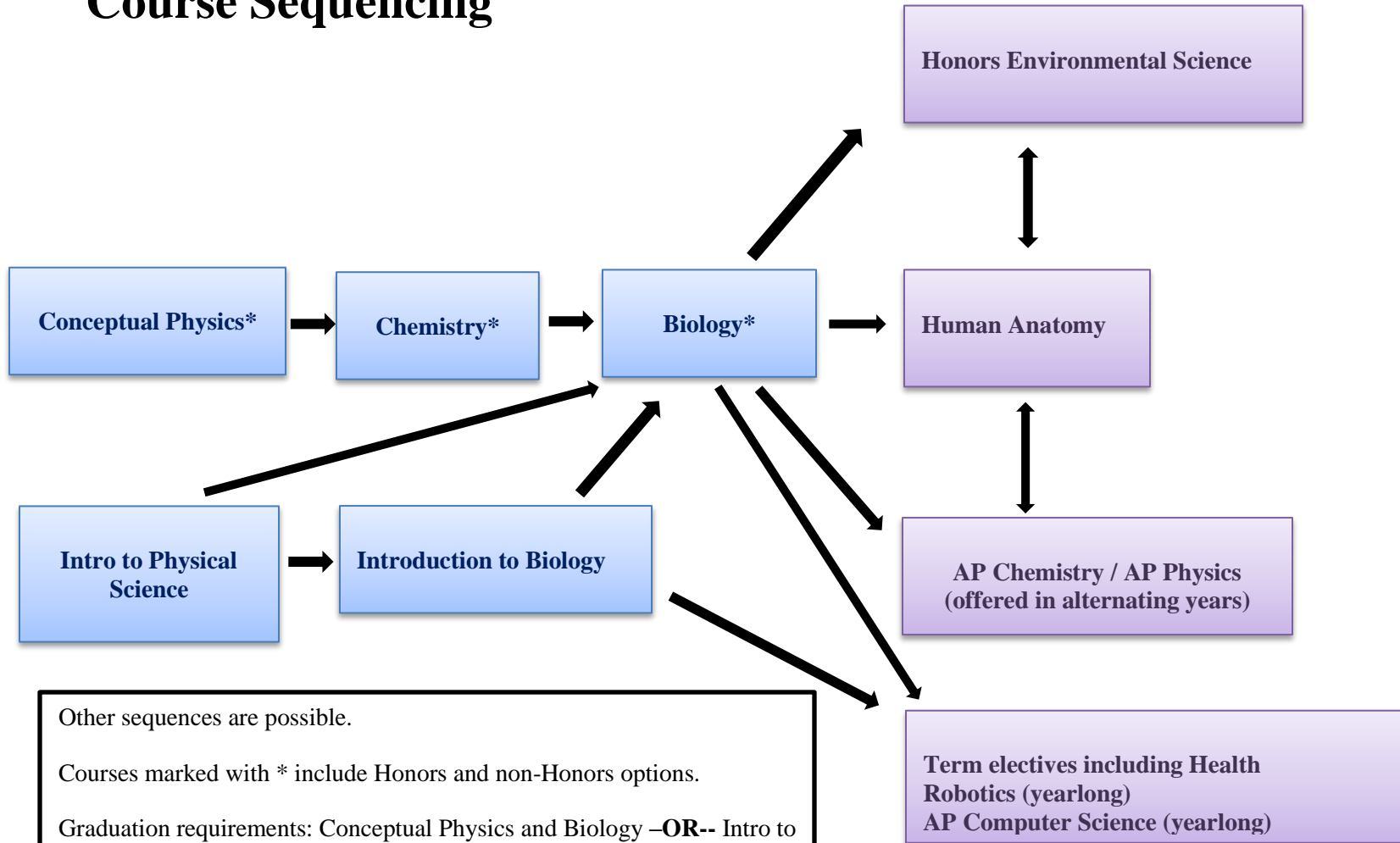
Other sequences are possible.

Courses marked with \* include Honors and non-Honors options.

\*\*Students exiting Alg Concepts II have the same choices as those leaving Algebra II

Graduation requirement is 18 total credits (three yearlong courses)

# Science Department Course Sequencing



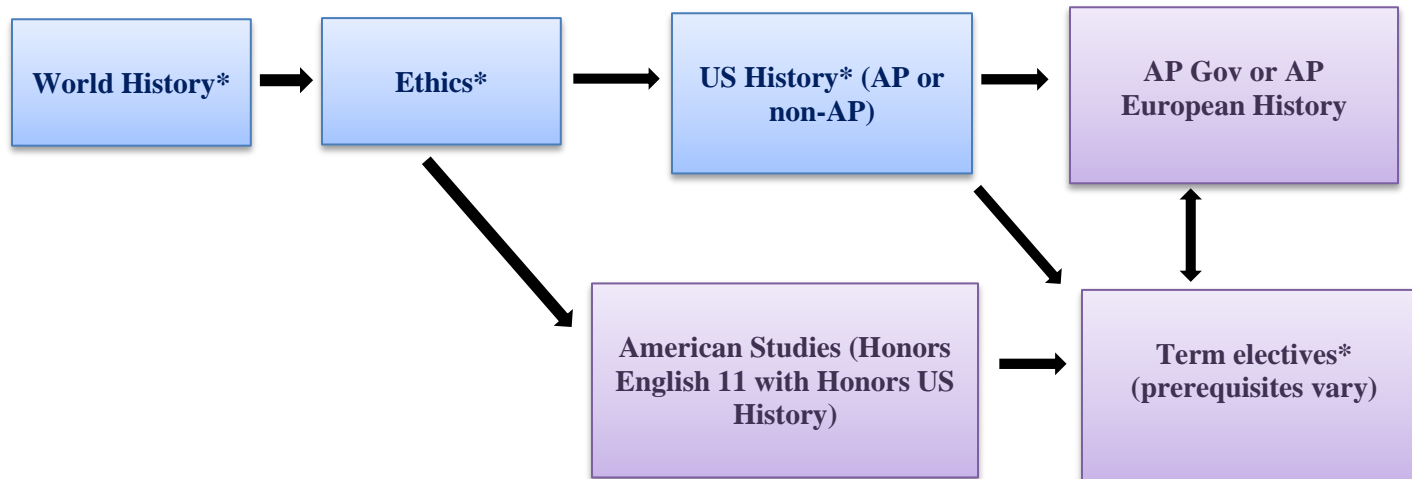
Other sequences are possible.

Courses marked with \* include Honors and non-Honors options.

Graduation requirements: Conceptual Physics and Biology –OR– Intro to Physical Science and Intro to the Biological World

Health or Healthy Relationships is required for graduation.

# Social Studies Department Course Sequencing



Courses marked with \* include Honors and non-Honors options.

Graduation requirement: 12 credits, US History is required

# ESL Department Course Sequencing

