

**St. Paul's School for Girls**  
**UPPER SCHOOL CURRICULUM GUIDE**  
**2024-2025**

## **BE THE MOST INCREDIBLE YOU.**

At St. Paul's School for Girls, we help each of our students become the most incredible versions of themselves possible. In an environment of absolute love and support, founded on principles of inclusion and compassion, SPSG cultivates a bold and courageous community of unique students. As part of this community, our students are inspired intellectually and ethically to forge their own academic and intellectual path. While providing a robust foundation and framework in each of the disciplines. We empower our students to seek multiple perspectives, ask authentic questions, communicate with confidence, work in teams, solve problems across disciplines, and create original work. We emphasize process and value dialogue. Age-appropriate challenges and choices, along with opportunities for healthy risks and reflection, empower each of our students with the skills, spirit, creativity, and confidence to inspire, innovate, and contribute to the community.

## **MISSION**

St. Paul's School for Girls educates hearts and minds in an inclusive community that is grounded in the Episcopal values of respect, integrity, and spiritual growth. We empower voice, nurture intellectual curiosity and creativity, and inspire confident leaders who serve in the world.

## **DIVERSITY STATEMENT**

Believing that every child is a child of God and that trust, understanding, and mutual respect lie at the heart of our community, St. Paul's School for Girls is committed to creating a supportive learning environment where all individuals are valued for their unique contributions and are able to achieve their highest potential. We strongly believe that a diverse and inclusive community is the best learning environment for our students and prepares them to live, work, and thrive in an increasingly global and multicultural community. We reject all prejudice, particularly those based on race, national and ethnic origin, religion, socioeconomic status, gender identity, sexual orientation, and physical characteristics.

## PORTRAIT OF A GRADUATE

### An SPSG Graduate is

1. **An innovative thinker** with the skills and knowledge to ask compelling questions, seek multiple perspectives, and create original work
2. **A lifelong learner** who demonstrates intellectual curiosity and a passion for new ideas
3. **A confident communicator**, prepared to engage in thoughtful dialogue, bring groups together to solve problems, and inspire positive action
4. **A healthy risk taker** who embraces challenges, demonstrates initiative, and is resourceful and resilient
5. **A joyful woman** who holds work and responsibility in balance with time for physical fitness, spiritual growth, personal interests, and friends and family
6. **A conscientious community member** who demonstrates empathy and integrity, respects every individual as a child of God, and acts as a steward of the earth's resources
7. **A leader with global perspective** who serves others and contributes to the betterment of society

## SUMMARY OF GRADUATION REQUIREMENTS

**The Arts:** 1.5 credits, completing at least one full credit (two semesters or one year-long course) by the end of the sophomore year

**English:** 4 credits and successful completion of the Senior Term Paper & Presentation and the Senior Speech

**Health, Wellness, and Physical Education:** Physical Education – 4 points required for graduation.

Additionally, all Students are required to take the following classes:

- First Year Seminar in Grade 9: PLUS (Preparing for Life in the Upper School)
- Second Year Seminar in Grade 10: Sophomore Seminar Series and Health

In addition to the required 9<sup>th</sup> and 10<sup>th</sup> grade health and wellness classes, students are required to earn four (4) physical education, sport and/or activity points. The physical education, sport and/or activity must be earned prior to second semester senior year. Physical education, sports and /or activity points may be earned in the following ways:

- Participation in one full year of Inertia Dance Program (3 points)
- Participation in one full season of a JV or Varsity SPSG sport (1 point per season)
- Participation in fall musical, fall musical stage crew, winter production, spring production (1 point per production)
- Acceptance in a team manager role (1 point)
- Participation in one SPSG sports club, supervised personal fitness activity, or dance class that meets for 12 weeks and at least 3 hours per week (1 point)
- Kinetic Wellness course (1 point); may be taken more than once for additional PE points
- Independent, off campus study is available by application and prior approval only

We ask transfer students to supply evidence via a transcript about previous health, wellness, physical education and sport participation. A pro-rated scale may be implemented on a case-by-case basis based on transcripts.

**History and Social Sciences:** 3 credits of history/social science, including Modern World and United States History.

**Math:** 4 credits of mathematics, including Geometry and Algebra 2

**Science:** 3 credits of science, including, Physics (Grade 9), Chemistry (Grade 10), and Biology (Grade 11)

**Religious Studies:** 1 credit, including World Religions in Grade 9 and at least one semester-long elective offering, taken in Grade 11 or 12

**World Languages and Cultures:** 3 consecutive years of one language; exceptions may be made only by the Upper School Head in conjunction with the Upper School Learning Specialist

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## SPSG Four Year Planning Guide

Requirements	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Total Credits
<b>Arts</b> 1 and a half credits, with 1 credit by the end of Grade 10 and total credits completed by the end of junior year	At least one semester	At least one semester	The total 1 and a ½ credits to be completed by the end of junior year		1.5
<b>English</b> 4 credits, 1 credit in each year	English 9 or English 9 Honors (1 credit)	English 10 or English 10 Honors (1 credit)	English 11 or AP English Language 11 (1 credit, all-year)	Fall Elective (½ credit)  Spring Elective (½ credit)  And/or AP English Literature 12 (1 credit, all-year)	4
<b>History &amp; Social Sciences</b> 3 credits, including Modern World and US History	Modern World History 9 or 9 Honors (1 credit)	US History or AP US History (1 credit)	Fall Elective (½ credit)  Spring Elective (½ credit)  AP US Government, AP World, AP European History, or AP Macroeconomics (1 credit, all-year)	Fall Elective (½ credit)  Spring Elective (½ credit)  AP US Government, AP World, AP European History, or AP Macroeconomics (1 credit, all-year)	3
<b>Math</b> 4 credits, including Algebra 2	Algebra 1 Geometry Algebra 2 Standard or Honors levels (1 credit)	Geometry Algebra 2, or Precalculus Standard or Honors levels (1 credit)	Algebra 2 Algebra 3/Trig Calculus AP Calculus AB Statistics and AP Statistics as a second course option for juniors (1 credit)	Precalculus Algebra 3/Trig Calculus AP Calculus AB AP Calculus BC Statistics and AP Statistics may be taken as a primary or secondary course option by seniors (1 credit)	4
<b>Religious Studies</b> 1 credit, with ½ a credit in Grade 9 and ½ a credit in Grades 11 or 12	World Religions 9 (½ credit)		Fall Elective (½ credit)  Spring Elective (½ credit)	Fall Elective (½ credit)  Spring Elective (½ credit)	1
<b>Science</b> 3 credits, including, physics, chemistry, and biology (in that order)	Physics or Physics-Honors (1 credit)	Chemistry or Chemistry-Honors (1 credit)	Biology or Biology Honors <b>Additionally,</b> AP Chemistry or a science	A science AP or a science elective may be taken	3

			elective may also be taken (1 credit for a full year, ½ credit for semester elective)	(1 credit for a full year, ½ credit for semester elective)	
<b>World Languages &amp; Cultures</b> 3 credits in 3 consecutive years of the same language	Chinese French German Japanese and Spanish	Chinese French German Japanese and Spanish	Chinese French German Japanese and Spanish	Chinese French German Japanese and Spanish	3
<b>Health &amp; Physical Education</b> 4 Activity Points	First Year Seminar in Grade 9: PLUS (Preparing for Life in the Upper School) Second Year Seminar in Grade 10: Health  <b>Health, Wellness, and Physical Education:</b> In addition to the required 9 <sup>th</sup> and 10 <sup>th</sup> grade health and wellness classes, students are required to earn four (4) physical education, sport and/or activity points. The physical education, sport and/or activity must be earned prior to second semester senior year. Physical education, sports and/or activity points may be earned in the following ways: <ul style="list-style-type: none"> <li>○ Participation in one full year of the Inertia Dance Program (3 points)</li> <li>○ Participation in one full Season of a JV or Varsity SPSG sport (1 point per season)</li> <li>○ Participation in fall musical, fall musical stage crew, winter production, spring production (1 point per production)</li> <li>○ Acceptance in team manager role (1 point)</li> <li>○ Participation in one SPSG sports club, supervised personal fitness activity, or dance class that meets for 12 weeks and at least 3 hours per week (1 point)</li> <li>○ Kinetic Wellness course (1 points); may be taken more than once for additional PE points</li> <li>○ Independent, off campus study is available by application and prior approval only.</li> </ul>				(4 PE Points)

## CRITERIA FOR HONORS AND AP CLASSES

Recommendations for Honors and AP Courses are made annually by each academic department. In making recommendations, departments will consider the general items listed below in addition to specific departmental criteria.

In some cases, course recommendations may be reevaluated once the school year begins. If the placement is not effective for a student, provisions for review will be made before the end of the drop-add period. Grades, student drive, and teacher comments are the primary evaluative tools to move a student from an honors class to a college preparatory section. Likewise, a student who demonstrates honors-level skills may be moved to the honors or AP section if the timing will not place the student at a disadvantage.

### General Criteria for Honors and AP Classes

1. High academic achievement, as evidenced by Honor Roll and/or High Honor Roll recognition
2. Consistent high grades of at **least** a B+ or better in an honors or an AP class, or an A- or better in a standard college preparatory class
3. Consistent drive and a high caliber of sustained effort to meet all class expectations
4. Strong reading comprehension and critical and abstract thinking skills (qualitative and/or quantitative depending on the class requested)
5. A demonstrated willingness to tackle difficult concepts, issues, and problems
6. Strong standardized test scores (i.e. MAP, ISEE, HSPT, PSAT or SAT)

7. Independent, consistent, and timely preparation for class and long-term projects
8. Evidence of strong interest in the subject
9. Current teacher's recommendation

## **Summary of Additional Requirements, by Department or Course**

### **The Arts**

- AP Studio Art: Submission of a portfolio of work to be reviewed by committee. The portfolio must consist of a significant body of work that represents a student's developed art skills across multiple art classes

### **English**

- Graded writing sample
- Reading comprehension skills above grade level
- For AP classes, Verbal and Writing scores of 600 or higher on the PSAT

### **History and Social Sciences (general)**

- Graded writing sample
- Evidence of critical thinking demonstrated through discussion
- Reading comprehension skills above grade level
- High motivation and a solid work ethic

### **Math**

- Ability to be an independent worker
- Ability to think abstractly and a willingness to tackle difficult concepts and problems

**Science:** Please note that the recommendation of the department is a primary criterion for all science course placements. If a student is appealing for placement into a higher-level course than they were placed in, a placement test must also be taken. For each course, department members will consider the specific considerations listed below in making their recommendations.

- Physics Honors
  - Demonstrating fluency in scientific thinking, math fluency, strong comprehension and writing skills, critical thinking, problem solving skills, and strong motivation in science.
  - New Students: a 6 or higher on the ISEE math section and a math teacher's recommendation
  - Taking Geometry concurrently
- Chemistry Honors
  - A- or higher in Honors Physics or an A in Physics
  - Taking Algebra II concurrently
- Biology Honors
  - A- or higher in Honors Chemistry or an A in Chemistry
  - Evidence of strong writing skills
  - Taking Algebra II concurrently
- AP Chemistry
  - A- or higher in Honors Chemistry or an A in Chemistry
  - Taking Pre-Calculus concurrently

- AP Physics
  - A- or higher in Honors Physics or an A in Physics
  - Taking Calculus concurrently
- AP Biology
  - A- or better in Honors Biology or an A in Biology
  - Taking Pre-Calculus concurrently
- AP Psychology
  - Biology/Chemistry/Physics teacher and AP Psychology teacher recommendation (Seniors only)

### **World Languages & Cultures**

- Evidence of strong oral and written proficiency that moves conversation and theme forward
- Evidence of strong reading and aural comprehension skills without the use of outside resources



## THE ARTS

**Graduation Requirement:** *All students are required to take 1.5 credits (three semesters) in the Arts by graduation, completing at least one full credit by the end of the sophomore year. All Arts classes are offered in coordination with St. Paul's School; Dance, Music, Theatre, and Visual Arts classes are coeducational, and some Choral Music concerts are coordinated with St. Paul's School.*

### DANCE CLASSES

#### Dance 1-2

Dance 1-2 is an introductory one semester dance course where students study modern and contemporary dance at the beginner level utilizing concepts from ballet and jazz techniques. This class is designed to prepare students for Upper School level dance classes. The students' understanding of the performing art will culminate in a required performance on stage in the Ward Center.

#### Dance for the Athlete

This one semester course is designed specifically for the athlete to enhance and refine athletic performance through techniques and training that is traditional to dance. No dance experience is required. Students enrolled in this course gain an increase in body awareness, flexibility, agility and balance, while also gaining an appreciation for the art of dance. Students are required to participate in the dance concert.

#### Dance 3-4

Dance 3-4 is a one semester course that will continue the study of ballet, jazz, modern and contemporary dance from Dance 1 at an intermediate level. Prior dance knowledge is preferred. This class focuses heavily on anatomy and musicality, strength building, and performance quality. This course culminates in a required performance on stage in the Ward Center.

#### Dance 5-6

Dance 5-6 is a one semester course that is an intermediate/advanced study of ballet, jazz, modern and contemporary dance techniques. Prior dance knowledge is preferred as this class moves at a quicker pace and uses an understanding of the body to explore improvisational techniques. Students study current dance choreographers and styles on a global level. This course culminates in a required performance on stage in the Ward Center.

#### **Inertia Dance Company** (*Recommended: 4 years of serious dance study/training*)

Inertia represents the most dedicated dancers at St. Paul's Schools. Inertia provides dancers opportunities to fully immerse themselves in the performance components of the art by providing dancers with additional performance opportunities outside of the traditional SP/SPSG dance class, especially during the Winter and Spring Dance Concerts. Students have the unique experience of fully producing a student choreography showcase in the Spring on our main stage. In addition to the stage performances, Inertia students alongside our visual arts students create a dance on film site specific work. Past venues have included the Maryland Historical Society and Ladew Topiary Gardens. The company performs new and classical repertoire, in addition to working with guest artists in residence. Past guest artists have joined us from the Radio City Rockettes, Alvin Ailey, New York City Ballet, Complexions Contemporary Ballet, *A Chorus Line* National Tour, *Hairspray Live!* *Mean Girls* on Broadway, and the Isadora Duncan Company. Dancers also have opportunities to attend outside dance workshops, festivals and

performances such as The Independent Dance Network Festival, The Maryland Dance Alliance Festival, and AIMS national conference.

## ***MUSIC CLASSES***

### ***Choral Music***

#### **Ivynotes - Choral Ensemble**

In Ivynotes, students rehearse and perform vocal music in a variety of styles from around the world. This includes music specifically written for choirs as well as musical theatre, pop, Jazz, Contemporary A Cappella, and others. Students in Ivynotes develop healthy ensemble and solo vocal techniques, sightreading skills, microphone technique, and knowledge of music theory. Ivynotes perform in the Winter and Spring Choral Concerts (including opportunities to collaborate and perform with musicians from St. Paul's School for Boys), at Chapel services and Prayers, athletic events, Baccalaureate, and other school-wide gatherings. They also sing in prominent venues, such as the Maryland State House and Washington National Cathedral. There is an international tour planned for Spring Break 2023, optional and open to members of Ivynotes and Saints. The class may be repeated for credit, and it may be taken as a semester or year-long course.

#### **Saints – Advanced Choral Ensemble**

Enrollment in Saints is open to singers in Grades 10, 11, and 12 by permission of the instructor. This choir is dedicated to achieving high-quality performances of a wide variety of treble choral music, representing many influences and cultures. This includes significant choral works (with the opportunity to perform with professional instrumentalists), musical theatre, pop, Jazz, “tight-harmony” music, and Contemporary A Cappella. The course emphasizes developing effective vocal techniques and artistry, intermediate and advanced sight-singing skills, arranging, and knowledge of music theory. Saints maintain an active performance schedule, with appearances in the Winter (in collaboration with St. Paul's School for Boys) and Spring Choral Concerts, at SPSG Prayers, Baccalaureate, and athletic events. They also sing in prominent venues, such as the Maryland State House and Washington National Cathedral. This full-year course may be repeated for credit.

### ***Digital Musical***

#### **Digital Music 1: Technology and Production**

Digital Music 1 is an introductory course that introduces students to the skills needed for a vast range of professional careers in the music world. Students will explore digital and analog technologies to produce their own music and the music of other artists. This program delves into composition, music theory, recording, and performances with soloists and ensembles. The class will learn the core principles of Digital Audio Workstation (DAW) use and identify best practices in creating and editing digital music. The learning outcomes for this class will develop critical listening skills and a high-level application of recording, mixing, mastering, and musical-instrument software tools. The course will culminate in a demonstration of skills in recording acoustic and digital sound sources for real world-based needs.

#### **Digital Music Production 2**

Digital Music Production 2 is a semester-long class will focus on music shaping, composition, and sound design. Work with Garageband software will be the initial focus before students learn the basics of Logic Pro X and Ableton Live. We will explore editing and mixing while examining the technologies that attribute to the art form. Our classes will welcome guest musicians to perform during the recording projects. Course units will provide the opportunity for students to learn studio etiquette, collaboration with artists, and digital mastering techniques. The curriculum will also introduce the merging of audio and video. Digital Music Production II is a project-based course, culminating in a final project where students will create music for an original commercial. Prerequisite: Digital Music Production 1.

## *Instrumental Musical*

### **Jazz Band 1-2**

This year-long course engages students in the evolving genres of instrumental jazz and vocal music. The Jazz Band provides the opportunity to learn, record and perform Swing, Latin, Bossa Nova, Ballads and Rock. Students are introduced to concepts in jazz improvisation and will gain fundamental knowledge of chord and scale relationships. Major focus is placed on learning and communicating the "language" of Jazz, as well as understanding rhythmic and melodic phrasing. This class develops musical independence by introducing the arrangement of standards and modern material. Our band members develop the skills necessary for live performance, as well as studio recording. We perform at seasonal concerts, festivals and community events. Students who have prior experience in brass, winds, guitar, bass, strings, drums/percussion, and keyboards, as well as other instruments and/or as solo vocalists may enroll, with the permission of the instructor. This course may be repeated for credit.

### **Jazz Band 3-4**

This year-long course builds upon the skills and concepts introduced in Jazz Band 1-2, with an emphasis on creating student arrangements, advanced improvisation, recording, music production, sightreading, and music theory. Jazz Band 3-4 maintains an active and highly visible performance schedule at our schools as well as in prominent local and regional venues. The students delve into arranging standards for various instrumentations, and situations. They also examine how some mainstream artists have crossed over into Jazz and add them to our repertoire. The course is open by permission of the instructor to instrumentalists and vocalists with demonstrated proficiency in their instruments and/or voice and may be repeated for credit.

## ***THEATRE CLASSES***

### **Improvisation**

Improvisation gives actors the tools to work together, accept and build off each other's ideas and embrace spontaneity and play. In addition to growing their speaking and listening skills, students learn how to develop exciting stories, create fascinating characters, and present them through fun improv scenes and games. Students also learn different types of improv formats, structures, and games. The Improv classes are all about jumping in, having fun, playing hard, working together, and finding your voice. Always fun, this class focuses on developing improv skills and creating confident performers.

### ***Theatre Level 1***

#### **Acting 1**

The goal of Acting 1 is for students to be able to discover their potential as a performer and gain confidence on stage through theatre games, exercises, monologues, and scene work. This is a studio style performance class, and active participation is an important part of that. It is a class for someone who will learn by doing, someone who is willing to engage fully in the exercises and someone who is willing to put in time outside of class to work on material. Previous theatre study is not required.

### **Technical Theatre 1: Introduction to Technical Theatre Production**

This course is a practical overview of all aspects that go into getting a production ready for the stage. Students are introduced to lights, sound, woodworking, scenic painting, prop design, and costume construction as they work hands-on to prepare materials for The St. Paul's Schools' productions.

Students start the course by learning shop safety and how to use tools and theatre technology properly. They also study the various technical careers in Theatre including Set Design and Construction, Master Electrician, Sound Designer, Stage manager, Costume Design and Wardrobe, Props Master, and Deck Hand and learn from guest artists from professional theatre companies. They work as their own production company, led by our Technical Director, to create sets, costumes, lights, sound and props. The semester culminates in a rotation executing all roles in preparation for Technical Theatre 2.

### ***Theatre Level 2***

#### **Acting 2/3**

This one-semester course focuses on developing the fundamental skills used in rehearsing and performing scenes from classical and contemporary plays. Through an exploration of various acting techniques, students acquire the tools and skills necessary for honest characterization. Students explore acting through the perspective of Stanislavski, Uta Hagen, Sanford Meisner and Anne Bogart. Acting 2/3 culminates in a showcase of scenes prepared and rehearsed throughout the course. This course may be repeated.

### **Musical Theatre Performance 1/2**

This course explores the craft of musical theater through scene exploration, vocal technique and acting exercises. Students learn and rehearse "scene into song" from the diverse musical theater repertory, enabling the students to develop versatility and a sense of style. This course places emphasis on developing honesty, ease, and expressiveness in musical theater performance. Students are also introduced to musical theater audition techniques and basic musical theatre dance. The course culminates with an evening showcase performance of scene and songs. This course may be repeated.

## **Technical Theatre 2: Theatre Design and Management**

This semester course teaches students the skills necessary to create a design based on a theatre text and perform the management positions that help a production to run. It introduces the basic skills necessary for creating designs such as text analysis, rendering, model building, and artistic collaboration while also giving practical experience in Stage Management and being a Deck Hand.

Students begin by learning the elements of design and then apply them to theatre and dance productions as they use their imagination and talents to bring stories to life. As a final project, students collaborate on design teams to create a unified design for a play. Prerequisite: Introduction to Technical Theater; or 9<sup>th</sup> grade English and Visual Art or Graphic Design.

### *Theatre Level 3*

## **Advanced Acting**

Intended for advanced acting students, this course focuses on in-depth exploration of a variety of theatre traditions and acting theories. Students explore a range of plays and playwrights to understand trends and style. The ultimate goal of the course is two-fold: 1) learning about world theatre traditions and performance styles, and 2) examining and practicing the techniques of various acting theorists and their approaches. The course culminates with a showcase of scene work and independently created solo theatre pieces.

## **Directing**

Student directors learn the craft of directing through script analysis, concept development, actor-director communication, staging & composition, auditioning and rehearsal planning & execution. Though the focus lies primarily in the role of the director, students also explore the viewpoint and process of the actor, designer, and dramaturge. The second half of the course allows students the opportunity to test their directing skills both theoretically and practically. Students work to create a Director's Notebook, for which they choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. The course culminates in a Director's Showcase with a presentation of scenes directed by the students in the class.

## **Technical Theatre 3: Theatre Design, Lighting and Sound**

This semester course is designed to fully immerse students in the world of electrics within the theatre industry. It introduces the responsibilities of various job positions from Interns to Designers to Programmers, and how all those positions collaborate with not only each other, but other members of the production team. This course delves into conceptual design work, programming & editing techniques, live sound mixing, and system integration of lighting. The curriculum focuses on both the practical implementation of electrics and the theoretical impact these elements can have on others.

Students start the course by engaging with assignments designed to get them in tune with the lights and sounds happening around us in our world every day. Throughout the semester, students build on their skills by designing and creating their own pieces of work based in the pillars of function, expression, and impression. This class culminates with students collaborating on design teams to create a unified design for an instructor-approved play. Prerequisite: Introduction to Technical Theater or Visual Art, or Graphic Design.

### *Theatre Level 4*

## **Ensemble Theatre**

Ensemble Theatre is a practical, on-your-feet introduction to collaborative and devised theatre-making. Though particular roles may be assigned – writers, directors, actors, designers – the creation of the piece, whether wholly

original or adapted, happens with the artists working together in the rehearsal room, informing each other's processes. Students are exposed to a variety of processes in ensemble-theatre-making, including adaptation, group writing, found text, Viewpoints and Composition, improvisation, as well as methods of offering critical feedback on works-in-progress. Students are encouraged to use source material of great personal interest to them. Collaboration, communication skills, imagination, and risk-taking are the foundations for this rigorous coursework. This work culminates in the generation, rehearsal, and performance of an original piece of devised theatre.

## **Theatre Production**

This class is centered around producing a full-length play from page to stage, which serves as the mainstage Upper School production for the spring. Having selected the play for production, students engage in an in-depth exploration of the play production process, from initial readings and play analysis through design and production. All elements of production are explored, as students take on roles as actors, directors, dramaturges and designers. While this course may require rehearsals outside of class time, students involved in athletics or other after school activities are highly encouraged to enroll.

## **Technical Theatre 4: Theatre Production, Capstone Project**

This semester course is for a student who is passionate about stage design and is interested in considering a career in production. Students choose a design role and create an original design plan for a Ward Center production in a culminating academic and artistic project. Students learn to collaborate artistically with directors and other designers, project manager, and work under a budget to bring their artistic vision to life. This class can be taken multiple times for credit, with the approval of the instructors. Prerequisite: Technical Theatre 2 or Technical Theatre 3.

**IB Theatre (Two-Year Course):** *Students who take all courses in Level 3 and Level 4 Theatre can earn IB Theatre credit.*

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Program Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre as participants and audience members they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.





## ***VISUAL ARTS CLASSES***

### ***Visual Arts Level 1***

#### **Visual Art 1**

This one semester course is for the student who has a casual interest in art or are art-lovers looking forward to building a portfolio throughout their upper school years. Students work on building skills and confidence in the art-making process through exploration of artwork from diverse cultures around the world using a variety of materials, techniques and experiences. Student choice is encouraged in each assignment to make connections with artists and artwork from different time periods and regions.

#### **Digital Art 1: Foundations of Digital Art**

This one-semester course is offered both fall and spring semesters to all Upper School students. As an introductory digital art class, students will learn elements of art, design thinking, problem-solving skills, graphic design, photography, and video. Students will utilize Adobe Photoshop, Lightroom, Illustrator and iMovie in this course. Additionally, this course offers opportunities for project management and collaboration, exploration of influential artists, and design trends we see in the world today.

### ***Visual Arts Level 2***

#### **Visual Art 2**

This one-semester introductory painting and drawing course develops art concepts and problem-solving skills in drawing from observation. Students explore colors in light and shadow with a variety of materials, including drawing media and oil paints. Students are encouraged to explore self-expression through mixed media work and collage and to connect with artists and styles to inform their own work. Although most students in the class will have taken Visual Art 1, Visual Art 1 is not a prerequisite for sophomores, juniors, or seniors who would like to begin taking Visual Art.

#### **Digital Art 2: Intermediate Digital Art Programs and Concepts**

In this one-semester course, students will build on their prior knowledge of the Adobe Creative Suite with a focus on using Digital Art programs to create narratives and tell stories. The class will cover a range of topics including animation, experimental photo editing, on-location photo/video shooting, video effects, and artist bookmaking. Students will use programs such as Adobe Photoshop, Animate, Premiere, After Effects, and InDesign. Additionally, this course offers opportunities for increased freedom and student-centered learning, with a goal of having each student bring their own passions into the classroom to begin discovering their own unique artistic voice. Prerequisite: Pre-requisite DA1 or a portfolio submission.

### ***Visual Arts Level 3 and 4***

#### **Visual Art 3**

Students in this one-semester class continue to develop their skills in painting and drawing from observation of the color created in light and shadow and as found in portraits, figures, and landscapes. They also enhance their creative problem solving with more open-ended themes that challenge each person to find their own solutions. Students develop, enhance, broaden, and deepen their portfolio in preparation for more advanced courses.

#### **Visual Art 4**

In Visual Art 4, a one-semester course, students develop an advanced portfolio in preparation for AP Studio Art. Assignments are increasingly self-directed as the semester progresses, and students begin working with a series of related artworks in preparation for AP Studio Art.

### **Digital Art 3: Advanced Digital Art Concepts and Program Mastery**

This one-semester course focuses on developing mastery of digital art programs, with a strong emphasis on artistic concepts and theory. Students will explore topics essential to today's digital artists, ranging from cutting-edge technology such as Virtual Reality and 3D workspaces, issues of copyright and fair use, NFTs and selling artwork, and documentary ethics. Students will also enjoy a great freedom of choice in exploring topics of interest to them, using their artistic voice to shape a cohesive portfolio that demonstrates both program mastery and conceptual thought. By the end of the course, students will be encouraged to select a program of their choosing to focus on and explore as an in-depth preparation for their capstone course. Prerequisite: DA2 or a portfolio submission.

### **Digital Art 4: Capstone**

The Digital Art Capstone course allows for students to select an area or program of interest, spending a semester engaged in the development of a significant project. Students will lead the development of their own project and ideas, using the teacher and classmates as resources in their journey. Capstone project examples could range from creating an extended film or animation, designing a brand, making an artist book, or working in series. This project will culminate in a public project presentation, and students will leave the course with an artist website and portfolio intended to be submitted to prospective colleges or art show opportunities. Prerequisite: DA 3

\*This course may be repeated for credit with instructor's permission.

### **AP Studio Art**

The AP Studio Art class is a full-year course that provides the committed art student the opportunity to create a body of work reflecting a consistent theme and style for submission to the Advanced Placement program. The course has a rigorous schedule of assignments allowing the students to develop an extensive portfolio over the year while improving their skills. Many students also submit a college portfolio. Students showcase their art in our community and are expected to show their work in our various school art shows. Many colleges offer credit for high scoring AP portfolios; speak with your college counselor for details.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## ENGLISH

**Graduation Requirement:** All SPSG students must take four full years of English, successfully complete their senior capstone project (a research paper, annotated bibliography, and oral presentation), and write and deliver a senior speech to a school-wide audience to earn a diploma.

All Upper School English classes place an emphasis on the skills of critical reading, critical writing, research and information literacy. The writing process is central to the Department's philosophy of reflection, revision, and growth. Through a collaborative writing workshop, students learn how to give and receive peer feedback and self-assess in order to develop their personal voice. Students write in a variety of modes in their Upper School English classes, including personal and creative writing as well as formal argumentative essays. The course texts vary at each grade level and often allow for the element of student choice as a way of cultivating independent thinking and a joy of reading.

### English 9

Students begin the Upper School English program with wide exposure to literary genres, including fiction, poetry, myth, nonfiction, drama, graphic novels and contemporary news sources. Through exploration of these genres, students learn to make connections across texts by identifying archetypes and motifs. Students build their vocabulary, grammar, and literary analysis skills through various text-based assignments and assessments, ranging from personal narratives to thesis-driven argumentative writing. Students are introduced to the writing workshop model of self- and peer-review and revision. A central goal of English 9 is skill-building, including the development of critical reading and writing and language fluency. Students in English 9 read Wes Moore's *The Other Wes Moore*, Mark Haddon's *The Curious Incident of the Dog in the Night*, Shakespeare's *Romeo and Juliet*, and Ibi Zoboi's *Pride*.

### English 9 Honors

Students begin this course with an examination of writing craft, including the use of point-of-view, voice, and narrative structure. Students explore the same motifs and historical eras as in English 9; however, assignments are more rigorous, discussion is more complex, and there are additional opportunities for independent learning. In addition to some of the texts studied in English 9, students in Honors English 9 also read Celeste Ng's *Everything I Never Told You*, Nella Larsen's *Passing*, Shakespeare's *Macbeth*, Charlotte Perkins Gilman's *The Yellow Wallpaper*, and Jessica John's *Bad Cree*.

### English 10

English 10 emphasizes the development of critical reading and writing skills through a thematic focus on "community, belonging, and exile" in works from various historical periods. The summer reading selection lays a foundation for the course themes and essential questions which are reinforced through the course texts which range in genre from drama, to fiction, to the graphic novel. The Writing Workshop model continues, including the introduction of a formal literary research paper and continued work with vocabulary and grammar. Course texts include Shakespeare's *The Merchant of Venice*, Zora Neale Hurston's *Their Eyes Were Watching God*, Jesmyn Ward's *Sing Unburied Sing*, August Wilson's *Fences*, and Art Spiegelman's *Maus*. Students in English 10 complete a capstone writing assessment at the end of the year which incorporates the reading, writing, and research skills they have developed.

### English 10 Honors

Students explore the same motifs and genres as those in English 10. Using enrichment reading and paired texts, students in Honors 10 are introduced to new narrative styles and forms, such as magical realism, and literary themes involving ethics and philosophy. The focus on writing workshop continues, alternating between analytical and creative or personal assignments and comparative analysis. Students in Honors 10 learn to access, read, and engage with literary criticism and to critically compile research sources. In all genres of writing, students strive to develop their clarity, focus, independent thinking and personal voice. In addition to some of the texts read in English 10, students in English 10 Honors also read Toni Morrison's *Song of Solomon*, Mohsin Hamid's *Exit West*, and Friedrich Dürrenmatt's *The Visit*.

## **English 11**

This course highlights a variety of contemporary and classic literature which explores the themes of individual and collective identity, systemic power, and social justice. Through texts such as Kazuo Ishiguro's *Never Let Me Go*, Mary Shelley's *Frankenstein*, Shakespeare's *The Tempest*, and Lucy Grealy's *Autobiography of a Face*, English 11 emphasizes the sociocultural conditions out of which literary texts emerge and the tensions which arise between and among those stories. English 11 culminates in the development of an independent research paper based on one or more course texts.

## **AP English Language and Composition**

Students in this course read an array of nonfiction selections with an emphasis on stylistic conventions, grammar and usage rules, and contextual vocabulary. Students develop additional skills in composing analytical, argumentative, personal, and creative pieces through a rigorous writing workshop approach designed to prepare students for the AP English Language exam at the end of the year.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## **English 12**

Students in all sections of English 12 are required to complete a capstone research paper and oral presentation that is due in March. This project is a study of an independent research question of the student's own choosing. Students are required to take one first-semester English elective and one second-semester English elective, unless they are taking AP English 12, which is a full-year course.

## **AP English Literature and Composition**

The focus of Advanced Placement English is world literature, with an emphasis on the "classics of today and tomorrow." Students study a variety of genres, with an emphasis on poetry and fiction. Students explore the literary movements that impacted these works and various critical approaches to literature, including archetypal and psychoanalytic criticism and cultural studies. This advanced course demands extensive reading and writing and significant student participation in seminar-style class discussions. In preparation for the AP Literature exam, students learn how to analyze a text at the sentence-level and discuss the ways in which an author's use of language generates and intersects with theme. Critical writing is a significant element of the course, as students compose at least one essay or analytical paper for each major work of literature, including timed essays in preparation for the AP exam. One of the goals of AP Literature is to read closely for both form and meaning and to articulate the relationship between an author's stylistic choices and the meaning of the work as a whole. One of the essential questions for the course is "What makes a work of literature a classic?" Texts include William Faulkner's *As I Lay Dying*, Ralph Ellison's *Invisible Man*, and Shakespeare's *Othello*. Students are also required to complete a capstone

research paper and oral presentation that is due in March. This project is a study of an independent research question of the student's own choosing.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## English 12 Electives

*Please note that the department will select and teach electives each year from among those listed below based on student interest and faculty expertise.*

### Afrofuturism through Literature and Film

Afrofuturism is about examining the past, present, and future and imagining a world of better living conditions for people of African descent. This course will evaluate the intersectionality of race, politics, and gender with technology and art. Because Afrofuturism connects the African diaspora with a forgotten history, students will explore the concepts of fantasy, magical realism, and technology through a historical lens. Along with viewing short films, reading short stories and analyzing Beyoncé's *Lemonade*, students will explore literature by Octavia Butler.

### Black Contemporary Literature

What does it mean to love and how do we love? Poets and songwriters have filled books and airwaves with that question. In 1964, Marvin Gaye anthemically crooned “how sweet it is to be loved by you.” What does love look like in black contemporary literature? What are its myriad forms and expressions? The aim of this course is to examine contemporary black love as it is expressed in familial, romantic, fraternal, and cultural ways. The course will also examine the *absence* of love towards black Americans and the impacts of that absence; significantly, racism.

Why love? If we hold that the “greatest of all things is love,” then why not love? Literature can be many things: a means through which art, culture, history, and politics are created, shaped, and reshaped. But above all, literature is a means through which we make sense of our world and therefore ourselves. What is more vital than exploring one of the most important emotions that connects us to ourselves and to the world in which we live? Love! Students will analyze what love looks like through works by authors and artists who have thought deeply about this four-letter word. Authors we will encounter include bell hooks, Toni Morrison, Bernardine Evaristo, Jesamyn Ward, Ta-Nehisi Coates, Glory Edim, Alice Walker, Kacen Callender, Britt Bennett, Bolu Babalolai, Audre Lorde, and Sara Collins.

### The Bildungsroman: Coming of Age through Literature

The coming-of-age novel, or bildungsroman, focuses upon young people in search of their identities as individuals and members of their larger societies. It is a powerful genre that engenders questions for readers about our own lives: Where did we come from? Where do we fit in? What is our purpose? Reading texts such as Ian McEwan's *Atonement*, Jonathan Safran Foer's *Extremely Loud and Incredibly Close*, Amy Tan's *Joy Luck Club*, Kazuo Ishiguro's *Never Let Me Go*, and Chimamanda Ngozi Adichie's *Half A Yellow Sun*, we will dive into this timeless, cross-cultural genre while also considering the forces that shape our own becoming.

## **Coming of Age: A Literary Journey into Adulthood**

In this course, we will read fiction and nonfiction texts with characters who are growing into adulthood in varied, entertaining, and insightful ways. We will discuss the social, emotional, environmental, and physical factors that shape a young person's development into the adult who they will ultimately become. Classes will include reading discussions, literary and film analysis, and a personal narrative writing unit.

## **Contemporary British Literature**

In this course, students will explore some of the key writers, themes, literary forms and techniques in modern and contemporary British fiction as well as the relevant historical, theoretical, and cultural issues these figures and their works raise. Possible texts and authors include EM Forster's *A Room With a View*, Ian McEwan's *Atonement*, Natasha Brown's *Assembly*, and Sunjeev Sahota's *China Room*. Selections may also include short fiction by Zadie Smith, Hilary Mantel, Ali Smith, Hanif Kureishi, Kazuo Ishiguro, and Salman Rushdie.

## **Contemporary East Asian Authors**

This elective is designed to introduce students to a variety of East Asian authors offering a unique perspective to the contemporary literature landscape. Through novels like *The Leavers* by Lisa Ko, *If You Leave Me* by Crystal Hana Kim, and *Severance* by Ling Ma, students will delve deep into the experiences of immigrants in America, citizens recovering from war, and the everyday experience of Asian Americans. Contemporary Asian poets like Li Young-Lee, Chen Chen, Ocean Vuong, and Paul Tran will be among many other poets studied in class.

## **Contemporary Women's Voices**

This elective is designed to introduce students to contemporary novelists, poets, and essayists—who happen to be women. The topics covered in this course are varied, and they are presented in a variety of genre, perspective, and style. This course will challenge and support students in continuing their evolution into active, original thinkers with powerful insights. The novels, poems, and essays we will study students to engage in empathetic reading and creative and analytical writing. The texts will serve as models to write their own work using the styles and techniques employed by the authors read in class. Texts include *The Leavers* by Lisa Ko, *Little Fires Everywhere* by Celeste Ng, and *Home Fire* by Kamila Shamsie.

## **Creative Writing Sampler**

Students will sharpen their creative writing and analytical skills by exploring contemporary fiction, creative nonfiction, poetry and screenwriting and then applying the strategies they learn in the works they study to their own poems, stories, narrative and plays. Students will be exposed to a variety of forms, allowing them to develop their voice, generate drafts, and understand how literary masters use these same techniques in classic and contemporary literature. Students will participate in craft discussions and traditional workshops, encouraging them to provide thoughtful and critical feedback.

## **Exile and Belonging: Introduction to Postcolonial Literature**

Introduction to Postcolonial Literature examines how literary texts depict the experiences and effects of Western colonization in Africa, Asia, and the Caribbean. Our central focus in this course will be on the problem of “home”: What and where is home for those who have been under colonial rule? Who claims and controls the homeland? Who belongs and who is exiled as “other”?

This course will introduce students to the key terms and concepts which frame postcolonial studies, such as *cultural imperialism, nationhood, hegemony, diaspora, hybridity, and mimicry*. We will begin with Edward Said’s text, *Orientalism*, which will lay the foundations for our study of works of literary fiction and nonfiction, including *Midnight’s Children* by Salman Rushdie, *The Reluctant Fundamentalist* by Mohsin Hamid, and *A Small Place* by Jamaica Kincaid. In addition to the core texts, we will study a variety of poems, essays, and films which represent the struggle for political, economic, and cultural liberation.

## **Feminist Gothic Literature**

What do haunted houses and things that go bump in the night have in common with the experience of being female? How do so-called “haunted” places connect to the psychological space of the feminine mind and experience? How might we consider the Gothic’s role in grappling with the intersectionality between race, class, sexuality, and gender? In this course, we will examine how writers and artists use the Gothic genre to delve deeply into what it means to be a woman. Texts include Shirley Jackson’s *Dark Tales*, Ottessa Moshfegh’s *Eileen*, Helen Oyeyemi’s *White is for Witching*, Silvia Moreno Garcia’s *Mexican Gothic*, and selected short stories, poems, articles, and films.

## **Food and Culture**

Read! Watch! Discuss! Eat! Write! Students will explore food writing across the genres of memoir, documentary, personal essay, narrative cookbooks, and poetry. Texts will focus on the art of storytelling through food and culture and how the food we eat, and share is a direct reflection of our families and communities. Texts will include contemporary essays, short stories and one full-length memoir. Students are encouraged to bring an open mind and an appetite for learning about food, its origins, and what it says about our global and personal communities.



## **Global Literature**

This senior elective course examines 20<sup>th</sup> century literature by authors from around the world. Students study the authors' country of origin and the works of literature in their cultural/historical contexts in order to discuss and write critically about these works within a framework of cultural diversity. Topics addressed in this course are the devastating effects of totalitarian regimes, communism, assimilation, gender, and patriarchal societies. Countries explored include Cambodia, Nigeria, India, and China. Readings may include *In the Shadow of the Banyan*, *The Thing Around Your Neck*, *Fasting, Feasting* and *Balzac and the Little Chinese Seamstress*.

## **Intersectional Voices**

This elective is designed to share the varied tapestry of queer voices in contemporary literature. The goal of this course is to celebrate and join the conversation with LGBTQIA+ voices and explore the diverse, unique perspectives of an oft-overlooked population. The course is intended to give a glimpse into a variety of lived experiences, though it simply cannot encompass every individual experience. Through the lens of intersectionality and critical queer literary theory, we will read novels, short stories, personal essays, and poetry by LGBTQIA+ authors, particularly people of color. To be successful in this class, you are encouraged to read, view, and listen carefully, empathetically, and thoughtfully, while remembering that these texts serve as only a glimpse into an impossible-to-contain experience of countless people worldwide.

## **Literature and the Arts**

This elective integrates the Arts into the study of literature to deepen students' understanding of the text, to challenge students' understanding of themselves and of others, and to foster sophisticated observation, comprehension, reflection, and analysis of both art and literature. All genres of literature, primarily from the 20<sup>th</sup> and 21<sup>st</sup> century, are paired with various art forms. For example, Emily Dickinson's poetry is paired with Martha Graham's ballet *Letter to the World*. Thornton Wilder's *Our Town* is paired with Norman Rockwell paintings. Toni Morrison's *Song of Solomon* is paired with African American painting and photography from the Smithsonian's Oh, Freedom! Website and African American quilts involving pattern and Biblical symbolism. Students are assessed on their understanding of the literary works in the course and of the art as it supports our study of literature. Students also create their own artwork as a culminating creative project to showcase their understanding of the literature.

## **Magical Realism in Latinx Literature**

What is it like to write and read stories in which the boundaries between the real and the imagined are blurred? To speak truths from within systems that seek to silence truth-tellers? In this course, we will consider Latinx writers' use of magical realism to depict, celebrate, and represent truth within systems that seek to subdue it.

Texts will include Caribbean Fragoza's *Eat the Hand That Feeds You*, Gabriel Garcia Marquez's *Chronicle of a Death Foretold*, Silvia Moreno-Garcia's *Mexican Gothic*, selected short stories and poems by Jorge Luis Borges, Clarice Lispector, Julia Alvarez, Julio Cortazar, Sandra Cisneros, and others.

## **Pandemic Literature**

In this course we will consider the impact of pandemics on art, literature, and human experience. From the bubonic plague to the spread of Covid-19, pandemics not only invoke tragedy, but also engender powerful works of art as humans respond to their shared experiences. In addition to selected poetry, visual art, and film, texts may include Geraldine Brooks' *Year of Wonders*, Maggie O'Farrell's *Hamnet*, Emily St. John Mandel's *Station Eleven*, Ling Ma's *Severance*, and Rumaan Alam's *Leave the World Behind*. To sharpen analytical skills as well as process their own pandemic experiences, students will respond both critically and personally in their reading, writing, and contributions to class discussions and activities.

## **World Literature of the 20<sup>th</sup> and 21<sup>st</sup> Centuries**

This course is an introduction to major works of world literature written in the 20th and 21st centuries. Focusing mainly on works of literature that take the experience of the broader world as their theme, this course will explore the varied artistic modes in which great writers have situated themselves in the world, helping us to understand the deep roots of today's intertwined global cultures. Possible core texts and authors include *The Norton Anthology of World Literature*, Chinua Achebe's *Things Fall Apart*, Marjane Satrapi's *Persepolis*.

## HEALTH AND WELLNESS AND PHYSICAL EDUCATION

*Graduation Requirement: A comprehensive and developmentally appropriate health and wellness curriculum is taught through advisory, assemblies, First Year Seminar in 9th grade: PLUS (Preparing for Life in the Upper School) class, Second Year Seminar in 10th grade: Health classes. Additionally, the elective Kinetic Wellness may be taken more than once in 11<sup>th</sup> and 12<sup>th</sup> grades.*

### **First Year Seminar in Grade 9: PLUS (Preparing for Life in the Upper School)**

PLUS is a semester long course that combines health topics with Life Skills and is taught by the school counselor. Because 9th grade is a transition year, not only academically but also socially, emotionally and cognitively, PLUS topics and interactive discussions allow students to build knowledge and skills to become confident and empowered learners and young women. The curriculum focuses on specific content areas such as healthy relationships, assertiveness, leadership, goal-setting, decision-making, identity development, and self- confidence. The course is graded pass/fail.

### **Second Year Seminar in Grade 10: Health and Wellness**

Health classes meet weekly and explore a variety of age-appropriate topics such as adolescent development, body image, respect for all, safety in relationships, drug and alcohol prevention, and social networking. These classes are interactive and reflective in nature and seek to cultivate student voice, self--respect, and respect for others.

### **Kinetic Wellness**

Kinetic Wellness is a one semester course designed to provide students the opportunity to integrate movement with personal wellness in meaningful and authentic ways. The course will focus on the essential understandings of physical literacy by allowing students to participate in a wide variety of physical activities. The course will be movement-based and require fitness clothes and appropriate footwear for activity. This is a Pass/Fail course; you must pass the course to receive credit. The course is also one of many options for earning PE Points (4 PE Points are a graduation requirement). Successful completion of the Kinetic Wellness course counts as 1 PE Point and the course may be repeated for additional PE points.

### **Team Manager**

Students may apply to be a manager of a team to earn one sports point. Students wishing to be a manager for a V or JV level team should submit their request in writing to the athletic director. Selection is made based on availability, seniority, knowledge of the sport, and previous participation in the sport.

It is expected that the manager play a strong support role to the head coach. If for any reason, the manager is not fulfilling the duties as outlined, the manager will not earn the PE point.

To earn the point, students must attend all home and away games as well as two practices each week to assist with any and all duties the head coach requires. These duties include:

- Gameday preparation
- Uniform Distribution and Collection
- Social media support – provide AD with team pictures
- Score Reporting
- Gameday clock management
- Greeting visiting team
- Video-taping games and practices
- Maintain team communication
- Equipment Management – balls, water, med kit

Additionally, students should engage in 30-40 minutes of physical activity during practice including but not limited to:

- Warm-up with team
- Conditioning activity with team
- Assist with retrieving balls, timing runs, moving equipment
- Movement during down time in practice i.e.: walking laps

The role is open in the following sports:

Field Hockey (V and JV), Volleyball (V and JV), Cross Country, Indoor and Outdoor Track, Soccer (V and JV), Basketball (V and JV), Lacrosse (V and JV), Softball (V).

## HISTORY AND SOCIAL SCIENCES

**Graduation Requirement:** All students are required to take at least three years of history/social science in the Upper School, including *Modern World* and *United States History*. After sophomore year, students can choose from a variety of electives and AP courses to complete their requirement.

### Grade 9

#### Modern World History

This is a broad survey of world history from 1450 through the end of the Cold War. Students examine the beginnings of modernization in Europe, the spread of colonial rule, and the responses to imperialism in India, Africa, Asia, and North and South America. Students explore the causes and consequences of revolutions and the development of global conflicts in the twentieth century. The course promotes a strong understanding of global geography and emphasizes the development of reading, writing, and research skills. Students have opportunities to work collaboratively and independently on a variety of projects and activities, including papers, presentations, skits, and art. Each unit concludes with an assessment and may include several smaller assessments during the unit. Various types of assessments are utilized, including multiple choice and short answer questions, document-based essay questions, comparative essays, timelines, and research-based projects. Some assessments may be performance-based, such as debates and simulations. The text is *Modern World History: Patterns of Interaction*, by Roger Beck et. al. Additional readings are provided as handouts or as online resources.

#### Modern World History Honors

Students in the honors section read additional primary and secondary sources and are required to conduct more detailed research and comprehensive analysis. Honors students write frequent analytical essays and are expected to demonstrate comprehension of longer reading assignments.

### Grade 10

#### United States History

This survey course examines the period from Colonial America to World War Two, with an emphasis on political, social, and economic continuities and changes. Units are organized chronologically and emphasize the development of critical reading and thinking skills. Students have opportunities to work independently and collaboratively on a variety of projects and activities, including research papers, essays, and presentations. Students are expected to analyze, interpret, and evaluate evidence in order to form defensible opinions, make judgments, and evaluate the significance of point of view in historical argumentation. Student learning is assessed in a variety of ways, including multiple choice and short answer tests, charts, class presentations and research papers.

#### AP United States History

This course is aligned with the revised College Board standards for AP United States History and proceeds according to time periods, themes, and key concepts that have been developed by the College Board. Major emphasis is placed on in-depth analysis of historical themes and acquisition of factual knowledge. Students develop college-level reading and writing skills as they engage with a wide variety of

documents, including primary documents, the textbook, and other secondary sources such as maps, graphs and charts, and political cartoons. Students are assessed regularly using a variety of methods designed to prepare them for success on the AP exam, including multiple choice and short answer responses, analytical essays, and research papers.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## **History and Social Science Electives (Grades 11 and 12)**

*All SPSG history electives are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School. "SP" next to a class indicates a coordinated class taught at St. Paul's School. Please note that the department will select and teach electives each year from among those listed below based on student interest and faculty expertise.*

### **Art History: History of the World Cultural Perspective**

This course surveys art history across the globe from prehistoric times to the present. This course neither requires nor assumes that students have any prior background in the discipline. The course is structured thematically, inviting students to investigate, compare, and discover connections both within and among cultures as we explore diverse ways that art reflects and communicates ideas about religious beliefs, power and status, the human body, the natural world, and more. In learning more about the history of art in diverse cultures, students refine their abilities to look at art, analyze it, and talk and write about it from critical perspectives, and they have opportunities to explore their own values, assumptions, and creative capabilities.

### **The Cold War Honors**

Students in this course explore the nature of the Cold War, the factors that led to the end of the Cold War, and the characteristics of the post-Cold War world. The course is designed to provide a global perspective while allowing students to explore the causes and consequences of global shifts in individual regions and states. Students have the opportunity to compare and contrast events in East Asia, for example, with those in Latin America, Oceania, South Asia and central Asia. Course materials are drawn from a variety of primary and secondary sources and students engage in individual and collaborative research on a variety of topics.

### **Comparative Empires**

In this course students compare the policies and practices of imperial administrations from a range of historical time periods, from ancient times through nineteenth century imperialism, the World Wars and the Cold War. Within this framework, students have the opportunity to pursue individual topics and areas of interest as well to acquire a durable understanding of political development.

### **History of the Atlantic World**

This course examines the complex relationships and interactions between the United States, Africa, and Latin America as they develop from the 16<sup>th</sup> century through to the present day. The course is focused on broad topics that relate to the political, social, economic and cultural changes that occur within and among the participants in the Atlantic World. Students read a variety of sources and perspectives and have opportunities to engage in original historical research and writing. Assessments include periodic tests and quizzes, as well as writing assignments and both collaborative and individual project opportunities.

## **History of Immigration in America**

The History of Immigration in America is a semester course that examines the patterns, rates of assimilation of various groups, and the evolution of government policy. Stories of exclusion and achievement are an important element of the class. Readings of both primary and secondary works as well as significant writing are an important method of teaching in this course.

## **History of Modern East Asia**

This course surveys the history of political, economic, social, and cultural changes across China, Japan, and Korea from the nineteenth century to the present. By examining the countries' distinctive identities and their interactions with the rest of the world, students consider the tensions faced by the countries over power, resources, imperialism, and the competing ideas of modernization. Incorporating historical documents, memoirs, documentaries, films, and material culture in the course, students investigate how these countries established their national identities and eventually became key players of the contemporary world order. Students will have ample opportunities to participate in meaningful research, critical writing, independent or collaborative projects and presentations.

## **History of Russia in Global Context**

This course will explore the history of the Russian state and its peoples from the Mongols through contemporary times. Students will read a variety of secondary and primary sources in order to gain an understanding of the political, economic, social and cultural developments that characterize Russia, the Soviet Union, and its component parts, including the Eastern Europe.

## **Issues in International Diplomacy**

This course introduces students to the concepts, methods and institutions that underlie the international order in the modern world, as well as forces of change that challenge that order. Students explore the practice of diplomacy in a variety of historical and present-day situations and engage in debates and simulations reflecting important issues. Students identify the foreign policy goals of various state actors as well as analyze the methods used to reach those goals. With the US presidential election in full swing, we will examine and analyze the foreign policy positions of the presidential candidates. Course materials include a variety of secondary and primary resources and students conduct meaningful research on a consistent basis.

## **Latin American Studies**

This course provides an interdisciplinary approach to the study of Latin America and the Caribbean. Students explore the history of the region up to the present day using a variety of primary and secondary sources, including art, history and music. Students may choose a particular country, region, or discipline to explore in greater depth through individual research projects. Emphasis is placed on the twentieth and twenty-first centuries and students will have ample opportunities to design projects and avenues of exploration and analysis.



## **Revolution and Decolonization**

Starting with the American Revolution, this course will provide a comparative study of revolutions and the role they have played in decolonization movements between the 18<sup>th</sup> century and the present. Specifically, the role of revolutions in bringing about the end of European colonial rule will be explored through three historical phases: decolonization of the Americas between 1776 and 1826, decolonization efforts in Africa and Asia between 1914 and 1975, and the collapse and fragmentation of the Soviet Union and its sphere of influence between 1985 and 1991.

## **US and Comparative Government**

In this course, students study the origins, ideals, structures, roles and interactions of our American Government while comparing examples from nations around the world for the purpose of context and perspective. We cover such topics as Political Philosophy, the Constitution, Civil Rights, Interest Groups and Lobbying, Voting, Congress, the Presidency, the Judiciary, and Federalism. Students read Primary and Secondary Sources, interpret data, make comparisons and applications, and develop evidence-based arguments.

## **US History After 1945**

US History After 1945 is a semester survey course of the United States that studies significant issues and events with regard to foreign policy, domestic policy, economic developments, social trends and cultural changes in this country since the Second World War. Particular attention is devoted to the Cold War and the Modern Civil Rights Movement. Harvard Case Study Projects, significant reading of both primary and secondary texts, and a research paper will be important elements of this class.

## **Women's History**

The Women's History elective explores the roles and contributions of women in the United States from the nineteenth century to the twenty-first century through political, economic, social, and cultural history. The course examines women's experiences and history from multiple perspectives, using a wide range of source material. Students also continue to practice and strengthen historical thinking and writing skills. Through collaborative and hands-on projects and writing assignments, students conduct primary source research and work together to create their own understanding of women's history in the United States and women's contributions and significance to world events today.

## **World History into the Twenty First Century Honors**

World History into the 21st Century, Honors 2: This second semester course begins with the end of the Cold War and examines the political, economic and social changes that accompany the formation of a new world order from approximately 1989 until the present day. The first semester course is not a prerequisite, but the approach will continue to provide a global perspective while allowing students to explore the causes and consequences of global shifts in individual regions and states. Students will have opportunities to direct their own research and emphasis will be placed on developing strong historical writing skills.

## **Constitutional Issues (SP)**

This course introduces students to constitutional decision-making made every day in the U.S. judicial system. It examines constitutional provisions concerning the separation of powers, federalism, and fundamental rights through a combination of readings, court opinions, lectures, and class discussions. Upon completing the course, students are familiar with the structure of the constitution; rights, powers, and responsibilities delineated by the U.S. Constitution; modes of constitutional interpretation; major rulings of the Supreme Court; and current and potential issues facing the Court. Through this course, students gain a more complete understanding of the significance of the Constitution in our everyday lives.

## **AP and IB History and Social Science Courses**

*All AP and IB History and Social Science courses are year-long, coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School. "SP" next to a class indicates a coordinated class taught at St. Paul's School.*

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

### **AP European History**

This course for juniors and seniors is an in-depth survey of European history from the Renaissance to the present, with instruction designed to prepare students for the AP European History Exam in the spring. College level reading and writing skills are developed as students engage with a wide variety of primary and secondary sources and explore the changes and continuities in European society, political and economic structures, and Europe's role in the world. Students also engage in intense study of cultural and intellectual institutions and their development. Class activities include discussions, collaborative projects, as well as individual research and presentations. Assessments are comprised of AP-style multiple choice tests and a variety of analytical essay responses to questions that have appeared on AP exams, in addition to review materials prepared by students in a variety of media.

### **AP Macroeconomics**

This course introduces students to fundamental national and global economic systems. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. Students study the tools of macroeconomic decision-making and apply macroeconomic theory to determine the expected outcomes of policy decisions. The course culminates in the AP Macroeconomics Exam in the spring.

### **AP US Government and Politics**

By studying the foundations and structure of the US national government, students explore how the US government plays out in the lives of Americans via civil liberties and rights, political ideologies, government policy, and political participation. Students analyze the political philosophies that influenced the creation of the American federalism and learn about the workings of the three branches of the US government (legislative, executive, and judicial). There will be a particular focus on founding documents (Constitution, Declaration of Independence) and how they influence American politics. Significant time is devoted to understanding the impact of major Supreme Court decisions, as well as writing and data analysis in preparation for the AP test in the spring.

### **AP World History**

AP World History examines the course of human events from the earliest societies through the present, with instruction designed to prepare students to succeed on the AP World History Exam in the spring. The course is divided into six time periods, each of which is explored and analyzed using five themes and according to several key concepts which pertain to specific time periods. Students develop college-level reading and writing skills as they engage with a wide variety of source documents, including the textbook, primary documents, other secondary

sources, maps, graphs, and charts. Assessments are designed to measure content mastery as well as critical thinking and analytical writing skills. AP-style multiple choice tests are coupled with writing assignments drawn from past free response questions on the Exam. Students also have the opportunity to pursue independent research and to work collaboratively on projects. The text is *Traditions and Encounters: A Global Perspective on the Past*, by Jerry Bentley and Herbert Zeigler. Supplemental reading from a variety of sources is made available to the students by the teacher.

## **IB Global Politics Standard Level 1 (SP)**

Global Politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. We explore fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts. We develop an understanding of the local, national, international, and global dimensions of political activity and processes. The IB Global Politics SL1 course lays a foundation of understanding of the main political theories of realism, liberalism and constructivism. This allows us to create structure and give context and background to the issues discussed. The foundational unit explores the nature of power, the operation of the state, and the function and impact of international organizations. We also discuss topics from other units: Human Rights, Development and Peace and Conflict with an emphasis on the latter. The class is structured to provide as many experiential opportunities to engage with the material. By using games, simulations, and debates, the students not only discuss politics but also experience politics. Students explore all issues at different levels of analysis ranging from the community level all the way to the global level. They are also challenged to approach politics through different group and individual perspectives. This allows them to solidify their own understanding of the world while at the same time expanding their outlook.

## **IB Global Politics Standard Level 2 (SP)**

The IB Global Politics SL2 course encourages students to continue challenging their understanding of the world by developing international perspectives, fostering a concern for global issues, and raising students' awareness of their own responsibilities at a local, national and international level. This year provides a more in-depth discussion of the Human Rights and Development units. Although a personally, culturally challenging course, it is also highly rewarding in broadening understanding and engagement with those surrounding the student.

## **IB History Standard Level 1 (SP)**

IB Standard Level History is a global survey of the key events of the Twentieth Century. SL 1 focuses on the first half of the century and is broken into four main categories: New Imperialism, Ideologies, and Economic Theories, Global Conflict Round 1 and Global Conflict Round 2. These headings allow the student to follow the causes and events of our modern world. While much attention is focused on America's history, an international perspective is used to fully explore the thinking and reasoning that guided the Modern Era.

## **IB History Higher Level 1 (SP)**

The first year of the two-year International Baccalaureate History sequence covers the most important events, people, and phenomena from 1898-1949 and explicitly links them to today's world. The course examines Imperialism, the First World War, the birth of Communism, the Great Depression and the rise of Fascism, the

subsequent Second World War, and the origins of the Cold War in post-war Europe. There is intensive development of the historical skills emphasized in the Ninth and Tenth Grade courses, with particular emphasis placed on source analysis and formal research, both of which are necessary for success on the IB History Internal Assessment (completed during the spring of the course) and the IB History Exam (completed at the end of the following year). The IBHL1 History course will approach the content through textual, audio-visual, musical and artistic media, compelling students to handle and interpret content from as many different perspectives as possible. Throughout, the IBHL1 course will emphasize inquiry and discussion, addressing key 20th Century concepts through informal and formal discussion-centered activities. The foremost priorities of this course are for the students to be adequately prepared for higher education, and to gain a significantly greater understanding of how the events of the first half of the 20th Century continue to challenge our society today.

### **IB History Higher Level 2 (SP)**

The second year of the two-year IB History sequence covers the most important events, people and phenomena 1953-1991 and explicitly links them to today's world. The course examines the Chinese Communist Revolution, the Korean Conflict, Civil Rights, Vietnam, the Modernization of China, the end of the Cold War, and finally a comprehensive review of both HL1 and HL2. IB HL2 continues the intensive development of skills that marks the IB HL1 course and the History curriculum as a whole, placing particular emphasis on source analysis and essay writing, the two skills necessary for success on the IB History Exam (completed at the end of the IB HL2 course). The IB HL2 course also continues the IB HL1's multi-dimensional approach to content through textual, audio-visual, musical and artistic media and intensive inquiry-based discussion. The IB HL2 course fine-tunes students' capabilities to interpret and understand historical and contemporary issues. Upon completion of this course, students should have the confidence and capacity to find success in any college-level history course and, more importantly, to explore and comprehend any national or global issue that has its origins in the twentieth century.

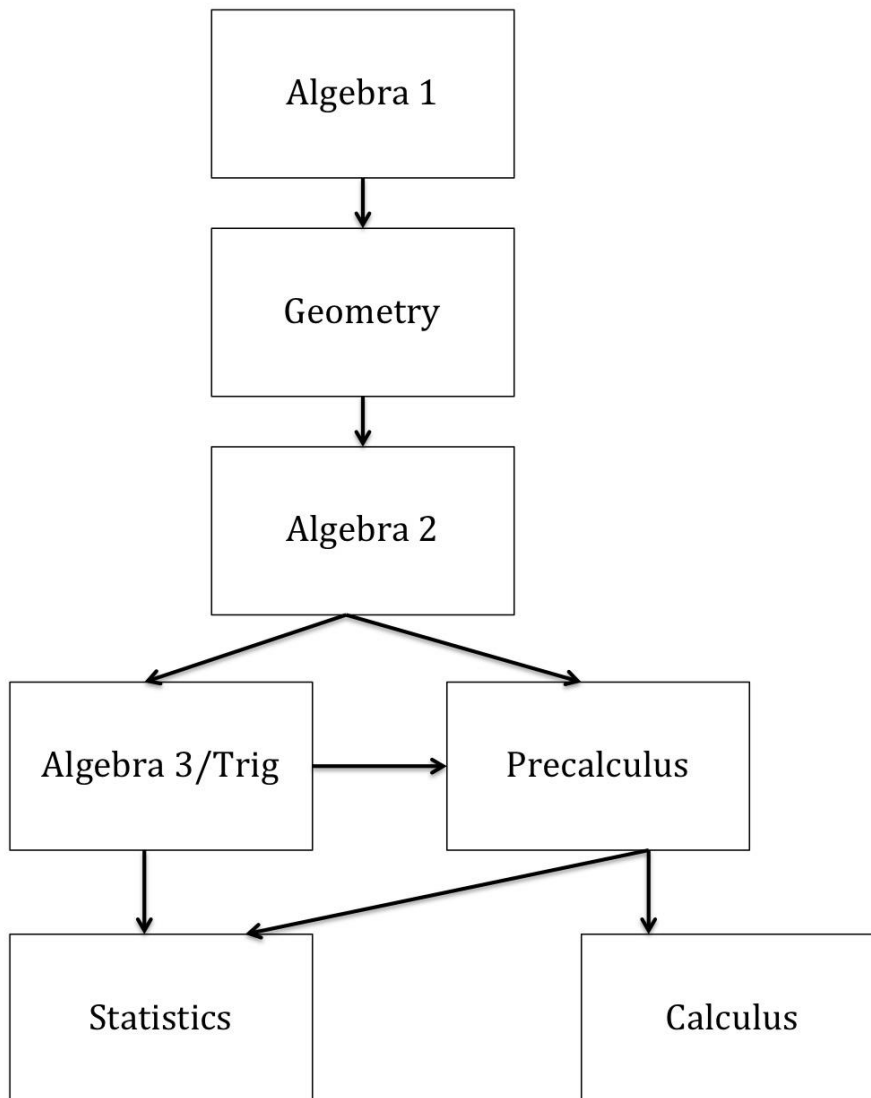
## LEARNING SERVICES

### **STEPPiNG (Student Transition and Educational Preparation Program in Ninth Grade)**

This study skills course is designed to assist students needing additional support in developing the study and organization skills necessary for s u c c e s s in the Upper School. STEPPiNG includes activities intended to supplement, reinforce, and practice skills taught in other courses. The course emphasizes reading and writing skills, strategies for comprehension, and vocabulary development. In addition, students focus on organization of work, workspace, and time management skills. The intention of the course is to equip the student with skills needed to achieve her maximum potential at SPSG.

## MATHEMATICS

**Graduation Requirement:** *SPSG requires graduates to complete four years of mathematics, including the successful completion of Algebra 2. All students must have demonstrated mastery of Algebra 1 in Middle School or Grade 9 before beginning Geometry.*



Courses are offered at the Standard and Honors Level Through Precalculus. Calculus and Statistics have an AP level. Student placement is determined through a combination of performance and teacher recommendations.

## **Algebra 1**

This course emphasizes the mastery of core algebraic fundamentals through an extensive study of operations and properties of real numbers, functions, linear equations, inequalities, systems of equations, polynomials, quadratic equations, and radical expressions. The goal of this course is to strengthen basic math skills and develop the concepts and problem-solving skills necessary for algebraic thinking. Upon completion, students should be able to apply the above concepts to solve practical problems.

## **Geometry**

This course presents key geometric terms and concepts beginning with points, lines, and planes and ending with the study of three-dimensional objects. Topics include parallelograms, triangles, circles, area, volume, Euclidean techniques, coordinate geometry, proofs, and transformations. Students apply the knowledge they have acquired to authentic situations with an emphasis on the STEAM areas of science, technology, engineering, and art. Students explore dynamic geometry through the use of online drawing tools and other technology resources that provide opportunities to review, practice, and apply knowledge.

## **Geometry Honors**

This course analyzes characteristics and properties of two- and three-dimensional figures in space, requiring students to make conjectures and formulate mathematical proofs using both classical Euclidean techniques and other representational systems such as coordinate systems and transformations. Students then apply their new knowledge to a wide range of authentic situations, emphasizing the STEAM areas of science, technology, engineering, and art, as well as pure mathematics. Varied types of assessments allow students to demonstrate their developing skills in reasoning abstractly, critiquing the arguments of others, modeling with mathematics, problem-solving, and using appropriate tools strategically, including computer-based sketch tools.

## **Algebra 2**

This course reviews and expands the basic content studied in Algebra 1. Students are introduced to more advanced algebra topics, including imaginary and complex numbers, rational exponents, and inverse and polynomial functions. Problem-solving strategies and efficient, effective use of the graphing calculator are skills that are woven throughout the course. Because algebraic thinking is found in almost every sphere of modern life, a thorough grounding in the abstract and applicative aspects of Algebra 2 is essential.

## **Algebra 2 Honors**

This course quickly reviews Algebra 1 topics, enriching and expanding on them. New topics include imaginary and complex numbers; rational exponents; inverse, rational and polynomial functions; exponential and logarithmic functions; and the basics of trigonometry. The major concepts of a function, its domain, its range, and transformations of functions appear as threads linking all the functions studied throughout the course. Students tackle the rich variety of abstract concepts and applications available in the Algebra 2 curriculum and learn to solve problems that require higher-level abstract thinking and applications in new situations.

## **Algebra 3/Trigonometry**

This course is for students who have completed Geometry and Algebra 2. It provides a comprehensive review of algebra topics and a complete study of trigonometric functions and their inverses. Trigonometry topics include trig equations, identities, graphs, and the laws of sines and cosines. Students learn to apply and adapt a selection of strategies and algorithms to solve problems using both traditional and technological tools.

## **Precalculus**

For students who have completed Algebra 2, this course is challenging but moderately paced. Topics include trigonometry, basic analytic geometry, and elementary and transcendental functions, with an emphasis on domain and range of functions, complex numbers, and basic algebraic concepts that are fundamental to success in calculus. This course requires higher-level abstract thinking, and, whenever possible, students study functions from all four p e r s p e c t i v e s : verbally, analytically, graphically, and numerically. The course is designed to prepare the students for future course work in mathematics such as calculus and statistics.

## **Precalculus Honors**

This course is challenging, intensive, and fast-paced and provides a mathematically sound preparation for students who intend to study calculus or Advanced Placement Calculus. Advanced mathematics topics are discussed using a theoretical approach enhanced by technology. Topics include trigonometry, basic analytic geometry, elementary and transcendental functions, complex numbers, and basic algebraic concepts used in calculus.

## **Calculus**

Students who wish to enroll in this course must have successfully completed precalculus. This course is designed to be a moderately paced introduction to differential and integral calculus. Students will gain a basic understanding of rates of change and accumulated change using analytical, graphical, numerical, and verbal models to represent real-world problems. Students will use graphing calculators extensively to enhance their understanding of these concepts.

## **AP Calculus (AB)**

This course follows the study of precalculus and is intended to provide students with a deep and rich understanding of differential and integral calculus. Throughout the course, students build the relationships that tie together functions, limits, derivatives, and integrals. Computations are always studied in the context of their applications. Whenever possible, students study functions from all four perspectives: verbally, analytically, graphically, and numerically. All students complete the course by taking the AP Calculus (AB) exam in the spring.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## **AP Calculus (BC)**



Students who have completed AP Calculus (AB) continue their study of calculus in this rigorous course. Equivalent to a second semester university calculus course, this class focuses primarily on advanced techniques of integration, the study of infinite series, and the exploration of parametric, vector, and polar functions. Enrichment in this course includes exploratory projects and challenging problems that provide students with the opportunity to think deeply about mathematics in search of elusive answers. The students complete this course by taking the AP Calculus (BC) exam in the spring.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

### **Multivariable Calculus and Differential Equations (One Schoolhouse)**

After covering some advanced topics in the calculus of a single variable, Multivariable Calculus and Differential Equations explores topics that are studied in a typical college-level Calculus III course, including vectors and vector-valued functions, curves and surfaces in space, partial derivatives and gradients, multiple integration, and line and surface integrals. The course's final unit introduces differential equations, including exact first-order equations, second-order homogeneous and nonhomogeneous linear equations, and series solutions. Built on a foundation of sophisticated problem solving, the course also features discussions, projects, and exploratory activities that help students develop their advanced math skills in a collaborative and creative way.

**Prerequisite:** Successful completion of AP Calculus BC or equivalent

## Statistics

This course is designed for juniors and seniors who have a solid fundamental understanding of algebra skills. It can be a primary mathematics course for seniors or an elective (second math) course for juniors and seniors. This class introduces the practice of statistics, with emphasis on the application of statistical procedures to analyze and produce data and to draw statistical inference from the data. Students use technology extensively to provide visualizations of statistical theory and practice. The course focuses on the relevance of statistical reasoning to such fields as medicine, education, environmental science, business, psychology, and sports, to name a few.

***The course may be offered online through One Schoolhouse. Should that be the case, students are asked to meet with the Academic Dean about enrollment.***

## AP Statistics

This course is designed for seniors as a primary mathematics course or for juniors and seniors as an elective (second math) course. It focuses on the study of data and statistical reasoning, divided into four main topics: data analysis, experimental design, probability, and statistical inference. The students who take this fast-paced course should have a sound working knowledge of the graphical and algebraic concepts learned in Algebra 2, as well as solid writing and critical analysis skills. Through a variety of projects, students apply the analytical methods they learn in class to real-world scenarios by collecting and analyzing data and presenting their results. Technology is used extensively in this class to enhance the understanding of statistical analysis and to provide dynamic visualizations of statistical theory and practice. All students complete this course by taking the AP Statistics Exam in the spring.

***The course may be offered online through One Schoolhouse. Should that be the case, students are asked to meet with the Academic Dean about enrollment.***

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## RELIGIOUS STUDIES

**Graduation Requirement:** *One full credit, including World Religions in Grade 9 and at least one semester-long elective course, taken during Grade 11 or 12.*

### Grade 9

#### World Religions

This required, ninth grade course is an introduction to six of the world's religious traditions: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. Students focus on the history of each tradition and explore that history through traditional and modern media. In addition to introducing the academic study of the world's religions, the course will also explore the challenges of religious diversity today and will provide opportunities for interdisciplinary exploration with World History 9.

### Religious Studies Electives (Grades 11 and 12)

*Please note that the department will select and teach electives each year from among those listed below based on student interest and faculty expertise.*

#### Applied Ethics

In this course, students learn various ethical theories, consider and construct one's personal worldview while exploring ethics in medicine, business, law, as well as personal and societal decision-making. Students also reflect on the role that moral and religious philosophy informs and shapes ethical thinking and behavior.

#### The Holocaust

This course addresses the events and conditions that led to one of the most well-documented genocides of the twentieth-century, the murder of six million Jewish men, women, and children in Europe. The course weaves together religion, politics, science, and history to develop a deeper understanding of how and why this particular genocide happened. Special emphasis is placed on the following topics: the role of religion in the historical persecution of Jews and the growth of political anti-Semitism during the 1930's; the role of religious leaders during the Holocaust; how religious beliefs motivated some to shield and hide Jews at great personal risk to themselves; some of the ethical and moral dilemmas raised during and after the Holocaust; Judaism and Christianity in a post-Holocaust world; and how the Holocaust led to a reevaluation of faith among Jews and the eventual creation of the State of Israel. The course concludes with a field trip to the U.S. Memorial Holocaust Museum in Washington D.C. Texts include *A History of the Holocaust* by Yehuda Bauer and *The Holocaust and the Christian World*, edited by Carol Rittner.

#### A Life Well Lived

Let's face it, we all want to enjoy the good life. Finding this can be confusing, especially when life gets hard. Maybe the goal should shift to living a meaningful life. So how do we do that? Students in the Life Well Lived course will come to consider, critique, and synthesize some of the world's great religious and secular traditions, as well as contemporary writings. Students engage with primary and secondary texts and other sources. Together, we

practice habits of discussion, reflection, and action in a respectful, honest, and diverse community of learners. We examine both the opportunities and pitfalls of pursuing the good life, as we think more deeply about each of our own lives.

## **Religion in Politics**

This course explores how religious beliefs and traditions influence political discourse, the way controversial issues are framed, and of course the way Americans vote. Students explore these topics by examining the political and religious discourse on the following themes: separation of Church and State, immigration reform, capital punishment, birth control and reproductive rights, and LGBT rights. Special emphasis is placed on religious texts and prominent theologians from various Christian traditions, as well as Jewish traditions. By the end of the course students will have gained a greater appreciation for how and why religious beliefs and traditions play such a prominent role in American political discourse.

## **Social Justice and The Prophets 1 & 2**

Just as the Prophets were called upon to bring back the people to God's message in times of oppression, we are also called to act in the name of justice, peace, and love. One of the ways we can do this is through social justice, one of the main pillars of our beliefs as an Episcopal school. As stated by the National Association of Episcopal Schools (NAES), "Episcopal schools ground their commitment to diversity, inclusion, justice and equity...to strive for justice and peace among all people, and respect the dignity of every human being." With this as our framework, students will work to challenge stereotypes, create awareness, become active participants of positive social change, and build a community of understanding. Each semester will have its own particular focus. In the fall, students will examine social inequalities and representation, and in the spring, students will study past and present movements, as well as the role of activism. This elective encourages students to critically examine social inequalities and movements, develop independent research skills, and cultivate an area of interest in which they can continue to advocate for even after their time at St. Paul's

## **Women in the Bible**

This course examines the portrayal and roles of women within the literature and culture of both the Hebrew and Christian Scriptures. Special emphasis is placed on patriarchal societies, the culture of ancient Israel, the role of women in public vs private spheres, and how the Biblical tradition portrays women as mothers, warriors, victims, heroines, and so much more. The class concludes with the changing role of women in current religious traditions.

## SCIENCE

**Graduation Requirement:** All SPSG students are required to complete three full years of science, including Physics, Chemistry, and Biology.

### Grade 9

**Physics or Physics Honors** is required for all SPSG students and students complete the physics requirement in grade nine.

#### Physics

This course uses a modeling approach to introduce students to the study of matter and energy and the relationship between the two. Topics covered include energy storage, Newtonian mechanics, momentum, and energy transfer by working, heating, and radiating. A structured approach to problem solving is used. Students participate in hands-on laboratory experiences to gain a connection to the physical principles being studied. Quantitative concepts are explored with an emphasis on graphical representations. The math used in this course is aimed at students who are beginning their study of algebra.

#### Physics Honors

This course introduces students to the study of matter and energy and the relationship between the two. Topics covered include Newtonian mechanics, energy storage, energy transfer, and conservation of energy. Mathematical models and problem solving are emphasized. Students engage in hands-on, inquiry-based laboratory work with an emphasis on quantitative analysis. A strong foundation of algebra is beneficial.

This course follows a computational modeling approach. In this approach, some labs are conducted on the computer using software that the students write themselves. Using a template design recipe, the students translate the algebraic model of a physical phenomenon into lines of code using a programming language, Pyret, developed for educational purposes. Each unit's culminating activity adds code to a "Lunar Lander" simulation game enabling students to demonstrate new computer programming skills as well as an understanding of new physics concepts. This course offers freshman-level high school students an opportunity to gain deeper physics understanding while also gaining computational skills to better equip them for the 21st century job market.

### Grade 10

#### Chemistry

This course is a descriptive study of the properties and changes of matter. These properties are described through the study of material structure and through models that predict matter's chemical and physical properties. The course topics include atomic theory and structure, chemical and nuclear reactions, stoichiometry, reaction kinetics, thermochemistry, solutions and acid-base chemistry. This course emphasizes problem solving with appropriate and engaging labs for each topic.

#### Chemistry Honors

This chemistry course is a quantitative study of the properties and changes of matter. These properties are described through a study of material structure and by using models that predict matter's chemical and physical properties. The course topics include atomic theory and structure, chemical and nuclear reactions, stoichiometry, reaction kinetics, thermochemistry, solutions and acid-base chemistry. Topics are investigated in greater depth than in Chemistry. The course emphasizes problem solving with appropriate labs for each topic.

## **Grade 11**

### **Biology**

This course examines the major themes in biology from a guided inquiry-based approach. Major themes include the chemistry of life, DNA, cells and cell processes, genetics, ecology, evolution, and physiology. Inquiry-based laboratory experiences teach students how scientific research is conducted. These experiences include activities such as hypothesis development, experimental design, and data collection and analysis. Students are assessed in a variety of ways, including exams, quizzes, pair share, laboratory reports, projects, and presentations.

### **Biology Honors**

This course examines the major themes in biology from a guided inquiry-based approach. Topics include macromolecules and the chemistry of life, DNA structure and function, cells and cell processes, genetics, ecology, evolution, and physiology. This course challenges students in their understanding of the mechanisms that drive living organisms and the environments in which they live. Guided inquiry-based laboratory learning prepares the students for advanced studies in the sciences, engaging students in hypothesis development, experimental design, and data collection and analysis. Students are assessed using a variety of methods including exams, quizzes, laboratory reports, laboratory poster presentations, and projects.

## Science Electives (Grades 11 and 12)

*Please note that all SPSG science electives are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School. "SP" next to a class indicates a coordinated class taught at St. Paul's School. The department will select and teach electives each year from among those listed below based on student interest and faculty expertise.*

### **Anatomy & Physiology I & II**

In Anatomy & Physiology I, a semester course, students will explore the relationship between structure and function within the human body. Students will ask the following questions, among others: "How can tiny molecules have significant impacts on entire organ systems?" "How do thoughts and reflexes turn into movement?" Students will develop vocabulary and understanding about the tissue systems in the human body, from the chemical level to the system level by analyzing dissections, digital and physical models. This one-semester class is focused on Tissues, Anatomical Terms, Skeletal, Muscular, Cardiovascular, and Respiratory Systems. Developing these understandings will allow students to explore interests in future careers in healthcare, exercise science, or biomedical science. Prerequisites: Biology or Biology Honors.

In Anatomy & Physiology II, a semester course, students will continue to explore the relationship between structure and function within the human body. Students will ask the following questions, among others: "How can hormones alter processes in the body?" "How do a sperm and egg cell turn into a fully developed human?" Students will develop vocabulary and understanding about the tissue systems in the human body, from the chemical level to the system level by analyzing dissections, digital and physical models. This one-semester class is focused on Digestive, Integumentary, Endocrine, Lymphatic, Reproductive Systems, and Development. Developing these understandings will allow students to explore interests in future careers in healthcare, exercise science, or biomedical science. Prerequisites: Anatomy & Physiology I.

### **Astronomy: Exploring the Universe**

We start our exploration of the universe by investigating how ancient people knew so much – and perform our own experiments to replicate their achievements. How did the ancient Scots build temples where light would shine down inside a sacred passage only on the Winter Solstice? How did the ancient Greeks figure out the Earth was round and its circumference? We gain insight into the big questions of the universe: Can humans survive on other planets? Where did our solar system come from? What is the big bang? How do stars live and die? What is a black hole and what would happen if I fell into one? Is there life out there in the cosmos? And, of course, why isn't Pluto a planet anymore? Observational astronomy is an integral part of the course and some nighttime viewing will be required in lieu of class time.

### **Creative Electronics: Imagine, Design, and Build**

Our entire modern way of life relies on solid state electronics. Circuits are used just about everywhere. But how do they work? In this semester course, we explore the fundamentals of circuitry using a hands-on approach. We study the basic components of circuits – electricity, breadboarding, switches, programming, transistors, and soldering. Students will use engineering design principles to design and build their own devices. We will be building and programming circuits every day. Students have choice in selecting their capstone project.

### **Food Chemistry**

This semester course challenges students to take on the role of a food scientist as they investigate science concepts relating to food science concepts and lab practices. You will need an apron! Students learn about the fundamental and relevant chemistry of carbohydrates, proteins, lipids, and trans fats. There are projects on chocolate and the issues of cocoa production, food production and packaging, sustainability and land use for food, how food chemicals interact with your senses and pleasure and memory centers of the brain, the marvel of eggs, fishing

versus aquaponics, organic versus intensive animal and arable production, and food storage methods. Projects relate to cultural diversity of foods and major holiday meals (Thanksgiving, midwinter holidays, or Easter). Students explore areas of interest and visit with local producers and packaging specialists. Prerequisites: Chemistry or Chemistry Honors

## **Investigative Science**

Students are the CSIs! In this semester course, students learn about the various scientific methods of solving crimes by practicing these scientific methods in the classroom and analyzing case studies of how they are used in the field. Topics include microscopic analysis of fibers and other materials found at a crime scene, blood spatter evidence, fingerprinting, ballistics, DNA analysis, and toxicology. The procedures around proper crime scene evidence collection are also studied. The reliability of each forensic technique is analyzed carefully, as the consequences of a mistake are severe. The course partners with Baltimore City Police Department, hosts several guest speakers, and includes a field trip to the police headquarters.

## **Kinetic Sculpture**

Kinetic Sculpture is a coordinated, full year course. Using the engineering design methodology know as design thinking, students research, design, and fabricate a human-powered kinetic sculpture for entry in the annual Kinetic Sculpture Race sponsored by the American Visionary Arts Museum in Baltimore, <http://avam.org/kinetic-sculpture-race/index.shtml>. The constructed contraption must survive 15 grueling miles through the streets of downtown Baltimore plus overcome obstacles of water, sand, and mud. During the year students learn the basics of bicycle mechanics and apply their knowledge of the physics of moving objects to building the kinetic sculpture. See SPSG's 2023 entry for which we won the award "Judges Fill in the Blank Award": [Baltimore Kinetic Sculpture Race: 2023 Race Report: Soccer Moms \(kineticbaltimore.com\)](http://kineticbaltimore.com). Hands get dirty!

## **Organic Chemistry**

In Organic Chemistry, students explore the diversity of carbon-based "organic" molecules and their various applications in our everyday lives. Students will ask the following questions, among others: "How can our noses detect molecular structures? "Why was purple dye an expensive sign of royalty, but is now cheap and abundant?" "How can modifying a small portion of a molecule turn an ordinary painkiller into an addictive drug?" Students develop understandings of functional groups, reaction mechanism, and chemical synthesis to answer these questions. Along the way, students learn important foundational concepts that underpin future studies in chemistry, biology, or medicine. Prerequisites: Chemistry or Chemistry Honors

## **Survival Science: The Science That Could Keep You Alive**

What do you do if you are stuck and have to survive until help arrives? What science can you apply to help keep yourself alive and find help? What skills will you need? Come and learn some useful science for surviving in a hands-on practical setting in this semester course. The content is open for discussion but could include:

- Proper Planning Prevents Poor Performance – What to take with you!
- The importance of potable (drinking) water and sanitation
- What to consider when creating a shelter
- Ways to find and store food for future use
- First aid
- Other useful skills in case you travel back in time or can't buy what you need



## **AP and IB Science Courses (Grade 11 or 12)**

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

### **AP Biology**

This course is designed to engage students in the study of biology at the college level. Students study topics such as cell and molecular biology, genetics, organismal biology, ecology, and evolution. Classes are taught through hands-on learning, class discussion, lecture, and independent research. Laboratory experiences utilize open inquiry methods in which students design their own research, engage critical thinking skills and problem-solving skills, and develop their curiosity for further study of a particular topic. Students engage in research design, basic laboratory skills used in a modern biology laboratory, mathematics, and statistics. The curriculum is synchronous with the College Board AP curriculum and culminates with the AP Biology Exam.

### **AP Chemistry**

The course explores first-year chemistry topics in greater depth and covers atomic structure, molecular structure and VSEPR theory, intermolecular forces, oxidation-reduction reactions, chemical kinetics and measuring rate of reaction, thermodynamics, equilibrium, acid-base and buffer chemistry, electrochemistry, and free energy. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore the following 9 units: atomic structure, molecular structure, intermolecular forces, chemical reactions, chemical kinetics, thermodynamics, equilibrium, acid-base chemistry, and applications of thermodynamics. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations.

### **AP Physics**

AP Physics is a college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore the topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion. Two AP Physics courses are planned for the coming academic year. AP Physics 1 is algebra-based and AP Physics C: Mechanics is calculus-based. The two courses will be taught at the same time taking advantage of the fact that the physics concepts covered are the same in both courses. Problem solving activities will be tailored to each level of mathematics background. Classroom, laboratory, and homework activities will be designed to prepare students for the AP Physics exam of their choosing: AP Physics 1 or AP Physics C. This course will devote approximately 25% of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations providing students with opportunities to demonstrate the foundational physics principles and apply the science practices. Prerequisites: Physics or Physics Honors. Students must be enrolled in Algebra 2 concurrently for AP Physics 1 or Calculus concurrently for AP Physics C.

### **AP Psychology**

This course begins with the 1879 “birth” of Psychology as the study of consciousness and follows its evolution to today’s definition: the scientific study of behavior and the mind. This theoretically diverse and complex science examines everything from the methods that are used to collect and interpret psychological data, to the complexities of the brain and the physiological bases of behavior, to contemporary explanations of personality and treatments of psychological disorders. Students practice daily critical thinking skills as they learn psychological concepts and apply a healthy dose of skepticism as they read research findings. Assessments are designed to prepare students for the AP Exam in the spring and include multiple choice tests, analytical

essays, and summaries of research findings and critical reviews. The text for the course is *Psychology: Themes and Variations*, by Wayne Weiten. Additional readings are provided by the teacher.

### **Anatomy (SP)**

This full year course explores the structure and function of the human body at multiple levels: individual cells, their coming together to form tissues, the organization of tissues into organs, organs working together as parts of organ systems, and finally how those organ systems support one another to maintain the body. Normal structure and function are presented as a starting point, and then the effects of disease processes on structure and function are examined.

### **IB Psychology HL1 and HL2 (SP)**

This two year course is open to juniors; seniors would take the first year of the course.

Psychology is defined as the scientific study of behavior and mental processes. By developing an understanding of the biological, social, and cultural influences on human behavior, students will be able to evaluate different explanations of why humans act the way they do. The IB syllabus pursues this understanding primarily through biological, cognitive and socio-cultural levels of analysis, while also exploring abnormal and developmental perspectives, health, sports psychology and the psychology of human relationships where time and choice permit. The investigation of each level will focus on its historical and cultural context, key concepts, basic assumptions, methodology, strengths and weaknesses, and application. Students study research methodology and replicate an experimental study which will serve as their internal assessment, and they will read and discuss studies such as Roger Sperry's split-brain experiments, Freud's theories of personality, Pavlov's classically conditioned dogs, Elizabeth Loftus and the implantation of false memories, Ebbinghaus' discovery of the learning curve, twin studies that explore "nature vs nurture" and the role of free will and determinism. The course's focus on experimental research will place a large emphasis on the scientific method and surrounding ethical issues. Through a thorough exploration of brain development, neurotransmitters, memory, language, emotions, stress, mental illness, and learning, students will develop an awareness of how the applications of psychology in everyday life are derived from psychological theories.

### **Forensic Science (SP)**

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Specifically, forensic science deals with the analysis of evidence. This full- year course offered at St. Paul's School uses the areas of biology, chemistry, physics and geology to determine the evidential value of crime-scene and related evidence. Specific topics include fingerprints, toxins, hair and fibers, ballistics and DNA. Lab activities accompany each topic. Noteworthy "famous" cases are discussed. Students may elect to take only the first semester and receive .5 credit.

### **IB Biology (SP)**

During the IB Biology HL course, students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. The course will provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings.

The following topics comprise the core of the curriculum:

- Cell biology

- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology
- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Students in IB Biology work with students in other IB science classes to design interdisciplinary experimental projects (the G4 Project).

### **IB Environmental Systems and Societies (SP)**

The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

## WORLD LANGUAGES & CULTURES

**Graduation Requirement:** *Students must successfully complete three consecutive years of one language in the Upper School. Exceptions may be made only by the Upper School Head, in conjunction with the Learning Specialist. Please note that all SPSG World Languages & Cultures classes are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School, to maximize opportunities for students.*

*Chinese, French, and Spanish are taught at St. Paul's School for Girls and German, Japanese, and Spanish are taught at St. Paul's School. Students at both schools may choose to take any of the five languages offered on our shared campus. To extend their experience, students are encouraged to take advantage of the many cultural events, travel and exchange opportunities available as a part of the programs in each language.*

### Chinese

#### Chinese 1

This introductory course acquaints students with Mandarin Chinese. Students learn standard Mandarin pronunciation, tones, and grammatical structures through engaging and interactive class activities and interviews with international students from China. Students introduce themselves and interact with these native speakers using basic language skills. In addition, students participate in creative tasks and projects, such as writing and performing skits and dialogues and making videos. Students practice the fundamental language skills of listening, speaking, reading, and writing, and begin typing Chinese characters through the pinyin system. Chinese cultural topics integrated into each unit enhance students' understanding of China, as well as Chinese culture, society, and customs. Quizzes, tests, projects, and presentations assess all skill areas as well as cultural understanding.

#### Chinese 2

This advanced introductory course continues and extends students' language ability from Chinese 1. Students gain broader knowledge of vocabulary and grammatical structures through creative and interactive class activities. Students continue to apply their fundamental language skills through skits, interviews, and making videos. Chinese cultural topics include holidays, cuisine, ancient and modern arts, and the environment. Students engage in longer and more meaningful dialogue with each other. Quizzes, tests, projects, and presentations assess all skill areas as well as cultural understanding.

#### Chinese 3

This intermediate level course, conducted in Chinese, continues to emphasize the skills developed in previous studies. In addition, students incorporate more in-depth cultural, community, modern society, and global topics into their language study. Students interact with a broad range of authentic Chinese-language materials and continue to strengthen their language skills through narrative writing and project-based learning.

#### Chinese 4

This intermediate high-level course includes discussions of current events, assignments on topics such as cultural identity, family traditions, careers, environmental protections and social media/technology influences. Students are expected to compare and contrast their own cultures to the Chinese culture. Students are exposed to various authentic materials including Chinese news, blogs, TV shows and movies. Students are assessed through individual interviews, projects and readings and writing assessments.

## AP Chinese

AP Chinese is available to students who qualify and are recommended by the Chinese instructor. AP Chinese is currently offered through One Schoolhouse.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## French

### French 1

This introductory course assumes no prior knowledge of French. Students acquire the sound system as well as the necessary vocabulary and grammatical structures needed to accomplish basic real-life tasks including making introductions; describing the personality, nationality, physical description and professions of friends and family members; and describing basic school life, schedules and hobbies. Students learn the present and near future tenses including the use of essential irregular verbs: *être*, *avoir*, *aller*, *prendre*, *boire*, and *faire*. Students become acquainted with Francophone geography, significant people, and places in the Francophone world. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes and significant, polished pieces of writing.

### French 2

French 2 reviews and helps students gain greater mastery of the key elements of French 1 and expands vocabulary to allow students to discuss themes including holidays and celebrations, clothing, travel, housing, cuisine, and basic health and hygiene. The grammatical focus of French 2 is to expose students to an array of essential irregular verbs (*savoir*, *connaître*, *pouvoir*, *vouloir*, *devoir*, *venir*, *devenir*), and to develop skills to discuss events in the past using the *passé composé* in contrast to the *imparfait*. Students learn about significant holidays and cultural events in the Francophone world, Francophone fashions, popular Francophone travel destinations, culturally significant foods, and cultural differences in housing and living situations in the Francophone world. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes and significant, polished pieces of writing.

### French 2 Honors

French 2 Honors is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening. Students should have a solid grasp of conjugation of regular -ER verbs and common irregular of *être*, *avoir*, *aller*, *prendre*, *boire*, and *faire*. Students should feel comfortable engaging in short unscripted conversations with peers and writing paragraph-length texts on familiar topics without access to digital resources.

This course expands vocabulary to allow students to discuss themes including holidays and celebrations, clothing, travel, housing, cuisine, and basic health and hygiene. Students learn the essential irregular verbs (*savoir*, *connaître*, *pouvoir*, *vouloir*, *devoir*, *venir*, *devenir*), the *passé composé* in contrast to the *imparfait*, reflexive verbs and more advanced grammatical topics such as object pronoun use. Students learn about significant holidays and cultural events in the Francophone world, Francophone fashions, popular Francophone travel destinations, culturally significant foods, and cultural differences in housing and living situations in the Francophone world. Students in the honors sequence are expected to demonstrate a high degree of self-motivation to review previous material and study new vocabulary and grammatical forms outside the classroom. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and

multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes, as well as more substantive written assessments that integrate vocabulary and grammar. Students will also produce significant, polished pieces of writing and prepare for individual speaking assessments. Students in the honors sequence will be expected to complete more advanced cultural projects that require extensive preparation outside of class.

### **French 3**

This intermediate course, conducted in French, further develops and builds students' ability to understand and Express themselves both orally and in writing. The course covers past tense narration in greater depth, enabling students to use all major time frames successfully. Students learn the subjunctive and other moods to express abstract concepts such as doubt, possibilities, and suppositions. Students practice listening, reading, speaking, and writing daily, and collaborate in small groups on a regular basis. Representative topics include the everyday life and leisure activities of young people in France; the history, customs, and heritage of Francophone countries, and the media, current events, and social problems. Short films and audio pieces form the basis for discussions and debates. Students are assessed on all skills using homework, quizzes, tests, and projects.

### **French 3 Honors**

This is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening. Placement into the honors track is based on student performance and teacher recommendation. Reading short stories and performing orally on a variety of topics will enhance their ability to use the language. They will also complete extended speaking, reading, writing, listening and cultural exploration that will allow them to apply all their skills for a rich, personalized experience in French.

### **French 4**

Conducted in French, this advanced course reinforces concepts covered in French 3 and introduces the remaining major grammatical structures. Students further develop their language skills in the context of comparing unique cultural products, perspectives, and practice with their own experiences. Students explore themes such as racism, personal identity, social issues in Francophone countries and the media. By engaging with authentic French language media resources, students connect with other disciplines, their local community, and other parts of the world. Quizzes, tests, writing prompts, projects, debates, dialogues, and presentations assess language skills as well as cultural understanding.

### **French 4 Honors**

This advanced course acts as a prerequisite to a preparation for seamless entry into the AP French Language and Culture course and the IB program. Students continue working on the advanced writing, speaking, listening, and reading skills, as well as the grammar and vocabulary relevant to the themes and format of the AP and IB exam. Students will learn to integrate context, personal experience, communication tools and cultural information in order to communicate fully in French and apply their skills for a complete experience of French.

### **French 5 / AP French**

This advanced course develops and refines students' ability to use French in a variety of formal and informal contexts and provides preparation for the Advanced Placement Exam in French Language and Culture. Students understand and produce French in interpretive, presentational, and interpersonal modes. Students investigate and compare different Francophone communities from around the world. Themes addressed include Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students enhance their understanding of complex grammatical

structures and expand their working vocabulary. Students practice listening, reading, speaking, and writing daily and complete exercises modeled on the format of the AP exam. They work independently on a frequent basis with French language sources they find outside of class. Students in this course take the AP French Language and Culture exam in May.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

## **Advanced French**

This course is a post AP/IB seminar course in which students explore topics of their own choice under the guidance of the teacher. The class will combine a presentation of topics such as Francophone literature, movies, cartoons or plays that will help students identify, describe and analyze information relevant to a research topic of their choice. During the second part of the course, each student will plan, develop and independently undertake a research project with the advice and guidance of the teacher. The topic of study may be anything of interest to the student, within the program and will be developed out of newspaper articles, movies, novels, news programs, etc. Topics of research can be but are not limited to topics such as “The influence of TV shows on Francophone culture, Relationship between Francophone literature and Francophone culture, The expression of social justice in the French written novels etc. The four major themes explored in the course will be, Modernity, Voyages, Society and Environment. Students are expected to present their progress to the teacher regularly and their final work at the end of the school year. The final work will include a 20-minute oral presentation and discussion and a 20-page academic paper that includes title page, table of content, thesis, research methodology, conclusions, notes and bibliography.

## **German**

St. Paul's Upper School offers German from level 1 through 4. Students in levels 3 and 4 may qualify to participate in Honors courses. In the first two years, students are introduced to a wide range of vocabulary and the essentials of German grammar. Via varied forms of language acquisition (i.e. presentations, games, coordinated reading activities, etc.) students begin to formulate a strong, structural knowledge of the language. In years three and four, students continue to expand their vocabulary while also honing their grammar skills and adding complex structures to their repertoire. The goal of these courses is to master advanced intermediate- level proficiency in the speaking, reading, and writing of the German language. Throughout the German program, students are immersed in the culture of the German-speaking world. Speaking and listening skills are emphasized every year, but during the last two years in particular, students also learn to express themselves in a variety of writing formats. German level 4 classes are conducted entirely in the German language. Additionally, Students participate in numerous German events (Oktoberfest, Weihnachtsfete) and language competitions during the year. Many students participate in the school's biannual exchange to Münster, Germany. Students can be prepared to take the AP Language and Culture exam.

## **Japanese**

The St. Paul's Schools offer a full gamut of Japanese from levels 1 – 7, including AP Japanese for qualified students. Japanese levels 1 – 4 emphasize speaking, listening, reading, and writing to master basic oral communication skills with continued exposure to Japanese custom and culture. Classes are conducted in

Japanese and students are graded for their efforts to communicate in the language. Students focus on new vocabulary, grammar, and culture. Students learn between 60 and 100 new Kanji characters in levels 1 and 2, increasing the number of Kanji characters with each successive year. Japanese 5 and 6 further develop the four language skills and continue to deepen students' knowledge of Japanese culture and society. Readings are more extensive and complex. Students are encouraged to hone their skills through creative projects and discussions. Japanese 7 is an independent study course based upon the student's interest.



# Spanish

## Spanish 1

This introductory course assumes no prior knowledge of Spanish. Through communicative activities, students acquire the sound system as well as the necessary vocabulary and grammatical structures needed to accomplish basic real-life tasks such as greetings, using numbers, and describing themselves and others. Students will be able to describe, compare and contrast daily activities, school routines, eating habits, places where they live, and likes and dislikes. Proficiency is emphasized as students learn to ask and answer questions, make plans, participate in dialogues, make oral presentations, and write short narratives and emails. Students become acquainted with Spanish-speaking cultures and cultural practices through listening, reading, and writing authentic audiovisual resources.

## Spanish 2 / Spanish 2 Honors

This early intermediate course reinforces and builds on the content, skills and cultural understanding covered in Spanish 1. Through a communicative approach, this course teaches students strategies for describing themselves, interacting about the past, influencing others, and making plans for the future. Students are introduced to new concepts such as the past tenses (the preterit and the imperfect) and commands. Through authentic resources such as videos, articles, paintings, stories and poetry, students deepen their understanding of cultural products, practices and perspectives of Spanish-speaking communities. They explore topics such as daily routines, schools, clothes, getting around in a city, childhood experiences, celebrations and holidays, cooking, sports and the arts. Students hone their proficiency through daily paired and group activities. Spanish 2 Honors is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening skills. Spanish 2 Honors students will cover a broader range of grammatical concepts, including the present perfect tense and formal and informal commands. Placement into the honors track is based on evidence of student performance in the classroom and teacher recommendation.

## Spanish 3 / Spanish 3 Honors

This intermediate course develops and builds upon the language skills and cultural understandings gained in Spanish 2. Conducted primarily in Spanish, this course reinforces and introduces the complex grammatical structures necessary to interact with detail in the past tenses, give and interpret opinions, influence others, make conjectures and imagine the future. Students discover multiple perspectives while exploring topics such as the natural environment, sports competitions, health, art, relationships, community service, work, building the future, myths of the past and the historical impact of encounters among cultures and peoples in Latin America and the Spanish-speaking world. Internet-based digital exercises and authentic Spanish-language media help students practice their language skills in real-life contexts. Students further hone their proficiency through daily paired and group activities. Quizzes, tests, writing prompts, projects, dialogues and presentations assess all skills as well as cultural understanding. Spanish 3 Honors is an accelerated course for self-motivated students demonstrating strong ability reading, writing, speaking and listening skills. In addition, Spanish 3 Honors students begin to read and interpret literature such as short stories and poems from the Spanish-speaking world. Placement into the honors track is based on evidence of student performance in the classroom, teacher recommendation and/or a test.

## Spanish 4 / Spanish 4 Honors

Conducted in Spanish, this advanced course reinforces concepts covered in Spanish 3 and introduces the remaining major grammatical structures. Students further develop their language skills in the context of comparing unique cultural products, perspectives, and practices with their own experiences. Students explore themes such as Global Challenges, Science and Technology, and Personal and Public Identities. By engaging with authentic Spanish-language media resources, students connect with other disciplines, their local community, and the world. Spanish 4 Honors acts as a prerequisite to and preparation for seamless entry into the AP Spanish Language and Culture course. Students begin working towards mastering the advanced writing, speaking, listening, and reading skills, as

well as the grammar and vocabulary relevant to the themes and format of the AP exam. Placement into the honors track is based on evidence of student performance in the classroom and the teacher's recommendation.

### **Spanish 5 Standard and 5 Honors**

This advanced course is conducted in Spanish and explores a variety of themes through Latin American, Spanish and Latinx literature and art. Students will analyze important works that encompass genres ranging from poetry, plays, novels, short stories, textile art, visual and performing arts. Students will develop oral and written communicative skills through discussions, creative projects and writing exercises. Students will regularly engage in cross-cultural conversations and self-reflection that connects their culture with that of others from the Spanish-speaking world. This is not a grammar-based course however, students will put into practice the advanced grammatical strategies they have acquired in previous courses and will increase their range of vocabulary.

### **AP Spanish: Language and Culture**

This advanced course is designed for students who have successfully completed Spanish 4 Honors. Students who have successfully completed Spanish 4, and demonstrate strong motivation, may enroll in this course with teacher recommendation or testing. This course develops and refines students' ability to use Spanish in a variety of formal and informal contexts and provides preparation for the Advanced Placement Exam in Spanish Language and Culture. Students investigate and compare how Spanish-speaking countries and communities from around the world address unit themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students reinforce their understanding of complex grammatical structures and expand their working vocabulary. In addition, students hone their ability to research in Spanish. Authentic Spanish-language media and Hispanic literature form the basis of student-produced cultural presentations, formal interpersonal writing, dialogues, and persuasive essays. Students practice listening, reading, speaking, and writing daily, and complete exercises modeled on the format of the AP exam. They work independently on a frequent basis with Spanish sources they find outside of class. Students in this course take the AP Spanish Language and Culture exam in May.

**Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is a 3 or higher.**

### **Advanced Spanish Independent Study**

This is a post AP/IB seminar course in which students explore topics of their own choice under the guidance of the teacher. The class will combine a presentation of topics such as Latin American, Spanish and Latinx literature, movies, plays, visual and performing arts that will help students identify, describe and analyze information relevant to a research topic of their choice. During the second part of the course, each student will plan, develop and independently undertake a thesis that they will take from inception to fruition. The topic of study may be anything of interest to the student and will be developed out of current events, movies, novels, art, popular culture and social justice movements. Students are expected to present their progress to the teacher regularly to prepare for their final project.

## INNOVATION COURSES AND SIGNATURE PROGRAMS

*Please note that some SPSG Innovation electives are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School. "SP" next to a class indicates a coordinated class taught at St. Paul's School. The department will select and teach electives each year from among those listed below based on student interest and faculty expertise.*

### **9<sup>th</sup> and 10<sup>th</sup> Grade Computer Science Foundations Course**

This Computer Science Foundations class is required for all 9<sup>th</sup> and 10<sup>th</sup> grade students for one semester each year. Students attend this class twice a week for a semester. In this course, students learn foundational computational thinking principles including abstract models and algorithmic thinking. They are taught to find solutions and to analyze and represent data in various ways. Also, students learn how to use models and coding to facilitate problem-solving and understand how sequencing and automation are used. Through this course students gain an understanding of how technologies work, specifically, building an understanding of the principles behind the internet, applications, data management and privacy, and global digital citizenship. For more information about the skill sets to be implemented, please [click here](#). This course was developed using the [Code.org](#) AP Discoveries curricula, as well as other resources. Students explore the curricula with the dual intent of developing their self-paced learning skills and their computational thinking skills.

### **AP Computer Science Principles**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems (including the internet) work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Prerequisite: Algebra 1; no pre-requisite knowledge of any programming language required.

### **Design Thinking**

Design Thinking is a creative approach to problem solving, community collaboration and innovation. The class teaches students to examine each step of the five areas in the design thinking process so that they enhance their skills as empathizers, visual and strategic thinkers, reflectors and storytellers through a mixture of readings, discussions and collaborative hands-on, human-centered projects to solve real world problems. The projects students design are firmly rooted in students' individual passions as well as what they uncover, through careful research, as being needed for the improvement of their community. At certain phases of their project design, students engage in prototype development, multiple feedback loops and then the final fabrication of concrete solutions. Over the course of the year, students apply what they have learned to projects within their communities, beginning locally and expanding outward globally.

### **Digital Media Marketing**

This is a project-based course designed to introduce students to how digital media marketing works. Students will explore how advertising is branded, the psychology of targeted marketing, and how different online platforms make money from digital advertising. Then, students will take a deeper dive into the algorithms of marketing and how they are used to target customers and explore the ethical considerations for responsible digital marketing

practices. Students will build their innovative and creative skills through real world experience and hear from experts to explore business and marketing careers.

### **Global Innovation Lab**

Global Innovation Lab is a year-long, collaborative, project-based course available to SPSG juniors and seniors. Using the Sustainable Development Goals (SDGs) as the course's primary resource, students engage in understanding relevant and pressing global concerns, while also exploring practical solutions. Projects include group and individual research for each sustainable development goal, and a culminating 2nd semester individual project focused on advancing one of the SDGs. As part of the course, students learn the technical skills needed to complete each portion of their projects, alongside learning how to design solutions for diverse cultures, needs, and circumstances.

### **Global Leadership Lab**

"We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path."

*-Transforming our world: the 2030 Agenda for Sustainable Development*

*United Nations Resolution adopted by the General Assembly on 25 September 2015*

Global Leadership Lab is a year-long elective class for senior students who have previously enrolled in and successfully completed the Global Innovation Lab elective and wish to continue their studies and research on the Sustainable Development Goals. Students continue researching the individual projects they started in the GIL, while also seeking collaborative opportunities with local and global organizations as well as TSPS community, including students, faculty, and staff. Students lead in promoting the value of integrating the SDGs in all aspects of school life and community, embracing the five pillars of the United Nations Charter as their anchor: people, planet, prosperity, peace, and partnership. This course challenges its students to demonstrate ways in which the SDGs are foundational tenets of our community, tied to our mission statement and our commitment to global connections. Through individual and school-wide initiatives, students learn the power of collaborative partnerships and importantly, the imperative that we connect the SDGs to our broader world.

### **Entrepreneurship in Business**

In this semester course, students use design thinking to develop a problem to solve, conduct market research, and develop a business plan and investor pitch to submit to the World Series of Innovation. They have the opportunity to learn firsthand from local social entrepreneurship business leaders in the Baltimore area. Students use rapid prototyping to participate in a challenge to redevelop existing products. They select an entrepreneurial innovation or innovative company and research the timeline of this innovation, and the impact of this innovation on its field, consumers, and the world.

### **Tech Innovation in Business**

In this semester course, students take on simulated leadership roles of a business and work through how to make decisions about ethical issues that a business is undergoing due to technological innovation. They research the top 5 trends in technological innovation to impact business, understand these trends, and choose one to debate why this trend is the most impactful to business. Students learn about how blockchain technology works and how it is applied to the current landscape of cryptocurrencies and use a simulation to understand volatility and how currencies are valued. They read from a variety of Futurists and Leadership non-fiction books to discuss how it relates to their own perspectives and to the future trends in technology innovation and business. Students also participate in online discussions about current events occurring in the tech and entrepreneurship sector.

### **Second Year Seminar in Grade 10**

Second Year Seminar is a year-long co-curricular course dedicated to the development of real-world skills that are both timeless and immediately applicable. Students are exposed to concepts ranging from financial literacy and

career exploration to philanthropy, servant leadership, civil discourse, and public speaking with the goal of preparing them for life beyond SPSG. The career exploration seminar culminates in Sophomore Shadow Day, which allows each student to travel off-campus to shadow a professional in a field of interest. Seminar workshops are led by a team of faculty, staff, and administrators. The course meets once per week and is not graded.

### **IB Computer Science SL (SP)**

The IB Computer Science SL course is above all about designing and implementing solutions to problems. Students learn to think critically, methodically, and computationally. While we uncover how computers, networks, and the Internet work, this course is really about information – how we think about it, represent it, and process it. Over the two years of this course, students program in the languages of Scratch, C, Processing, and Python, with the majority of time spent on Python and Processing. The focus is on writing text-based and graphical user interface games. We also spend some time on basic robotics. Students can take this course without any prior programming experience.

### **IB Design Technology SL1 and SL2 (SP)**

Both science and technology have a fundamental relationship with design. Technology preceded science, but now most technological developments are based on scientific understanding. Traditional technology comprised useful artifacts often with little understanding of the science underpinning their production and use. In contrast, modern technology involves the application of scientific discoveries to produce useful artifacts. The application of scientific discovery to solve a problem enables designers to create new technologies and these new technologies, in turn, can impact on the rate of scientific discovery. The aim of the DP design technology course is to foster the skill development in students required to use new and existing technologies to create new products, services and systems.

The following topics comprise the core of the curriculum:

- Human factors and ergonomics
- Resource management and sustainable production
- Modelling
- Raw material to final product
- Innovation and design
- Classic design

*The S.P.I.R.I.T.U.S Scholars Program*  
*Scholars who Present, Inquire, Research, Innovate, Test, Utilize, and Solve*

The SPIRITUS program promotes individualized learning paths and processes by providing a unique opportunity for students to engage in an exploratory, inquiry-based research endeavor of their own design over two-years. The program fosters intellectual growth, collaboration, and leadership by allowing students to pursue personal passions, from entrepreneurship to environmental science, from social justice to sociology, from physics to philosophy, and from medicine to management. SPIRITUS Scholars seek to redefine the broad application of a “Scholar’s” reach; as such, it is not girded to one definition of what it means to be a Scholar. Under the guidance of the program director, faculty advisors and off-campus mentors, students pose questions, pursue answers, and develop connections and opportunities for life beyond SPSG.

The SPIRITUS program is open to Juniors and Seniors with an appetite for open-ended research, personalized coursework, an innovative mindset, and real-world experience. Students must demonstrate an acumen for both self-directed learning and a willingness to work with others in a supportive, collaborative setting. There are three components to the student application: an online application, a faculty recommendation, and an in-person interview with the SPIRITUS advisory committee during the spring of their sophomore year. Research questions need not be fully developed at the time, though students are expected to articulate why this program is of interest to them, and what they hope to gain from such an experience.

In the first year of the program, Scholars are introduced to and equipped with research skills and methods through a semester-long seminar, Research Methods Seminar, which focuses on inquiry-based learning, building a robust cohort, and developing mastery of a host of skills that will serve Scholars and their project development in multiple ways. Once a viable question or hypothesis has been developed, the juniors work individually with the SPIRITUS program director and a peer partner to identify mentors and curate a customized syllabus. Opportunities may include interviews, site visits, enrollment in enrichment MOOCs (Massive Open Online Course), participation in related workshops and speaker series, and more.

The culminating piece of the Scholars experience is the successful presentation of a capstone project, demonstrating a mission, a vision, and measurable, tangible results.

Credit/Grading: SPIRITUS Scholars are accepted into the program with the understanding that it enhances their learning and personal experience. The two-year program is a graded course, with quarterly and semester grades. Successful completion of the program results in a designation on the student’s transcript. Students participating in the program receive an elective credit for the successful completion of each phase of the program.

Completed and Current Projects Include:

- “Bettering Baltimore: A Documentary on the Effects of Gentrification on Baltimore City Residents”

- “Remember the Arts: Traumatic Memory Loss and Art Therapy”
- “PLAY Better: Educating and Empowering Athletes to Prevent Overuse Injuries”
- “The Face Behind Your Food: A Photodocumentary Exploring the Lives of Migrant Workers”
- “Know Your HAIRitage: Advocating for the Fair Trade of Hair”

## *Additional Academic Requirements*

**Graduation Requirement:** *Successful completion of the SAT Prep course is required during sophomore year.*

### **SAT Prep**

All sophomores are required to take one of the following SAT preparation options taught by Capital Educators: a 1-month winter course, a 1-month spring course, or an intensive 1-week summer course. All options include the same number of hours, as well as the administration of a Diagnostic SAT. Sophomores and juniors are encouraged to participate in additional special events such as an introduction to the PSAT and a general review session.

## *Technology at SPSG*

### **Upper School Technology**

In Upper School, students explore web 2.0 applications, ethical use issues, and publishing tools throughout the curriculum. Students complete all coursework by adhering to our Artificial Intelligence Policy found in the Student Handbook. In addition to SPSG's technology offerings, students may take computer science courses online through One Schoolhouse.

### **1:1 Laptop Program**

The 1:1 Laptop Program in the Upper School brings increased opportunities for exploration, collaboration, and long-term technology-based projects by requiring a laptop for each student. Faculty incorporate technology at all levels to provide a robust and relevant classroom environment and to facilitate project-based and collaborative learning, to develop global perspectives, and to promote interdisciplinary thinking. Students use technology to take ownership of their learning by comparing perspectives, drawing connections, articulating the relevance of their studies, and developing creative solutions to authentic problems. Examples of essential skills integrated into upper school classes include interacting and collaborating with peers on papers; Skyping with peers from SPSG's global partner schools; evaluating, selecting, and organizing resources; designing persuasive presentations; and producing original work. All SPSG classes use Canvas, a learning management system that allows students and teachers to collaborate and share resources and assignments through class and group webpages. Recognizing that safe and effective use of technology are critical skills for students in the 21st century, SPSG emphasizes and models Internet safety and digital literacy throughout its academic and advisory programs.



## *The Learning Commons*

The Learning Commons inspires students to become lifelong learners and innovative thinkers who demonstrate intellectual curiosity, ask compelling questions, and are adept at evaluating information from multiple perspectives to develop original ideas and work. It is a vibrant hub of learning at the center of our academic wing where community members can browse new books, settle into a comfortable chair to read a magazine, research a wide variety of topics through the robust collection of databases, or gather in a quiet room to collaborate on a group project. Programs such as community summer reading, author visits, and book discussions promote a love of reading and encourage students to pursue a passion.

The Director of Learning Commons Services works in partnership with classroom teachers to embed information literacy skills throughout the curriculum and to support students as they progress through a carefully planned scope and sequence of age-appropriate research papers in core subject areas. Throughout their upper school experience, students learn to plan effective approaches to research, to refine information searches for better results, to track sources effectively and ethically, to compare and contrast scholarly perspectives, and to organize and synthesize research to communicate their own ideas persuasively.

## ONE SCHOOLHOUSE

St. Paul's School for Girls' membership in the One Schoolhouse consortium allows our students to pursue a passion, exchange ideas with students from girls' schools across the nation, and develop independent study habits, thus preparing girls for leadership in today's complex world. One Schoolhouse offers a safe and supportive environment in which girls can take such a healthy academic risk.

SPSG's partnership with the One Schoolhouse expands opportunities for SPSG students to take a range of courses. SPSG offers full credit for One Schoolhouse classes and includes One Schoolhouse classes directly on our transcripts.

### **One Schoolhouse Mission Statement**

One Schoolhouse's mission is to "empower learning and transform education." They do this by "leading through innovation; inspiring learners; and partnering with schools and organizations".

Guided by current research on how girls learn best, One Schoolhouse believes in and has dedicated itself to:

- **Connection** - Emphasize connection among participants;
- **Collaboration** - Incorporate collaboration into the learning experience;
- **Creativity** - Inspire and reward creativity;
- **Application** - Engage in real-world problems and applications while having students probe the social and ethical dynamics that define and stretch our global society

### **Application and Tuition**

Each year, SPSG is pleased to provide financial assistance for a group of students to take a One Schoolhouse class. Financial assistance will be divided among the most highly qualified students, based on record, interest,

application, and work ethic. Preference is given for classes that SPSG does not offer, but students may also apply for a class that is already offered at SPSG to alleviate a schedule conflict or to try an online class. Students may apply for funding to take a One Schoolhouse class during the course registration process. Students interested in a One Schoolhouse class should speak with the Academic Dean.

### **One Schoolhouse Courses**

Please visit One Schoolhouse's website for credit approved courses for the upcoming school year:

<https://www.oneschoolhouse.org>

