



**SHATTUCK-ST.MARY'S**

**Shattuck-St. Mary's School  
Course Guide**

**2021-2022**

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## **General Information**

### **Minimum Course Load**

Each student at Shattuck-St. Mary's must be enrolled in a minimum of 5 core academic courses each term. Students may achieve 5 core courses by doubling in a department with approval of the chair of the doubled department. Any exception to this policy must be approved by the Academic Dean.

### **Diploma Requirements**

Students are required to take a minimum of 61 credits during the regular academic program. One-term courses receive 1 credit and year-long courses receive 3 credits. The 61 credits must satisfy the specific requirements described below:

- English: 12 credits; students must be enrolled in English each term
- History: 9 credits including 3 credits of United States History or Advanced United States History
- Mathematics: 9 credits including a minimum of 3 credits each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels; students must be enrolled in Mathematics each term
- Performing and Visual Arts: 4 credits; with one credit taken during each year of attendance
- Religious Studies: 1 credit to be fulfilled during the junior year; approval to fulfill this requirement during sophomore or senior year must be granted by the Academic Dean
- Science: 9 credits including 3 credits in Biology and 3 credits in either Chemistry or Physics
- World Language: 9 credits in the same language for 3 consecutive years during grades 9-12
- Electives: Eight additional elective credits from any department

Final course grades below D- will earn no credit in either one-term or year-long courses. In addition, if a course is a year-long course and a student drops the course, is suspended from the course, or in any other manner fails to complete all the coursework required to receive a passing grade for the entire year, the student will receive no credit for the course.

All transfer students will submit their transcript of previous work to the office of the Registrar where an analysis will be performed to determine the number of credits the student can apply toward SSM graduation requirements.

### **Diploma Requirements for International Students**

The diploma requirements listed previously apply to all international students with the following concessions:

- An international student whose first language is not English may qualify for a Shattuck-St. Mary's diploma by passing ESL or English during each year of attendance and exiting ESL prior to senior year. All international students are expected to complete at least one year of mainstream English instruction; exit from ESL is a prerequisite for these courses.
- A student who enters Shattuck-St. Mary's in the ESL program will be exempted from the World Language graduation requirement; however, further language study is recommended for students who exit ESL prior to the start of junior year.

Initial ESL placement is determined by a series of assessments, including incoming TOEFL scores, on campus testing during orientation, and an interview; placement for subsequent years is evaluated each spring. ESL exit is determined by the student's ability to speak, write, read, and listen to English. These skills will be evaluated by the ESL Department through an examination of grades, written work, and standardized tests.

The Academic Dean and the Director of ESL will review the academic performance of students who are not making sufficient progress in their ESL program and will make a recommendation to the Head of School regarding the student's potential to satisfy graduation requirements. Depending on the severity of the situation, recommendations may include mandatory additional Shattuck-St. Mary's ESL instruction during the school year and/or summer, repeating a grade year, or dismissal.

### **Schedule Changes**

Every effort is made to accommodate the courses requested by students. Schedules are developed for the entire year and classes are carefully balanced for size. Since faculty are hired and course sections are allocated based on student requests, course changes after the year starts or between the terms should occur only in special circumstances such as:

- The change is academically necessary as determined by the Department Head and the Academic Dean or the Middle School Director.
- The student made first and second choices for electives and received neither choice.
- A conflict in the schedule has prevented scheduling of core academic courses.
- The schedule does not meet the minimum load requirement or does not contain courses needed for satisfactory progress toward graduation.

The following situations do not justify schedule changes:

- The student wishes to change teachers or course periods.
- The student has changed his or her mind regarding a course choice.
- The student did not receive a first choice, but did not make alternative choices where indicated on the registration form.
- The student has a low grade in the course.

## **Drop/Add Procedures**

In order to drop or add a course, the student must:

- confer with teacher, advisor, department chair, and parent or guardian as appropriate and obtain approval/support for the requested change.
- complete an online drop/add form.
- make the request within the first week of the term.

If the academic advisor, teacher, or parent/guardian does not think the requested change is in the best interests of the student, they should consult with the Academic Dean for Upper School students or the Middle School Director for Middle School students.

Students may not attend new classes until the drop/add procedure has been completed. The student will receive confirmation from the Registrar or Academic Dean, and the student's schedule will then be updated in PowerSchool.

## **Dropping Courses due to Personal Circumstances**

In extreme situations, as called for by personal circumstances, students may drop courses after the drop/add period has ended at the discretion of and in consultation with their advisor or teachers, the Academic Dean, the Department Chair, and their parents. Parents and students must understand that should such a drop be initiated and approved, credit and grades accumulated to that point in a year-long course will be lost. In addition, a WF (withdrawal failing) or WP (withdrawal passing) will be entered on the student's permanent transcript along with the date of withdrawal from the course.

## **Academic Centers of Excellence Course Sequence**

Shattuck-St. Mary's Academic Centers of Excellence provide an outlet for students who wish to devote a significant portion of their day to pursuit of an academic passion. Students spend two class periods each day working within their discipline, take part in related field trips, work on an independent project, and complete a senior capstone presentation. Upon successful completion of the program, students will graduate with a diploma specifying distinction in their area of interest.

### **BioScience Center of Excellence**

*Prerequisites: B+ or higher in Biology, application to the program, Science Teacher Recommendation, BioScience Program Director permission.*

To receive a diploma with distinction in BioScience students must:

- Be enrolled in the BioScience Program for at least one academic year
- Maintain good grades in their academic classes, including BioScience courses
- Make a 10-minute presentation to the SSM faculty summarizing their research
- Write an article summarizing their research and submit it to a scientific journal
- Complete the following courses:
  - BioScience: Applied Research Methods and Independent Project
  - BioScience: Senior Seminar

### **Engineering Center of Excellence**

*Prerequisites: On track to complete Physics and Calculus by graduation, an application to the program, Science Teacher recommendation, Engineering Program Director permission.*

To receive a diploma with distinction in Engineering students enrolled in the program must maintain good grades in their academic classes, present a 10 minute capstone on their senior research, and complete the following required introductory classes:

- Honors Engineering: Modeling and Prototyping
- Honors Engineering: Basic Electronics and Programming
- Honors Engineering: Fabrication Processes

### **The Major Center of Excellence**

*Prerequisites: Application to and acceptance to the program.*

To receive a diploma with distinction in The Major students enrolled in the program must maintain good grades in their academic classes and present a 10 minute capstone on their research.

## **BioScience Center of Excellence Course Descriptions**

The BioScience COE courses, taught by Maren LaLiberty, MD, are offered in a four-year rotation and are directed at students with an interest in the health sciences, including medicine, biomedical engineering, scientific research, bioethics, and public health. In addition to the traditional study of anatomy, physiology, and pathophysiology, courses will include applications of physics, chemistry, mathematics, language, literature, and history wherever relevant. Class discussions and lectures will be supplemented with organ dissections and laboratory experiments. Courses in bioethics and public health will extend the year's studies further into the social and moral dilemmas of the health sciences. Writing, both scientific and reflective, as well as writing revision will be emphasized in these courses. Students who enroll in the BioScience COE will work on a self-directed research project each year in addition to their work in the BioScience classes. *Prerequisites: B+ or higher in Biology, application to the program, Science Teacher recommendation, BioScience Program Director permission.*

### **BioScience one trimester courses (offered to students in grades 9-11)**

#### **\*BioScience: Biotechnology and Laboratory Science (Spring 2022)**

(1 credit)

In this course, students will learn and practice the skills required to work in a university research laboratory. These skills include laboratory safety, measurement of chemicals, preparation of solutions, separation techniques, the growth of living cells in culture media, and the acquisition of data using assays and tests. In addition, students will review and apply mathematical concepts routinely used in laboratory work including proportions, graphing and statistics. Following the conclusion of this course, students will be encouraged to begin their own independent laboratory research project.

#### **\*BioScience: Digestive Anatomy and Physiology (Fall 2021)**

(1 credit)

This course examines the digestive system and how it works with all other organ systems to provide the nutritional elements necessary for cell survival. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

#### **\*BioScience: Renal Anatomy and Physiology (Winter 2021-22)**

(1 credit)

This course examines how multiple organ systems (urinary, digestive, respiratory, integumentary system) assist in removing waste products from the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

#### **BioScience: Skin/Musculoskeletal Anatomy and Physiology (Spring 2023)**

(1 credit)

This course examines the group of organ systems (integumentary, musculoskeletal) that generally provides structural support and protection for the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

**BioScience: Nervous/Endocrine Anatomy and Physiology (Winter 2022-23)**

(1 credit)

This course examines the group of organ systems (nervous, special senses, endocrine) that generally provides information transmission for the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

**BioScience: Bioethics (Fall 2022)**

(1 credit)

This course examines the theories and standards used in making health-related ethical decisions. An introduction to ethical theory will be followed by the study of specific biomedical issues presented within the context of case studies. Emphasis will be placed on developing an understanding of and a proficiency at using a standard framework for analyzing ethical problems. Individual contributions to group discussion, supported by thorough and thoughtful reading and writing will be critical elements of this course.

**BioScience: Cardiovascular Anatomy and Physiology (Fall 2023)**

(1 credit)

This course examines the cardiovascular system and how it works together with the respiratory system to provide oxygen to the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

**BioScience: Respiratory Anatomy and Physiology (Winter 2023-24)**

(1 credit)

This course examines the respiratory system and how it works together with the cardiovascular system to provide oxygen to the human body. A combination of informal lectures, class discussions, small group activities, organ dissections, laboratory experiments, and multiple writings will be utilized to enhance learning in this course.

**BioScience: Public Health and Infectious Disease (Spring 2024)**

(1 credit)

This course will serve as an introduction to the general concepts that form the foundation of community and public health with emphasis placed on the epidemiology and control of infectious diseases. In addition to class discussion and informal lectures, students will work on small group and individual projects throughout the course in order to come to their own understanding of the definition of public health.

## **BioScience Seminar**

This year-long course is offered each year to students in grade 12 and to Post Graduate students enrolled in the program.

### BioScience Senior Seminar

(3 credits)

In this course, senior and post-graduate BioScience students will take part in a year-long seminar-type experience very similar to that offered in a university setting. Under the guidance of the BioScience Program Director, students will act as a partner in their own education by practicing and demonstrating the skills that are characteristic of mature, independent learners. While concentrating on one specific health care-related topic each term, students will be expected to engage in independent background research on the topic, including identifying and reading related resource material online, in texts and in scientific articles. In addition, students will develop appropriate topic-related questions and points of interest in preparation for leading class discussions on the topic. The Spring Term will focus specifically on science writing and communication, and students will be required to complete the following: finalize the design of their final poster summarizing their research, make a PowerPoint summarizing their research and present it to the SSM faculty, and write up their research project in the form of a scientific article and submit it to a scientific journal.

## **BioScience Research Methods and Independent Project**

Each of the following year-long courses will be offered each school year.

### BioScience: Intro to Research Methods and Independent Project

(1 credit)

In this course, first year non-senior BioScience students will a) be trained in how to read, understand and present scientific journal articles; b) become familiar with interacting appropriately with science professionals in academic settings outside of school; c) be introduced to the fundamentals of scientific research, including identifying a research question, conducting a literature review, developing and articulating a hypothesis, designing an experimental protocol, writing a research ethics plan, selecting a data-collection technique and an appropriate statistical tool for data analysis, presenting results, drawing conclusions from results, articulating the implications of these conclusions, explaining limitations of a study, and proposing future projects; and d) apply these skills by designing and conducting an experimental research project on a health science-related topic of their choice. At the end of each term, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at a scheduled poster session.

### BioScience: Advanced Research Methods and Independent Project I

(1 credit)

In this course, second year non-senior BioScience students will continue to improve the skills acquired in the previous year's course, "Introduction to Research Methods," including how to

read scientific journal articles, how to interact with science professionals, and how to conduct authentic scientific research. Each student will either continue work on the previous year's research project or begin a new research project. At the end of each term, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at a scheduled poster session.

**BioScience: Advanced Research Methods and Independent Project II**

(1 credit)

In this course, third year non-senior BioScience students will further develop the skills learned in the first two "Research Methods" courses, including how to read scientific journal articles, how to interact with science professionals, and how to conduct authentic scientific research. Each student will either continue work on their previous year's research project or begin a new research project. At the end of each term, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at a scheduled poster session.

**BioScience: Applied Research Methods and Independent Project**

(1 credit)

In this course, senior and post-graduate BioScience students will be expected to apply all the skills and knowledge acquired in the previous "Research Methods" courses to the design and conduct of an original research project. This process will include identifying a research question, conducting a literature review, developing and articulating a hypothesis, designing an experimental protocol, writing a research ethics plan, selecting a data-collection technique and an appropriate statistical tool for data analysis, presenting results, drawing conclusions from results, articulating the implications of these conclusions, explaining limitations of their study, and proposing future studies. At the end of the Fall and Winter terms, each student will create a scientific poster summarizing the status of their project, and then present it to the faculty and students at scheduled poster sessions. During the Spring Term, each student will present a 10-minute oral presentation of their research project to the SSM faculty.

**Engineering Center of Excellence Course Descriptions**

The Engineering Center of Excellence, taught by Alex Jones, are offered in a three-year rotation, and are directed at students who are considering a career in the field of engineering, information technology, manufacturing, or technical disciplines within the field of physical science. Students will begin their journey through an in-depth study of the engineering design process. Students acquire the skills to prototype their designs using state of the art modelling programs from Autodesk. After fully examining the constraints of their projects, they acquire the skills to bring their ideas to life using Arduino based microcontrollers, CNC technologies, 3D printing and laser engraving and cutting systems. Students use these skills throughout their time in the Engineering Center of Excellence to pursue their passions while working on their engineering projects each term. Students are required to be always working on a project and present their work several times per year at a poster session event or a PowerPoint presentation to the

community. The next phase of academic work transitions students to think of engineering as a career opportunity. The coursework is designed to expose students to many branches of engineering so they can make more informed decisions in college when selecting their major. Students also study the ethical responsibilities of an engineer in many different contexts.

*Prerequisites: On track to complete Physics and Calculus by graduation, application to the program, Science Teacher recommendation, and Engineering Program Director permission.*

## **Engineering Independent Project**

### Engineering Lab (1 credit)

This year-long course allows students to pursue a design or build project within the scope of their individual interests and passions. Students work closely with the Engineering faculty to brainstorm and select a project. After research has been complete, students give a project pitch where they outline the problem being solved, project constraints, design proposal, cost analysis, and resources needed for their project. When approved, students work closely with the engineering faculty to assist the student in managing their project. At the end of each term, students present their work in the form of a poster or PowerPoint presentation. From these experiences, students will hone their technical communication abilities. By the end of each academic year, students will have first-hand experience of using the engineering design process from initial product brainstorming to evaluating and iterating designs of their prototype.

*Prerequisites: Acceptance into the Engineering Center of Excellence.*

## **Year 1 Students**

### Honors Engineering: Modelling and Prototyping (1 credit)

Students begin their journey in the Engineering Center of Excellence by studying the role of the engineer in society, the skill sets required to be an engineer, and an in-depth analysis of the engineering design process. Students then transition to learning 2D (AutoCAD) and 3D (Fusion 360) modelling software from Autodesk. After recreating many drawings from parts diagrams, they use the modelling software to design their products during several design challenges. After they have had sufficient experience with these programs, they learn how to prototype their designs using 3D printing applications. This course effectively introduces students to the complexities and challenges of the beginning stages of the engineering design process.

*Prerequisites: Acceptance into the Engineering Center of Excellence.*

### Honors Engineering: Basic Electronics and Programming (1 credit)

In this course, students study the essential skills and resources to build and program components in electrical circuits. Students begin by learning how to solder electrical components such as LED's, resistors, capacitors, microprocessor chips, etc. Students are then introduced to Arduino micro processing units to build several projects using various sensors like Ultrasonic Distance, Active Buzzers, Photoresistors, Force Sensitive Resistors, etc. Students use

block-based programming methods to code the Arduino, which serves as an easy transition to coding using the object-oriented language known as Python. Students learn the fundamentals of programming with Python along with several more advanced projects using packages to create graphical user interfaces. *Prerequisites: Acceptance into the Engineering Center of Excellence.*

#### Honors Engineering: Fabrication Processes (1 credit)

In this course, students study various methods for fabricating different products. Students begin by examining the design and construction of a traditional woodworking projects. Students study the materials, tools and methods used to construct the project. Student then take place in designing and constructing a project using wood. Students then examine the design and construction of a metalworking project. Students learn basic skills of welding, turning and milling metal. After a thorough analysis of manual methods of manufacturing products has happened, we turn our attention to automated methods. Students can design and manufacture projects using CNC applications with wood routers, plasma cutters and laser cutters and engravers. *Prerequisites: Acceptance into the Engineering Center of Excellence.*

#### **Year 2-3 Students**

##### Topics of Civil Engineering (1 credit, Fall 2021)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. The courses selected are based on disciplines and topics of the various EIT (Engineer in Training) exams, which is one of the first steps to becoming a registered professional engineer. In this course, students begin by performing an in-depth analysis of a wide range of job responsibilities of a civil engineer. Students also focus on studying the ethical responsibilities that are common to this discipline. Students then engage in an in-depth study of several topics that would be common in this discipline. Topics are selected based on topics found on the EIT exam and student interest. Within these topics, students engage in a design project which requires them to apply scientific concepts and mathematics to solve problems. *Prerequisites: Successful completion of the First Year Engineering Curriculum.*

##### Topics of Industrial Engineering (1 credit, Winter 2021-22)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. The courses selected are based on disciplines and topics of the various EIT (Engineer in Training) exams, which is one of the first steps to becoming a registered professional engineer. In this course, students begin by performing an in-depth analysis of a wide range of job responsibilities of an industrial engineer. Students also focus on studying the ethical responsibilities that are common to this discipline. Students then engage in an in-depth study of several topics that would be common in this discipline. Topics are selected based on topics found on the EIT exam and student interest. Within these topics, students

engage in a design project which requires them to apply scientific concepts and mathematics to solve problems. *Prerequisites: Successful completion of the First Year Engineering Curriculum.*

#### Topics of Environmental Engineering (1 credit, Spring 2022)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. The courses selected are based on disciplines and topics of the various EIT (Engineer in Training) exams, which is one of the first steps to becoming a registered professional engineer. In this course, students begin by performing an in-depth analysis of a wide range of job responsibilities of an environmental engineer. Students also focus on studying the ethical responsibilities that are common to this discipline. Students then engage in an in-depth study of several topics that would be common in this discipline. Topics are selected based on topics found on the EIT exam and student interest. Within these topics, students engage in a design project which requires them to apply scientific concepts and mathematics to solve problems. *Prerequisites: Successful completion of the First Year Engineering Curriculum.*

#### Topics of Mechanical Engineering (1 credit)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. The courses selected are based on disciplines and topics of the various EIT (Engineer in Training) exams, which is one of the first steps to becoming a registered professional engineer. In this course, students begin by performing an in-depth analysis of a wide range of job responsibilities of a mechanical engineer. Students also focus on studying the ethical responsibilities that are common to this discipline. Students then engage in an in-depth study of several topics that would be common in this discipline. Topics are selected based on topics found on the EIT exam and student interest. Within these topics, students engage in a design project which requires them to apply scientific concepts and mathematics to solve problems. *Prerequisites: Successful completion of the First Year Engineering Curriculum.*

#### Topics of Computer Engineering (1 credit)

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. The courses selected are based on disciplines and topics of the various EIT (Engineer in Training) exams, which is one of the first steps to becoming a registered professional engineer. In this course, students begin by performing an in-depth analysis of a wide range of job responsibilities of a computer engineer. Students also focus on studying the ethical responsibilities that are common to this discipline. Students then engage in an in-depth study of several topics that would be common in this discipline. Topics are selected based on topics found on the EIT exam and student interest. Within these topics, students engage in a design project which requires them to apply scientific concepts and mathematics to solve problems. *Prerequisites: Successful completion of the First Year Engineering Curriculum.*

### **Topics of Electrical Engineering (1 credit)**

In the returning student curriculum, students transition their studies to learn about the many disciplines of engineering. The courses selected are based on disciplines and topics of the various EIT (Engineer in Training) exams, which is one of the first steps to becoming a registered professional engineer. In this course, students begin by performing an in-depth analysis of a wide range of job responsibilities of an electrical engineer. Students also focus on studying the ethical responsibilities that are common to this discipline. Students then engage in an in-depth study of several topics that would be common in this discipline. Topics are selected based on topics found on the EIT exam and student interest. Within these topics, students engage in a design project which requires them to apply scientific concepts and mathematics to solve problems. *Prerequisites: Successful completion of the First Year Engineering Curriculum.*

### **The Major Center of Excellence Course Descriptions**

The Major allows students to develop and undertake a series of dynamic experiences designed around their personal interests in a way that engages their critical inquiry skills and develops their passion for self-guided discovery. Each student is a member of a cohort of fellow students whom they support and challenge under the guidance of a dedicated faculty member who provides structure, guidance, and mentorship throughout the whole program. On campus, students have access to a wide range of facilities including Fayfield Hall, our state-of-the-art STEM Center, and the weCreate Center, which houses nine studios to provide students access to software such as Adobe Photoshop and Illustrator and FinalCut Pro. Students in The Major will travel beyond the Arch to complete their Center of Excellence experience as well, immersing themselves in locales as varied as their interests.

#### **Students in year 1**

Students in year one will explore a variety of topics with their teacher and peers as they work to identify their own research topic. Students will also begin to work on presentation skills. This work includes skills relevant to poster presentation, documentary style filmmaking, formal essays, and small group oral presentations.

#### **Students in year 2 and 3**

Students in year 2 and 3 are encouraged to spend additional time working on their independent research projects. The director of The Major will meet with each student regularly to provide feedback and support. Group meetings will focus on presentation skills and peer feedback. Students will present their work through poster sessions, documentary style films, formal essays, and small group presentations. During the Spring Term, seniors will give a 10 minute capstone presentation on their research to faculty and peers.

\*All students in the major are enrolled simultaneously in a Seminar class.

## **Centers of Excellence In Music Course Sequence**

Shattuck-St. Mary's Centers of Excellence in Music provide an opportunity for students who have an intense interest in music, either instrumental or vocal, to devote a significant portion of their day to pursue their artistic passion.

**Graduation Requirements:** Students in both the Pre-Conservatory Music and Vocal Performance programs have two hours of their school day devoted to music. This time may be used for independent practice or work with ensembles. Students are required to complete Music Theory during their 11th and 12th grade years.

**Required Courses:**

- Adv. Music Theory & Ear Training I
- Adv. Music Theory & Ear Training II

**\*Adv. Music Theory is taken during the 11th and 12 grade years.**

**Pre-Conservatory Music:** The Pre-Conservatory Program offers serious musicians ample practice time, weekly lessons with Master Teachers, courses in music theory, chamber music ensembles, numerous performance opportunities, master classes with world-renowned guest artists, and access to concerts featuring world-class performers.

**Vocal Performance Program:** The Vocal Performance Program at Shattuck-St. Mary's is a comprehensive, classical, and foundational music education centered around ensemble excellence and individual performance opportunities. Students perform as often as once per month in such events as school musicals, community showcase events, school chapel services, on and off campus holiday concerts, performances with Minnesota Opera's Project Opera program, recitals, and special on and off-campus school gatherings for visitors and alumni.

## **CENTERS OF EXCELLENCE IN MUSIC**

### Pre-Conservatory Class

(2 credits)

Shattuck-St. Mary's Pre-Conservatory program is designed for students interested in pursuing their passion for music while engaging in a college-preparatory academic program. This program offers the serious musician ample practice time scheduled during the school day, weekly lessons with a master teacher, a college-level music theory curriculum, numerous performing opportunities, and a college preparatory academic program.

### Vocal Performance Program

(2 credits)

The Vocal Performance Program is an auditioned program designed to give passionate music students extensive training in the vocal arts. Students receive a 60 minute private vocal lesson and a 30 minute private piano lesson each week. In addition, students audition for and are placed in one of our choirs, and have one period per day for individual practice. Juniors and Seniors are enrolled in a rigorous Music Theory/Ear Training Class. Students will also participate in studio classes, master classes, visiting guest artists recitals, and competitions in addition to a full calendar of performances both on and off campus. VPP Students also participate in Project Opera, the youth outreach program of the Minnesota Opera during their junior or senior year.

### Advanced Music Theory and Ear Training 1

(2 credits)

Advanced Music Theory and Ear Training 1 is the first part of a 2-year curriculum designed for the student who wishes to pursue further study in the area of music. The course begins with the foundations of music theory (scales, key signatures, triads, intervals, etc.), and ventures into part-writing in 4 voices using diatonic harmonies. Additionally, the course addresses small musical forms and embellishment. The Ear Training portion of the course covers solfege systems, sight-singing, and various forms of diatonic musical dictation.

*Prerequisite: ability to read music (both treble and bass clefs). A knowledge of key signatures and scales is also advised.*

### Advanced Music Theory and Ear Training 2

(2 credits)

Advanced Music Theory and Ear Training 2 is the second part of a 2-year curriculum designed for the student who wishes to pursue further study in the area of music. The course begins with a brief review of the content covered in Advanced Music Theory and Ear Training 1, followed by discussions of chromatic harmonies including applied dominants, augmented sixths, and Neapolitan chords. Additionally, the course addresses large musical forms including Sonata, Rondo, and Ternary forms. The Ear Training portion of the course covers solfege systems, chromatic sight-singing, and various forms of chromatic musical dictation.

*Prerequisite: Advanced Music Theory and Ear Training 1*

## English Department Course Sequence

**Middle School Courses:** SSM Middle School English courses are designed to introduce students to the reading, writing and verbal skills they will need to succeed in their study of English at Shattuck St. Mary's.

- English 6/7 (taken in both 6th and 7th grade)
- English 8 (taken in 8th grade)

**Graduation Requirement:** Students are required to complete a minimum of 12 credits in English. Students begin with survey courses in 9th and 10th grade before moving into elective classes as juniors and seniors. Writing as a process is emphasized in all classes with the goal of providing students with a solid basis for successful English study in college. Students must be enrolled in an English class every term.

### Required Courses:

- Composition & Literature (9th grade)
- World Literature (10th grade)  
OR
- Adv. World Literature (10th grade)

**\*Students may be recommended for AP English from either the regular or the advanced classes.**

### AP English Electives:

*AP English Electives are full-year blended courses.*

- AP Language and Composition (*Prerequisite: recommendation from current English teacher and approval from Department Chair*)
- AP Literature and Composition (*Prerequisite: recommendation from current English teacher and approval from Department Chair*)

### Junior/Senior English Electives Offered 2020-2021:

*Junior/Senior electives are one-term stand alone courses which students may use to fulfill their graduation requirement or as an added elective course.*

- Fall Term
  - South African Literature: Voices of Black and White
  - Romanticism in Literature
  - Minnesota Writers
- Winter Term
  - Shakespeare's Tragedies
  - Gothic Literature
  - Shakespeare's Histories
  - Composition
- Spring Term
  - Reading and Writing Epic and Lyric Poetry
  - Creative Writing
  - Travel Narratives in American Literature

## **ENGLISH**

The overall goal of the English curriculum is to develop in all students a solid basis for successful English study at Shattuck-St. Mary's School and in college. In all grades at Shattuck St. Mary's School, English teachers emphasize the fact that writing is a process. Therefore, students at each level continually are reminded of the steps they should take as they write. These include: prewriting or brainstorming, organizing one's ideas, writing at least one rough draft, revising thoroughly, editing and proofreading, and finally "publishing." These basic steps apply to all types of formal composition, whether creative writing, exposition, or poetry. Our students learn to develop their own style, while gaining the solid fundamentals of English grammar. Key to development of skill in writing is the active role of the teacher, guiding students to evaluate the logic and persuasiveness of what they have written. Thus, they develop the life skill of communicating clear ideas through clear writing.

### **Year-Long Core English Classes:**

Each of the following core English classes is taught in a year-long survey format. Students receive a final grade for the year which is then applied toward their cumulative GPA. Students in grades 9-12 receive 3 credits upon the successful completion of each course.

#### 6th and 7th Grade English

This course places an equal emphasis on both literature and writing. Over the year, we engage a variety of literary forms, including myths, short stories, novels, poetry, and dramatic scripts to develop concepts of setting, character, and conflict, and explore a "tool box" of literary devices. Reading skills, including comprehension, inferences, and predictions, are developed and reinforced in each genre. Using these texts as models, we also immerse in the writing process, from brainstorming and rough drafts through revision to a final product. Students create original pieces in prose, poetry, and script, learn to work together and edit their work, and write analyses of what they have read using the text to inspire and support their conclusions. This specific sixth/seventh grade curriculum loops in a two-year cycle. The program is individualized to meet the developmental needs of each student.

#### 8th Grade English

English 8 builds upon the skills acquired in the seventh grade and meets the needs of new students. Reading, writing and verbal skills are still the priorities of the class, with an emphasis on more formal expression and the study of grammatical structures. Writing is developed in regular journal exercises, short creative pieces, in-class themes, and multi-draft formal essays. Methods and terminology of literary analysis are introduced. In addition to short stories, poems, dramatic monologues and dialogues, and selections on nonfiction, our reading includes selected novels and one Shakespeare play.

#### Composition and Literature - 9th Grade

(3 credits)

This course is designed to ensure that students receive firm and extensive grounding in

grammar, vocabulary, literary analysis, and the writing process, as well as a strong emphasis on developing research papers. Throughout the school year, all Composition and Literature students will practice research, analytic, and expository writing. In addition, students will read, analyze, and discuss classic pieces of literature for symbolic and metaphorical references. This class offers the opportunity for a student to work in a community with other writers. Students work both independently and together with others in the class to brainstorm ideas and revise their writing. They also continue to practice skills such as organization, idea development, and the basic conventions of language and writing. Finally, individuals learn to raise their writing to a more sophisticated level by developing sentence fluency, word choice, and voice.

#### World Literature – 10th Grade

(3 credits)

World Literature is a year-long survey course designed to usher students into the literature of different cultures, advance their research and documentation skills, and develop their academic writing. The course includes literature from across time, continents, and cultures. While they explore and consider novels, stories, poems, and essays, students expand and generate critical thinking and expository writing, discovering universal themes, motifs, and even genres, ranging from the Bildungsroman to Joseph Campbell's pivotal work on the hero—all this in seemingly disparate works. Students write and revise response paragraphs, academic essays, and a thesis-driven research paper. They participate in forums, in-class literary discussions, and writing workshop sessions. Readings may include *The Epic of Gilgamesh*; *The Odyssey*; *Things Fall Apart*, Chinua Achebe; *Homegoing*, Yaa Gyasi; *American Born Chinese*, Gene Yang; as well as works by Louise Erdrich, Edwidge Danticat, Marjane Satrapi, William Shakespeare, Bill Bryson, Jamaica Kincaid, and others.

#### Advanced World Literature – 10th Grade

(3 credits)

Students seeking a faster paced, more challenging English course may seek permission from their instructor or the Chair of the English Department to enroll in Advanced World Literature. The students in the advanced class will explore the topics outlined above but will read additional texts and scholarly criticisms and spend more time working on critical analysis.

Permission of the student's current English instructor or the Department Chair is required.

#### Advanced Placement English: Language and Composition – 11th Grade

(3 credits)

This course is designed to challenge the highly-motivated student who has been successful in prior writing and literature courses; students should already have a mastery of writing conventions and research skills. The course emphasizes independent work, class participation, creativity, and English academic excellence. Specific focus will be given to critical thinking and reading. Students learn to write effectively and confidently, incorporating varied academic writing patterns, including narrative, expository, analytical, and argumentative as well as rhetorical analysis. This will be accomplished through the study and discussion of literature including non-fiction, short stories, and novels. Students will be required to do extensive

reading and critical analyses as well as take tests in the same format as the AP English exams offered each May. Students may earn college credit if they score well on the AP exam issued by The College Board in May.

**Advanced Placement English: Literature and Composition – 12th Grade**

(3 credits)

Students in AP English: Literature and Composition practice college-level rhetorical writing by engaging in the careful reading and critical analysis of great works of poetry, short stories, drama, novels, and essays. Through the keen analysis of selected texts, students deepen their understanding of how the written word discloses, manifests, and bestows meaning. As they read, students contemplate how structure and form relate to, reveal, and display style, theme, imagery, symbolism, and tone. They develop their voices as active literary critics via frequent writing and discussions. This course follows the curricular requirements described in the AP English Literature and Composition course. Students may earn college credit if they score well on the AP exam issued by the College Board in May.

**Non-Core English Electives:**

These elective courses are offered every year and are open primarily to students in grades 10-12. While they count as an academic core course, they cannot be used to fulfill the English requirement. A student in 9th grade may enroll in Public Speaking with the permission of the instructor if space allows.

**\*Composition (Winter 2021-22)**

(1 credit)

Shattuck-St. Mary's one-term composition course is designed to help students become better writers. Over the course of the term students write daily in class or for homework and write several papers. Some of the work is of a creative nature, but the emphasis is on helping students improve their expository writing. These essays may include a movie review, a problem-solving essay, an argumentative essay, an essay on a short literary work, and a compare/contrast essay. Students will also learn how to support other writers by offering useful feedback through regular peer editing. In addition, students will review basic concepts of grammar to reinforce the foundations of their writing skills. As the term progresses, students should improve in all areas of the writing process, including brainstorming and prewriting, developing a thesis, writing drafts, revising and rewriting, editing, and proofreading.

**\*Public Speaking (each term)**

(1 credit)

This one term introductory public speaking course guides students into building a strong foundation in the art of public performance and oral presentation. Moreover, it helps students gain confidence and learn how to project the best possible public image, capitalizing on their own best character traits and making the most of interpersonal interactions. Beginning with the fundamental elements of voice, diction, and gesture, students become well-grounded in a variety of presentation techniques. They also learn how to harness the fear of public speaking and

transfer it into raw energy of performance, projecting an image of confidence and style. Key projects include poetry readings, story jokes, anecdotes, personal statements of identity, dramatic monologues, and formal presentations on topics of their own choosing.

**Junior Senior Core English Electives (Not all courses are offered every year)**

These one term core English electives are offered on a rotation. These topic based classes are open to juniors and seniors and provide an intense study of a specific topic or genre. One credit is awarded upon the successful completion of the term and the term grade is averaged into the student's cumulative GPA. Courses being offered in 2020-2021 are denoted with an \*.

African American Literature

(1 credit)

Students in this course will study the rich literary culture of the African-American community from poetry and songs written (by slaves) in the 18th century to novels and plays of the 20th and 21st century. Representative works from different eras and different genres (read in part through a historical lens) will offer students a chance to delve deeply into these works and gain a new appreciation and understanding of this part of American heritage. Representative Authors: Phillis Wheatley, Paul Laurence Dunbar, Countee Cullen, Gwendolyn Brooks, Zora Neale Hurston, Langston Hughes, Lorraine Hansberry, August Wilson, James Baldwin, Rita Dove, Alice Walker, Toni Morrison.

The American Idea in Literature

(1 credit)

How does the American "Experience" contrast with the American "Idea" as expressed in the founding documents? Thematically based on The Preamble to the United States Constitution, this course will contrast the "idea" of America with the reality and diversity that are the American "Experience" from the perspective of race, gender, socio-economic situation, and time period. Students will explore these questions while reading great American novels, plays, and poems, as well as non-fiction.

Arthurian Literature

(1 credit)

Arthurian Literature will begin with a discussion of the Arthur legend through almost fourteen centuries. This will include discussion about a possible historical Arthur and the period in which he would have lived. The readings will chronologically follow the literary development of the material from the Celtic cycles through the middle ages up to the contemporary interpretations. Readings may include selections from the Welsh Mabinogion, Geoffrey of Monmouth, Cretien de Troyes, Sir Gawain and the Green Knight, Mallory, Tennyson, William Morris, T.H. White, Mary Stewart, and Marion Zimmer Bradley. Film screenings may include John Boorman's *Excalibur* and *Monty Python and the Holy Grail*.

### Banned and Challenged Literature

(1 credit)

Should certain works be forbidden in the high school classroom? Should controversial books be banned in libraries? Come read some books that have been labeled dangerous or unsuitable for students and discuss why they have been and often remain controversial. Students in this course will explore literature that has been banned or challenged over the years and respond to these works through their written reflections and discussion. Works may include Mark Twain's *The Adventures of Huckleberry Finn*, Alice Walker's *The Color Purple*, Sherman Alexie's Short Stories, Kurt Vonnegut's *Slaughterhouse-Five*, Toni Morrison's *Jazz* or *The Beloved*, Maya Angelou's *I Know Why the Caged Bird Sings*, Suzanne Collins's *The Hunger Games*, or Lois Lowry's *The Giver*.

### Bildungsroman Literature

(1 credit)

Huck, Holden and Harry; Jo, Dorothy, and Katniss all faced bumpy roads to adulthood. This common theme is the focus of the reading and discussion for this course. Bildungsroman, or coming of age literature deals with the protagonist's journey from innocence to experience gained through some conflict. While common in this central theme, Bildungsroman novels vary widely and are part of many genres from realism to fantasy. Students will see how different authors from different eras shaped their characters and reflect on these works and how they relate to their lives and the world today. Authors may include: Sherman Alexie, Marjane Satrapi, J.D Salinger, Amy Tan, Mark Twain

### Caribbean Literature

(1 credit)

Having overcome colonial rule, the countries of the Caribbean have gone through periods of tumult and prosperity and have given birth to powerful literary voices. Caribbean authors, poets, and playwrights have given the English-speaking world important works of the post-colonial period, works that explore themes of liberation, identity, race and overcoming a history of oppression. In this course, we shall examine some of the works of such critically acclaimed authors as Edwidge Danticat, Jamaica Kincaid, George Lamming, Samuel Selvon, and Nobel Prize winner Derek Walcott.

### Characterizations of Evil in World Literature: The Devil Made Me Read It

(1 credit)

This elective surveys the wide variety of ways in which evil, often personified as a demon or Satan, has been portrayed in scripture, poetry, short story, drama, and novel. Beginning with images from the world's religions, moving through Dante and Milton's image of a dark, fallen angel to CS Lewis, Mark Twain, and Guy de Maupassant, we track how the concept of ultimate evil changes over time - and remains timeless all the same.

### Christopher Marlowe and Faustus Literature

(1 credit)

Christopher Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*, was the first dramatization of the legend of Dr. Faustus, the scholar who makes a deal with the Devil. Marlowe's version of the story inspired many others, and the story type has become something of a subgenre in literature and film. In this course we will examine Marlowe's play and works of prose, poetry, cinema, and opera inspired by it. This will include works by such literary figures as Goethe, Turgenev, and Bulgakov.

### \*Creative Writing (Spring 2022)

(1 credit)

Creative Writing students read representative works from a variety of genres and periods. They analyze the structure of each of these works, and use them as models for exercises in creative writing. The coursework includes close reading of literary texts, writing short stories, poetry, and personal essays, and emphasizes drafting and revising creative work.

### \*Gothic Literature (Winter 2021-22)

(1 credit)

Gothic themes and characters have remained popular over the centuries. Long before the 19th century, when the gothic genre appeared, elements of this genre were prevalent. In this course we will read literature from various time periods and cultures and examine the ways in which gothic themes and characters are explored in these works. Readings may include: *Epic of Gilgamesh*, *The Iliad*, The Old Testament, Ovid's *Metamorphoses*, *Beowulf*, *Frankenstein*, or *Dracula*. We will also discuss a variety of theories of the monster archetype, in literature and in culture generally.

### The Hero's Journey in Literature: Hero of a Thousand Faces

(1 credit)

Students in this class will read ancient and modern stories that explore the "hero's quest." The focus will be questioning whether there is a "hero" in all of us and just what does it take, from a societal point of view, to be heroic. Students will also look at how different cultures define and create heroes and what common archetypes they may have.

### Holocaust Literature

(1 credit)

This course examines the Holocaust and the memoirs, novels, poetry, and visual art it provoked among its survivors. The course will begin with a brief historical survey of the Holocaust itself, from Hitler's rise to power through early anti-Semitic legislation and the rise of ghettos and violence to the establishment and ultimate destruction of the death camps. With this as context, we turn to literature of life during the Holocaust and after liberation. While the majority of texts focus on the Jewish experience, work representative of the persecution of other groups will be included as well. One of the guiding questions will be whether it is possible to define Holocaust memoir or literature as a specific genre of its own.

### Immigration in Literature

(1 credit)

This course will explore the experience of people who leave their home countries for the United States. Often this experience is romanticized, grounded in the spirit of the Pilgrims who came to America in search of religious freedom; in fact, many people immigrate to new countries with hopes for a better life, but this process is often a difficult time for people. There is no one immigrant experience, however, and this course will include a variety of works, including fiction, memoir/nonfiction, photography, and poetry, that capture as many different immigrant experiences as possible in one term. Possible texts include *The House on Mango Street* by Sandra Cisneros, *Breath, Eyes, Memory* by Edwidge Danticat, and essays, short stories, and/or other works by Chimamanda Ngozi Adichie and Jhumpa Lahiri.

### Journalism

(1 credit)

Students in Journalism will explore different types of journalistic writing and produce the Shattuck-St. Mary's *Spectator* newspaper by conducting research and writing articles for sports, news, and feature sections. Journalism students will explore reporting, interviewing, journalistic ethics and writing reviews, commentaries, editorials, and in-depth articles about current events in our community. With an emphasis on writing clear, concise, and engaging prose, writers will learn to write for an authentic audience. Gathering research and writing articles will be the focus of this trimester. The emphasis will be placed on the five w's of journalism: where, who, what, when, and why? Students will also have a chance to explore photography, work with our online newspaper site, develop infographics, and will learn more about media and mass communication.

### Literature of the Harlem Renaissance

(1 credit)

In his famous poem "Harlem" from 1951, Langston Hughes asks, "What happens to a dream deferred?" The first answer he offers is another question: "does it dry up like a raisin in the sun?" Despite writing nearly a century after the abolition of slavery, Hughes and all African-Americans still did not have equal rights in the United States. Martin Luther King, Jr. hadn't yet become a force behind the Civil Rights Movement, and Jim Crow laws were still in effect in much of the United States. Hughes had been a leader in the Harlem Renaissance, a reawakening of African-American culture in the United States in the 1920s and 1930s. These decades were explosive times for African-American literature in particular, and this course will explore the writers of this time period, their influences from earlier American literature, and the influence they had on writers to come. In addition, the course will include a study of other forms of art from the time period, such as jazz, the blues, and visual arts.

### Literature of Human Conflict

(1 credit)

This elective looks at the causes and consequences of war and the havoc that results on both the

national and individual level. Writers from ancient Greece to today have explored this tragic side of the human condition. Students in the Literature of Human Conflict read and respond to a range of poetry, essays, short stories, novels, and plays dealing with this subject. Grades are based on expository writing, class discussion, and a project.

### The Masculine and Feminine Archetype in Literature

(1 credit)

Archetypes serve as a thread which not only ties eras together but also creates the grand tapestry of human experience. This course will study common feminine and masculine archetypes throughout eras and genre to examine their evolution as well as those traits which endure. How can the understanding of Archetype influence our view of personal motivation, human interaction and, and societal evolution?

### The Middle Ages in Literature

(1 credit)

The Middle Ages produced its great works of literature—Beowulf, The Divine Comedy, The Canterbury Tales, for example. It has also been portrayed in great works of literature and film, either as a terrible time of ignorance and or a time in which chivalry and virtue flourished. In this course we will read some representative works of each of these kinds of literature and attempt to understand why this period in history is so compelling. Representative works: *Beowulf*, *The Green Knight*, The Lais of Marie de France, selections from Dante's *Inferno* and Chaucer's *Canterbury Tales*, Shakespeare's *MacBeth*, Shaw's *Joan of Arc* and *Monty Python's The Holy Grail*.

### The Modern American Novel

(1 credit)

What do stories tell us about the human condition? Students have explored this question in the mythologies of ancient cultures and perhaps in the works of Shakespeare. This class will read and discuss novels by today's American authors and see how the stories they present illuminate our understanding of today's society and the human condition. A student in Modern American Novel will read two novels that the entire class studies and one choice novel. Authors may include: T.C. Boyle, John Irving, Barbara Kingsolver, Cormac McCarthy, Toni Morrison, Tim O'Brien, Alice Walker

### \*Minnesota Writers (Fall 2021)

(1 credit)

From the land of sky blue waters and more than 10,000 lakes dotting the landscape, Minnesota writers have gained national prominence and recognition through their use of local color, humor, and satire to provide an insight into what makes all Minnesotans—and most Americans—so human. Reading selections will include poetry, newspaper articles and columns, short stories and a novel. Students will be asked to complete a variety of writing assignments related to the various works presented in the class. Featured authors may include Sauk Centre's Sinclair Lewis, Walnut Grove's Laura Ingalls Wilder, Ely's Sigurd Olson, Bemidji's Anton Treuer

and Will Weaver, Austin's Tim O'Brien, Minneapolis's Louise Erdrich and St. Paul's Joe Soucheray.

**The Modern British Novel**

(1 credit)

With the rise of the middle class during the Victorian era, Britain became a nation of readers whose first love was the novel. The 19th Century saw the novel flourish with such famous writers as Austen, Dickens, and Hardy - and their works became part of the western canon. This class will explore the legacy of this august body reading the works of today's surprisingly diverse British and Irish writers. Students will look at similar questions to those posed in Modern American Novel such as: how do the stories illuminate our understanding of today's society and the human condition. A student in Modern British Novel will read two novels that the entire class studies and one choice novel. Authors may include: Roddy Doyle, Nick Hornby, Kazuo Ishiguro, Hilary Mantel, Salman Rushdie, Zadie Smith

**Reading and Writing Nonfiction: The Truth About How Words Affect the World**

(1 credit)

This course will survey essays, speeches and reflections across multiple genres and decades from social consciousness and politics to popular culture and human interest. Each will be studied as works of literature with a focus on rhetorical patterns, diction, figurative language, and other methods of effective communication. The speech section will focus on the effective delivery of the written word. Writing will be based on the topics presented in each medium with an emphasis on the effective techniques employed by the writers that are studied.

**\*Reading and Writing Epic and Lyric Poetry (Spring 2022)**

(1 credit)

Students will read epic and lyric poetry from a variety of cultures and historical periods, and will learn to analyze and write analytical essays on these works. In addition, students will learn to write lyric and epic poetry in a variety of forms. Students will learn about meter, rhyme, symbolism, imagery, metaphor, and a number of other elements of poetry.

**Reading and Writing Satire**

(1 credit)

Is humor colloquial or universal? What is the purpose of satire and why has it been a necessary form of social criticism? Who are the targets of this art form? As we are living in an era of cutting edge comedies and controversial satires, students in this class will begin by exploring their classical roots, followed by reading famous works from various historical eras. Students will reflect on the differences of comedy, parody, and satire while trying their hand at writing in these genres. (Along with the core works studied by the whole class, students will also read a choice book from a list of contemporary comedic or satiric novels.)

### Rhetoric and the Academic Essay

(1 credit)

Students in Rhetoric and the Academic Essay sharpen their critical thinking skills via the exploration of rhetoric and composition. The class exposes students to a rich variety of essays, including those in the Shattuck-St. Mary's annual collection of *Slammin' Essays*, a compilation of writing from SSM English and history classes. As students read these works, they discover the art and science of academic essay writing, and they grasp that all good writing begins with insightful analysis. Students develop their academic voice as they study diction, essay organization, tone, concession, audience, claim, evidence, and even syntax. Frequent writing is rounded out with academic discussion.

### The Refugee Experience in Literature

(1 credit)

According to a 2014 report by the United Nations High Commissioner for Refugees, there are sixty million refugees struggling to find a new home after leaving behind their homelands. These people, including mothers, fathers, children, and families, usually have experienced complex and difficult situations such as war, strife, famine, or political and religious persecution. This course will explore the refugee experience in literature today. Works may include: *The Voice of Witness Reader: Ten Years of Amplifying Unheard Voices*, *Refugee Hotel, Nowhere to Be Home*, *Out of Exile: The Abducted and Displaced People of Sudan*, *The Spirit Catches You and You Fall Down*, and *What is the What*.

### \*Romanticism in Literature (Fall 2021)

(1 credit)

The Romantic Movement centered on basic truths that can be reached through one's intuition, imagination, inspiration, individualism, and idealism. This course will look at the foundations of Romanticism in late 18th and early 19th century British and American works and explore these themes in representative works in the following eras and today. Authors may include: Ralph Waldo Emerson, Henry David Thoreau, Emily Dickinson, Edgar Allan Poe, Emily Bronte, William Cullen Bryant, Washington Irving, William Blake, William Wordsworth, Samuel Taylor Coleridge, John Keats, and Lord Byron.

### Shakespeare's Comedies

(1 credit)

When assigned Elizabethan plays, students in English classes most often study Shakespeare's high tragedies such as *Macbeth*, *Hamlet*, *King Lear*, or *Othello*. As a result, students often wonder if there is a bias in literature towards tragic themes of life and death. But the Bard did have a sense of humour and did write plays where everyone lives! Students in this course will read some of Shakespeare's most beloved comedies. These may include: *A Comedy of Errors*, *Much Ado About Nothing*, *A Midsummer Night's Dream*, and *Twelfth Night*. Students will discuss the colloquial and universal nature of comedy as they delve into these classic works.

**\*Shakespeare's Histories (Winter 2021-22)**

(1 credit)

William Shakespeare was not particularly concerned about accurately relating events in history; he was focused on telling a good story. Using the backdrop of famous events, Shakespeare creates vivid characters from historical figures. Students in this class will use history as a framework to explore these stories but will also look at the relevance of the works in the twenty-first century. Plays read may include: *Richard II*, *Henry IV : Part 1*, *Henry IV: Part 2*, *Henry V*, and *Richard III*.

**\*Shakespeare's Tragedies (Winter 2021-22)**

(1 credit)

It has often been noted that Shakespeare's themes are timeless. And indeed they are and his themes of human love and mortality are seen in many great works of literature. However, it is words, the beauty of his writing that transcends most all other works in English. Students in this class will read his famous tragedies and look at why his works not only remain in print four hundred years after his death but how they continue to touch and inspire new generations. Plays studied in this class may include: *Macbeth*, *Hamlet*, *King Lear*, and *Othello*.

**\*South African Literature: Voices of Black and White (Fall 2021)**

(1 credit)

The shadow of Apartheid shaped much of South Africa's 20th century history. This class will explore works published on the brink of apartheid, during apartheid, and in the post-apartheid world of the 21st century. During a time when a white minority ruled the country through the transition to a black majority government, authors of white European descent and black African descent have shared their stories of human spirit and social criticism. This class will delve into the works of such critically acclaimed authors as Alan Paton, Njabulo Ndebele, Nobel Prize winner Nadine Gordimer, Zakes Mda, Bessie Head, and Athol Fugard.

**The Spiritual Quest in Literature: The Seeker's Path**

(1 credit)

Using Herman Hesse's *Siddhartha* as an anchor text, this elective surveys the pilgrim's quest for spiritual wisdom. From the dialogue between Arjun and Lord Krishna in the Bhagavad Gita and Job's confrontation with God in the Old Testament to Malachi's wandering in Vonnegut's *Sirens of Titan*, the spiritual journey in all its variety is an enduring genre in world literature. Works may include: *The Pilgrim's Progress* by John Bunyan, *Zen and the Art of Motorcycle Maintenance*, *Quest for the Red Sulphur* by Claude Adidas, *The Way of a Pilgrim* by R.M. French, *Siddhartha* by Herman Hesse, *The New Life* by Orhan Pamuk, *The Sirens of Titan* by Kurt Vonnegut, *The Alchemist* by Paulo Coehlo

**Technology and Dystopia in Literature**

(1 credit)

"Any sufficiently advanced technology is indistinguishable from magic." - Arthur C. Clark  
Although our technological capabilities continue to grow exponentially, our relationship with

technology remains multifaceted and complex, eliciting both anxiety and awe. We are simultaneously able to wield massive malignant and constructive power. In this course we will explore a variety of texts from various eras around the globe that examine the Gordian knot that is our relationship with technological innovation. Possible texts include *The Talmudic Story of the Golem*, Mary Shelley's *Frankenstein*, *Harrison Bergeron* by Kurt Vonnegut, *R.U.R.* by Karel Čapek, *The Host* (Korea 2006), *Blade Runner* (1982).

**\*Travel Narratives in American Literature (Spring 2022)**

(1 credit)

Why do we leave home? Some leave home for relaxation and vacation, some leave home fleeing difficult circumstances at home, but some leave home in search of adventure or, as we often say, in search of themselves. For centuries, writers have left home and then told the stories of their adventures through poems, fiction, and non-fiction travel writing. This course will look at early examples of travel writing, explore poems and novels that explore the themes of leaving home for the unknown, and then journey through to travel writing and television shows from the 21st Century. Students will also have opportunities to write about their own travels.

**Women's Literature**

(1 credit)

This course explores nineteenth to twenty-first century female writers from around the world. The focus will be on how societal expectations impact the role of women and thematic issues that make this literature an interesting area of study. While reading these works, students will examine the role of women in society and gender expectations. Students should come away from the course with a better understanding and appreciation of this genre, prompting them to continue reading classic works by women.

## English as a Second Language Course Sequence

**Middle School Courses:** SSM Middle School ESL courses are designed to provide the English language support and instruction students need to successfully move into mainstream English and History classes. Students are placed according to ability.

- Middle School ESL Academic Reading and Writing I
- Middle School ESL Academic Reading and Writing II
- Middle School ESL Academic Reading and Writing III
- Middle School Introduction to Historical Studies I
- Middle School Introduction to Historical Studies II

**Graduation Requirements:** Upper School ESL classes can be used to help fulfill the 12 English credits required for graduation; however, students must exit ESL and complete one full year in mainstream English prior to graduation. Upper School Introduction to Historical Studies does fulfill the US History graduation requirement.

**Required Courses:**

- Varies depending on placement testing.

**\*Students must complete one year of mainstream English to graduate.**

**Upper School Courses:** All Upper School ESL courses are full-year classes with the exception of ESL Seminar; students may exit Seminar mid-year if they demonstrate adequate proficiency to work in a mainstream course without additional ESL support.

- Academic Reading and Writing II
- Academic Reading and Writing III
- ESL Seminar
- Introduction to Historical Studies

## **ENGLISH AS A SECOND LANGUAGE**

Our comprehensive ESL program offers a variety of ESL courses to nurture the further development of English speaking, reading, listening, and writing and to help students develop academic and conversational English. Initial ESL placement is determined by a series of assessments, including incoming TOEFL scores, on campus testing during orientation, and an interview; placement for subsequent years is evaluated each spring. All ESL classes are year-long with the exception of the Seminar class; some students exit ESL Seminar mid-year. English credit is granted for ESL, but all students must exit ESL and complete one year of mainstream English to meet graduation requirements. ESL courses come with additional tuition fees.

### **Middle School ESL Academic Reading and Writing I**

This class is offered to Middle School students with low to intermediate English proficiency. The goal is twofold: to support all ESL students' enrollment in mathematics, science, and history classes; and to further and foster the development of academic and conversational English. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing, beginning with the simple sentence.

Requirements: Selected core course readings; 5 formal Spring Term writing exercises; 1 PowerPoint; 2 oral presentations; and a Spring Term project or exam. A Spring Term TOEFL ITP test, overall academic progress, and a Spring Term writing assessment are used to determine placement into the next level of ESL or for ESL exit.

### **Middle School ESL Academic Reading and Writing II**

This class is offered to Middle School students with intermediate English proficiency. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing, beginning with the simple sentence and ending with the academic essay. The academic paragraph and content-response to instructional prompts is stressed.

Requirements: Selected readings; 5-7 formal writing exercises per term; 1 PowerPoint presentation; 3 oral presentations; 1 major project; term exams and final exam. A Spring Term TOEFL ITP test, overall academic progress, and a Spring Term writing assessment are used to determine placement into the next level of ESL or for ESL exit.

### **Middle School ESL Academic Reading and Writing III**

This class is offered to intermediate and advanced ESL students to nurture proficiency in reading, writing, speaking and listening. The course focuses on reading comprehension strategies, vocabulary, grammar, and various types of academic writing. Further, academic, active, reasoned, rhetorical debate and discussion is nurtured and rewarded.

Requirements: Selected readings; 5-7 formal writing exercises per term; 1 PowerPoint presentation; 1 oral presentation; 1 short research paper; term exams; and a final exam. A Spring Term TOEFL ITP test, overall academic progress, and a Spring Term writing assessment are used to determine placement into the next level of ESL or for ESL exit.

### Middle School Introduction to Historical Studies I

This survey class offers students a preview of American, ancient, and European history, using selected textbook readings. In addition, the class covers Minnesota history to give students an understanding of their new homes. Designed to offer low to intermediate English proficient students the opportunity to learn about history in a sheltered environment, this class is a full survey class and includes fostered development of note-taking, listening, reading, and academic discussion. MS Introduction to Historical Studies I is offered to 6th through 9th grade first-year students only. Entrance is not elective.

Requirements: Selected readings; 5-7 writing exercises per term; class presentations; map quizzes; reading assessments; 1 major project; term exams and a final exam.

### Middle School Introduction to Historical Studies II

Introduction to Historical Studies II introduces low to intermediate proficient English language learners to United States History while developing English language skills and historical studies skills. The students will begin with the earliest Americans and travel through United States History up to, but not limited to, the Civil Rights era. While studying the content students will concentrate on utilizing primary sources to contextualize, corroborate, source, and critically think about the continuity and change of the human experience throughout the history of the United States. Assessments will include a variety of activities with a variety of sources. Students will be asked to take Cornell Notes, engage in discussion, collaborate with peers, perform presentations, write academically, research, complete quizzes, tests, and final exams, as well as learn content specific vocabulary and analyze primary sources. MS Introduction to Historical Studies II is offered to 7th through 9th grade students enrolled in ESL English. Entrance is not elective.

### ESL Academic Reading and Writing II – Upper School

This English class is designed to answer the needs of students whose academic English is actively developing and needs intensive and focused support at the low-intermediate to intermediate level. Sustained silent reading is a major component of this class. Fall term is dedicated to the immediate building of math, science, and history vocabulary and academic study skills. Throughout the course, students will read a wide variety of texts, including fiction, non-fiction, and poetry. Reading strategies are explicitly taught and rehearsed to encourage deeper reading comprehension. Vocabulary and grammar instruction is integrated into reading and writing activities. The writing focus of ESL Academic English II is on the development of sentences, paragraphs, and the essay. Speaking and listening are practiced in large and small group discussions and through oral presentations.

Requirements: Selected readings; 5-7 written works per term; 1 oral presentation; term assessments; and a final exam. A Spring Term TOEFL ITP test, overall academic progress, and a Spring Term writing assessment are used to determine placement into the next level of ESL or for ESL exit.

### ESL Academic Reading and Writing III – Upper School

This class is offered to students at an advanced intermediate level of English proficiency in the

areas of reading, writing, speaking, and listening. The course focuses on using academic English to understand, analyze, and evaluate ideas explored through reading, writing, class discussion, and other activities. Academic, active, reasoned, rhetorical debate and discussion are nurtured. Students receive significant individualized feedback to support the development of their language skills, with an emphasis on academic reading and writing.

Requirements: Selected readings; 5-7 formal writing exercises per term; 1 oral presentation; 1 research paper; term assessments; and a final exam. A Spring Term TOEFL ITP test, overall academic progress, teacher recommendation, and a Spring Term writing assessment are used to determine placement, including exit from the program.

#### ESL Seminar – Upper School

This full-year tutorial course focuses on each student's weaknesses in order to best support him or her at S-SM. ESL Seminar is a companion class for students who have been given entrance to World Literature. Focus is on writing the well-developed essay, but also stresses mastery of grammar, syntax, diction, and semantics. Students who have exited ESL may not use this class as a substitute for an English class. At the discretion of the Academic Dean, a previously exited student may be required to enroll.

#### Introduction to Historical Studies – Upper School

Introduction to Historical Studies introduces low to intermediate proficient English language learners to United States History while developing English language skills and historical studies skills. The students will begin with the earliest Americans and travel through United States History up to, but not limited to, the Civil Rights era. While studying the content students will concentrate on utilizing primary sources to contextualize, corroborate, source, and critically think about the continuity and change of the human experience throughout the history of the United States. Assessments will include a variety of activities with a variety of sources. Students will be asked to take Cornell Notes, engage in discussion, collaborate with peers, perform presentations, write academically, research, complete quizzes, tests, and final exams, as well as learn content specific vocabulary and analyze primary sources.

## History Department Course Sequence

**Middle School Courses:** SSM Middle School History courses are designed to introduce students to concepts and skills related to the study of History.

- Themes in US History (taken in both 6th and 7th grade)
- Global Studies (taken in 8th grade)
- World History (taken in 9th grade)

**Graduation Requirements:** Students are required to complete 9 credits of history plus 1 credit of religious studies; 3 credits must be earned in a class that focuses on US History. Once students complete their required US History course in 10th grade, they are free to take any combination of AP or elective courses to fulfill their requirement.

### Required Courses:

- United States History  
**OR**
- Adv. United States History

**\*Students must also complete one trimester of religion (typically during their junior year).**

### AP History Electives:

*AP History electives are full-year blended courses.*

- AP United States Government and Politics (*Prerequisite: Completion of US History; recommendation from your current teacher and permission of the Department Chair*)
- AP Microeconomics (*Prerequisite: Completion of Algebra II; recommendation from your current teacher and permission of the Department Chair*)
- AP Psychology (*Prerequisites: Completion of Biology; recommendation from your current teacher and permission of the Department Chair*)

### Junior/Senior History Electives Offered 2020-2021:

*Junior/Senior electives are one-term stand alone courses which students may use to fulfill their graduation requirements or as an additional elective.*

- Fall Term
  - Human Geography
  - Economics
  - Modern Middle Eastern Studies
- Winter Term
  - Law and Social Justice
  - Acts of Resistance: Global History of Revolution
  - History of Global Exploration
- Spring Term
  - The American Civil War
  - Minnesota History
  - History of the National Parks

## **HISTORY**

Graduation Requirement: nine credits of history, including United States History, Advanced United States History, or Introduction to Historical Studies

### **Year-Long Core History Classes:**

Each of the following core history classes is taught in a year-long survey format. Students receive a final grade for the year which is then applied toward their cumulative GPA. Students in grades 9-12 receive 3 credits upon the successful completion of each course.

#### 6th/7th grade Themes in US History

This full-year course explores United States history, anywhere from its pre-colonial period to the present-day. Instead of investigating this history as a chronological timeline of events, names, dates, and places, we investigate history through the lens of major trends and themes.

Throughout the year, special focus is placed on the skills that enable students to think and act like a historian such as asking good questions about the past, looking at history from multiple perspectives, finding and analyzing historical sources, and drawing conclusions based on evidence. Winter Term, students participate in National History Day, where they complete an in-depth historical research project of their choice that relates to the annual theme culminating in a school exhibition of projects at the end of the term.

#### Global Studies

Global Studies is a year-long course open to 8th grade students that explores the important relationship between people and place in order to develop the skills and knowledge that will enable students to make decisions and problem-solve within the changing, increasingly interdependent world in which they live. Major topics include: how to think spatially, how to read, use, and create maps, world places and regions, culture, population, migration, government and economy, and globalization. Students explore these topics in a variety of ways, including readings, discussion, examining case studies, individual blog assignments, projects, debates, mock trials, and essays. Current events are an important part of this course. Students discuss the news daily and short News Units are integrated into the year, in which students closely examine a specific global issue or event.

#### World History

(3 credits)

World History, a 9th grade course, is a year-long exploration of the factors that have influenced human behavior and the development of civilization. Themes include religion, conflict, global connections, technology, and government & society. Students will explore the scope of world history through the lens of these recurring themes. Analytical reading, discussion, collaboration, research, and essay-writing are some of the important skills that are developed in this class.

### United States History

(3 credits)

United State History studies the growth of America from pre-Columbian the signing of the Declaration of Independence through the development of the United States as a world power in the twentieth century. Focusing on the political and social development of the United States, students gain an appreciation for the complexities of America's past. Special emphasis is placed on analysis of primary documents, essay writing, and discussion.

### Advanced United States History

(3 credits)

This course, which selected sophomores may take in lieu of the standard U.S. history course, considers the American experience from colonial history through the end of the 20th century. The pace of the course is quicker than the standard course and material is explored in greater depth with a strong focus on critical reading and historical writing. Emphasis is placed on building pre-AP skills such as analysis of primary source documents and successfully answering AP style multiple choice questions.

Prerequisite: permission of the department chair.

### Advanced Placement United States Government and Politics

(3 credits)

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Students will complete a political science research or applied civics project. Foundational documents and Supreme Court cases are an integral part of the course and necessary for students to understand the philosophical underpinnings, significant legal precedents, and political values of the U.S. political system and may serve as the focus of AP Exam questions. The course requires study of: 11 foundational documents, including the U.S. Constitution and 15 landmark Supreme Court cases.

Prerequisite: completion of US History and permission of the department chair.

### Advanced Placement Microeconomics

(3 credits)

The purpose of an AP course in Microeconomics is to give students a thorough understanding of microeconomic principles as they apply to individual decision makers, and to whole economic systems. The course is designed to prepare students for the AP Exam in Microeconomics. The Fall Term will focus on basic economic concepts with an introduction to Supply and Demand, leading to a more detailed study of theories behind the Demand curve and consumer choice. The

Winter Term will focus on the Supply curve in studying profit and production costs, and various market structures. The Spring Term will briefly look at factor markets and the role of government in correcting market failures, followed by a structured preparation for taking the AP exams in Microeconomics in May.

Prerequisite: completion of Algebra II and permission of the department chair.

#### Advanced Placement Psychology

(3 credits)

AP Psychology is a year-long course covering all the basic topics of a college level introductory course in psychology, which is defined as the study of human behavior and mental processes. The course is organized by term, with biological and developmental bases of behavior in the Fall Term, a cognitive focus in the Winter Term, and socio-cultural topics addressed in the Spring Term. AP Psychology provides many opportunities for active learning, such as classroom demonstrations, experiments, as well as personal and group reflection. This course provides a high level of inquiry for motivated students; it serves as a unique AP level course that appeals to students who are interested in improving their scientific literacy. Psychology shares methods with chemistry, biology, and other sciences, and in personal and society-level decision making, and so it has a unique relevance to their daily lives.

Prerequisite: completion of Biology and permission of the department chair.

#### **Junior Senior Core History Electives (Not all courses are offered every year)**

These one term core History electives are offered on a rotating basis. The classes are open to juniors and seniors and provide an intense study of a specific era or topic in history or an introduction to a new discipline within social studies. One credit is awarded upon the successful completion of the term and the term grade is averaged into the student's cumulative GPA. Courses being offered in 2020-2021 are denoted with an \*.

##### \*Acts of Resistance: Global History of Revolution (Winter 2021-22)

(1 credit)

What happens when different cultures meet? In this one-term course, we will explore the encounters between people who believe that the differences separating them are greater than the similarities that unite them. Many of these interactions have led to violence, colonization, and war. We will consider examples of violence rooted in social injustice as well as the motives behind political violence. Topics will include slave trade, globalization, colonization, terrorism, and ethnic conflict.

##### The American Civil Rights Movement

(1 credit)

This one-term course will focus on the Civil Rights movement, from the legacy of Reconstruction to more contemporary issues in civil rights, by investigating the compelling question "Was the Civil Rights Movement of the 1960's a success?" Students will engage with the course material through a combination of readings, films, images, class discussions, and lectures and create an

evidence-based argument about whether or not the 1960's Civil Rights Movement was successful in bringing about lasting equal rights.

**\*The American Civil War (Spring 2022)**

(1 credit)

This one term course evaluates the causes and effects of the American Civil War. The war will be looked at from political, social, and cultural points of view. Special attention is paid to the results of the war and the changes that it brought to the country in both the short and long terms. The course also evaluates how the war is remembered in various parts of the country and what impact this has had on American society.

**Cold War -- The Hot Zones**

(1 credit)

The Cold War was a non-war between the United States and the Soviet Union, but manifested in active war in Korea, Vietnam, and many other countries around the world. From the installation of dictators in South America to the blacklisting of Hollywood directors and actors, the Cold War had a global effect big and small. This one-term course explores the question, "Was the Cold war a cold war?" We will look at the conflict from a political, military, social, and cultural standpoint to examine the impact of the confrontation between capitalism and communism. Our focus will center primarily on Latin American conflicts, but include other global confrontations as points of reference.

**\*Economics (Fall 2021)**

(1 credit)

This one-term course will introduce you to the economic principles and policies affecting the economy, while at the same time introducing ethical principles, how they relate to economic principles, and how they may affect policies and the economy. With regard to economic principles, we will examine microeconomics , macroeconomics, international economics, as well as a study in personal finance.

**Global Women's Studies**

(1 credit)

This one-term course will focus on the role of women in history and modern society. It will examine the role of gender, feminist thinking and how the experiences of women across cultural, religious, racial, historical and class barriers are different but equally important to study. Students will also identify women who have been pivotal in women's rights movements and the creation of important feminist thinkings. Students will have opportunities to debate, add personal insight and write on issues that they feel are vital when studying the "female voice" and its place in the historical and modern context.

**\*History of Global Exploration (Winter 2021-22)**

(1 credit)

Throughout history, humans have naturally sought to explore the unknown. This one-term class looks at the history of human exploration, from ancient traders and ocean mariners to modern conquerors of extreme locations near and far, high and low. Whether by necessity, greed, or just plain curiosity, we will study explorers of wild untamed lands, soldiers of fortune in search of new resources to exploit, and scientists looking to make the next big discovery. Learn why we explore, what we gain by exploring, and what it means to the world, good or bad, when the previously unknown is discovered.

**History of Propaganda**

(1 credit)

We associate the word propaganda with men like George Creel, who ran the Committee on Public Information during WWI, or Joseph Goebbels, the man who organized and ran the huge propaganda campaign in Nazi Germany during World War II. However, the use of propaganda spreads far beyond pushing government agendas during war. In this one term course, we will study the theory and practice of mass persuasion as it appears in images, books, movies, speeches, videos, and more during the 20th century. We will research, analyze, and discover how this powerful tool has been implemented by governments around the world.

**History of the Middle East**

(1 credit)

This one-term course will explore the history of the Middle East beginning at the start of human civilization and coming to a close with the fall of the Ottoman Empire. This course will explore the development and structure of society, culture, and politics in the Middle East through the lens of religion.

**\*History of the National Parks (Spring 2022)**

(1 credit)

This one-term course will study the origins of American conservationist movements that led to the creation of America's National Parks. Students will learn about the politics motivating policy surrounding public land use, including policy from the Progressive Era, the New Deal, and the creation of other protected Federal lands. Focus will include a study of the physical geography of current parks, environmental and economic sustainability, and discussion of the current disputes on the future role of the National Park Service, and how federal land should be utilized for the greater good.

**\*Human Geography (Fall 2021)**

(1 credit)

This one-term course will look at the world through location, resources, landscape, and human activity. Students will examine how humans interact with the world and the tandem impact of physical and human systems on the places humans inhabit and manipulate. This course will also provide ideas about how the future will look and how the present should possibly be

modified and / or maintained. The connectedness between nature and human society demands that we develop a geographical perspective. Students will examine how geographical perspective explains our relationship with Earth through population, agriculture, culture, industry, politics, and urban development.

### International Economics

(1 credit)

International Economics investigates the economic challenges of a global market. Topics analyzed include trade, tariffs, offshoring, globalization, and the negative effects of government, drug trafficking, and scarcity of natural resources. Economic principles are emphasized through a course project that allows for the development of a non-profit organization, creation of a law, or construction of a social program. The objective of the course project is for students to learn how to create economic programs that bring about change in a global setting. Students are encouraged to select a developing country, identify natural resources, pinpoint localized talents, and create a program which will give economic opportunity to that population.

### Latin American History

(1 credit)

This one-term course will examine what it means to be “Latin American”. Students will explore the roots of Latin America throughout the North and South American continents and understand how to define what is “Latin American”. Students will also analyze the effects of Latin America on the broader social, economic, political, and geographic forces that have helped shape the Western Hemisphere. Furthermore, students will evaluate the relationship and appropriation of Latin American culture and its impact on the modern world.

### \*Law and Social Justice (Winter 2021-22)

(1 credit)

Law and Social Justice will examine the historical and modern philosophical foundations for contemporary conceptions of justice and focus on how our laws can be used as a tool for social justice or as an instrument of repression, marginalization and exclusion. Students will examine the role of law in the promotion of social justice with a primary focus on the inequalities that occur between racial, ethnic, gender, LGBTQ, social and economic lines. Students will study recent court cases and events in the United States and abroad.

### Macroeconomics

(1 credit)

Macroeconomics is the study of national economics, economic development, taxes, unemployment, inflation, and income distribution. The course examines economic actions and reactions within governments, banking systems, and financial markets. Macroeconomic topics are emphasized and finance/accounting principles introduced through an investment activity. Students are responsible for “investing” in a publicly traded company and indices; they also research a value chain related to their company. By choosing a portfolio that includes a company

specific stock, industry index, and an international index, students gain insight into how risk and reward impact personal investment and corporate business decisions.

**Microeconomics**

(1 credit)

Microeconomics is the study of how people decide to allocate scarce resources. This process of choice guides the development of economic systems, addressing and resolving issues of production: what to produce, how to produce, how much to produce, and how to distribute the fruits of production. Microeconomic principles are emphasized, and marketing principles are introduced through the assessment of business actions in new product development. Students initiate, create, and develop their own new product. By understanding their new product, students gain insight into how market forces influence corporate success.

**\*Minnesota History (Spring 2022)**

(1 credit)

Shattuck-St. Mary's School was founded in 1858 by Bishop Whipple; the same year Minnesota became a state. As a school we have strong ties to the history of this region. This one-term course offers students an opportunity to examine the rich social, political, and economic history of Minnesota. The course will consider the impact of exploration and settlement on the region's earliest inhabitants, the Ojibwe and Dakota. Students will learn about Bishop Whipple's role in the Dakota Uprising of 1862 and examine what happens when cultures collide. The course will also consider the impact of industrialization on the region with particular emphasis on the lumber, mining, and flour milling industries.

**\*Modern Middle Eastern Studies (Fall 2021)**

(1 credit)

Following the Great War and the defeat of the Ottoman Empire, the Middle East was divided into nation-states by the European victors with little sensitivity to the diversity of established ethnic groups throughout the region. This one-term course will explore the effects of WWI in the Modern Middle East, as well as the impact of the establishment of the state of Israel following World War II. We will culminate our study to include current events in the region, and how they might be tied to the aftermath of historical conflicts. In particular we will study the impact of major events regarding ethnicity, religion, and politics in the region, as well as the impact of a global economy fueled largely by petroleum.

**Peopling of America: History of Immigration**

(1 credit)

This one-term course will examine the impact of immigration on the United States at a cultural, religious, economic, geographic, and political level. Students will use the knowledge gained to uncover and evaluate the immigration policies and debates throughout the history of the United States and then organize, express, and reflect on their own views about contemporary and past immigration.

## Psychology

(1 credit)

This one-term course is designed to be an introduction to the science of psychology. The course has been designed to not only provide the student with the tools necessary for the study of psychology, but to present the student with a sampling of the major areas of psychology research. The course begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research including childhood development, memory, personality, and perception.

## Social Psychology

(1 credit)

This one-term course will focus on the basic overview of social psychology. Social psychology is the study of how our emotions, behaviors, and thoughts are affected by the real or imagined presence of others. Some of the topics covered in this class will include: individuals and groups, conformity and obedience, physical attraction, morality, race and intergroup relations, persuasion, and judgment and decision-making. The course, overall, will attempt to educate students about social interaction and about themselves in a fun, supportive and intellectually stimulating environment.

## The Supreme Court and Society

(1 credit)

This one-term course offers an introduction to the structure and functions of the United States court system and landmark Supreme Court cases that interpret the US Constitution. It explores the origin of the Constitution, its amendment over time, and varying methods of constitutional interpretation as it relates to the law. Topics include the nature and structure and powers of the federal government and individual rights through the examination of key Supreme Court cases.

## Unsung Heroines of America's Past

(1 credit)

When one looks back on the past, they will find the endeavors of men portrayed with detail, but the achievements of women are often hidden and overlooked. This one-term course explores the accomplishments of under-recognized women from America's past by investigating the compelling question "Who were the hidden figures of American history and why were they hidden?" Students will engage with a variety of primary and secondary sources in order to find these unsung heroines and create an evidence-based argument about how and why they were omitted from the history books as well as how they should could have been more accurately represented.

## Urban Geography

(1 credit)

Urban Geography is a one-term course exploring and examining modern cities. Students will understand the political, social, economic, and geographic decisions that humans make in order

to develop cities and how/why they are located in certain places throughout the world. Students will also evaluate their impact on the environment as well as social inequalities that arise from internal and external forces such as access to resources and globalization. Within this framework, students will analyze how cities are defined, where people are distributed within an urban area, an urban area's effect and relationship with other areas, the challenges cities face, and whether the current development of cities is sustainable for the future.

**US Since 1945**

(1 credit)

This one term course will focus on the major events and movements of the United States after the end of World War II to now. From the rapid growth of technology, to the burst of social movements, to complex foreign policies, this course will examine our recent history to help us understand the decisions and directions of today.

**Vietnam War**

(1 credit)

This one-term course will examine the role of the United States in the Vietnam conflict with particular focus on the period from 1965-73 when the United States was a primary participant in the war. We will explore the strategic and diplomatic decisions of each president within the context of the global struggle against communism, decolonization, and domestic politics and the American counterculture movement that emerged as a result of the controversial war.

## **RELIGIOUS STUDIES**

Graduation Requirement: One credit is required in Religion to be fulfilled by taking World Religions, Introduction to the Bible, or Ethics. Students will fulfill this requirement during their junior year; approval to fulfill this requirement during the sophomore or senior year must be granted by the Academic Dean.

### **Ethics**

(1 credit)

This course studies the foundations for moral beliefs, judgments, and values, and the part they play in practical ethical judgments. In its application, the course covers a spectrum of ethical and moral issues.

### **Introduction to the Bible**

(1 credit)

This survey course explores the writings of the Old and New Testaments of the Bible, beginning with an overview of the myriad translations available, as well as some interpretive traditions, such as the Jewish tradition of Midrash and the Roman Catholic tradition of Lectio Divina.

Jewish, Christian and Muslim theology will be discussed, as all three religious traditions share some of the biblical texts in common. Through reading and reflection, group discussions, and research projects, students will gain the intellectual tools necessary for thoughtful and critical reading of the scriptural texts. They will also gain a general understanding of the arc of the biblical narrative and main characters from the Book of Genesis to the Book of Revelation.

### **World Religions**

(1 credit)

This survey course begins with some of the deep existential questions of humanity, and how the development of religious traditions, including moral beliefs, judgments, values, and practices, reflect the time and place of their cultural origins. Indigenous religious traditions from around the world will be explored. Students will also be introduced to five major religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam, and their impact throughout the history of the world.

## Mathematics Department Course Sequence

**Middle School Courses:** Middle School Mathematics courses are designed to provide the foundational skills students need to succeed in their study of Algebra, Geometry, Trigonometry and beyond. Students are placed according to ability, so some students in grades 6-8 may be placed in upper level courses.

- Mathematics
- Pre-Algebra

**Graduation Requirement:** All students are required to be enrolled in a mathematics class every year. To graduate, students must earn a minimum of nine credits in mathematics, including a minimum of three credits each in Algebra I, Algebra II, and Geometry or courses advanced beyond these levels.

**Required Courses:**

- Algebra I
- Algebra II **OR** Advanced Algebra II
- Geometry **OR** Advanced Geometry

**\*A competitive college application will include mathematics courses through at least Pre-Calculus.**

**AP Mathematics Electives:**

*AP Mathematics electives are full-year blended courses.*

- AP Calculus AB (*A- or better in Pre-Calculus or B+ or better in Adv. Pre-Calculus and approval from the Department Chair*).
- AP Calculus BC (*B or better in AP Calculus AB and approval from the Department Chair*).
- AP Statistics (*B or better in Pre-Calculus and approval from the Department Chair*).

**General Mathematics Electives:**

- Algebra I
- Geometry
- Advanced Geometry
- Intermediate Algebra
- Algebra II
- Advanced Algebra II
- College Prep Algebra and Trigonometry
- Pre-Calculus
- Advanced Pre-Calculus
- Calculus
- Statistics
- Topics in Advanced Mathematics
- Intro to Programming

## **MATHEMATICS**

Placement in mathematics courses is dependent on ability and previous work in mathematics, not on age or grade. For returning Shattuck-St. Mary's students, the current math teacher makes a placement recommendation in early spring for the next academic year. This may confirm or supersede student requests. For newcomers to Shattuck-St. Mary's, placement is determined by the Mathematics Department Chair, based on careful review of records and recommendations from previous school(s), standardized test results, and if necessary placement testing. The overriding concern is to place each student in the mathematics course that will best present an appropriate level of challenge, reinforcement, and advancement. At many levels of the curriculum, several options are available to ensure that all students can progress at an appropriate pace. Prerequisites are noted for many courses in this guide, and they should be viewed as necessary conditions for enrollment, but not sufficient to guarantee placement. Enrollment in Advanced Placement courses also requires approval of the Department Chair.

Students in Pre-Algebra, Algebra I, and Geometry are expected to purchase a calculator and bring it to class each day – at a minimum, an inexpensive scientific calculator that can handle exponents, square roots, and basic trigonometric functions. At various points during the Algebra I courses, students are introduced to certain features of the Texas Instruments TI-84 graphing calculator. To support this instruction, “loaner” calculators are available for classroom use. This introductory work is intended to foster an emerging understanding of the capabilities and limitations of the graphing calculator and to lay a foundation for broader use in upper level courses. As such, students in Algebra I are permitted, but not expected, to purchase their own TI-83 or TI-84 graphing calculator. At the Algebra II level, the TI-83 or TI-84 graphing calculator is recommended; in all courses beyond Algebra II, students are expected to purchase their own TI-83 or TI-84 graphing calculator. A word of caution: the Texas Instruments TI-83 is an appropriate substitute for the TI-84, but the TI-86 and TI-89 calculators are not compatible and should be avoided.

### **Mathematics**

Mathematics is a course designed to strengthen and extend skills and reasoning in arithmetic and number theory, operations with whole numbers, decimals and fractions, as well as ratio, proportion, and percent problems. Measurement skills, geometric concepts, and area and volume formulas also are included. Students explore a variety of problem-solving strategies throughout the year.

### **Pre-Algebra**

Pre-Algebra has a dual emphasis: firmly establishing the quick and accurate computation skills required for the study of Algebra I and beginning to represent quantities and situations with variable expressions. Concepts studied are fractions, decimals, percentages, coordinate graphing, formulas, probability, simple statistics, operations with signed numbers, exponents, and factoring. Throughout the year, students work with variables, variable expressions, simple

algebraic equations, and a variety of problem-solving strategies.

**Algebra I**

(3 credits)

Topics in Algebra I include properties of the real number system, variables, functions, graphing, solving first degree equations and inequalities, basic operations on polynomials and rational expressions, systems of linear equations in two variables, exponents, radicals, quadratic equations, and solving word problems.

Prerequisite: C or better in Pre-Algebra or an equivalent course.

**Geometry**

(3 credits)

This course examines the topics of Euclidean geometry. Throughout the year the emphasis is on learning to reason logically, accurately, abstractly and creatively. Students learn to develop and present deductive proofs and to solve problems dealing with lines, angles, polygons, circles, and some three-dimensional figures. Hands-on manipulatives are used to enrich our study of theorems and postulates.

Prerequisite: A grade of C or better in Algebra I is expected, prior to beginning Geometry.

**Advanced Geometry**

(3 credits)

Advanced Geometry examines the topics of Euclidean geometry, but with more in-depth discussion and more challenging problem sets. Throughout the year the emphasis is on learning to reason logically, accurately, abstractly and creatively. Students learn to develop and present deductive proofs and to solve problems dealing with lines, angles, polygons, circles, and some three-dimensional figures. Hands-on manipulatives are used to enrich our study of theorems and postulates.

Prerequisite: A grade of A- or better in Algebra I is expected, prior to beginning Geometry.

**Intermediate Algebra**

(3 credits)

Intermediate Algebra is a course designed for students who have had considerable experience with algebraic concepts from a previous course, but are not ready for Algebra II. It begins with a condensed review of solving and graphing linear equations and inequalities, and then proceeds to the study of exponents, radicals, polynomials, rational expressions, and quadratic equations and graphs. More time is devoted to these topics than would be possible in a single-year Algebra I course. The Aleks program is used to personalize student's learning so that they work on the topics that they are ready to learn. As they move through the program they will master those topics and will be introduced to increasingly more challenging material. Completion of the course will prepare them for success in Algebra II.

*Prerequisites: A passing grade in Algebra I (this course is strongly encouraged for students who earned a grade of C- or lower in a previous Algebra I course).*

## Algebra II

(3 credits)

This year-long course reinforces and develops the concepts introduced in Algebra I. Additional topics include complex numbers, conic sections, exponential and logarithmic functions, trigonometry, probability, and the binomial theorem. Graphic display calculators or web-based applications are used to promote student exploration and assist in visualizing relationships.

*Prerequisites: A grade of C or better in Algebra I and successful completion of Geometry.*

## Advanced Algebra II

(3 credits)

Advanced Algebra II is designed for students who enjoy more in-depth discussions of the mathematical concepts presented in the regular course. Additional topics include three-dimensional space, matrices and determinants, and further work with series and sequences. Graphic display calculators are used to promote student exploration and assist in visualizing relationships.

*Prerequisites: A grade of A- or better in both Geometry and Algebra I and departmental approval.*

## College Prep Algebra and Trigonometry

(3 credits)

This course provides students with the opportunity to consolidate their understanding of Algebra II and basic trigonometry before tackling Pre-Calculus. It is designed for students who have found that they benefit from frequent reinforcement in previous mathematics courses. The course begins with a thorough review of essential topics from Algebra II and goes on to examine the behavior of elementary functions (quadratic, polynomial, exponential, and logarithmic). Trigonometric functions are introduced, and students examine their properties, graphs, and applications. The Aleks program is used to personalize student's learning so that they work on the topics that they are ready to learn. As they move through the program they will master those topics and will be introduced to increasingly more challenging material. Completion of the course will prepare them for success in Pre-Calculus.

*Prerequisite: Completion of Algebra II.*

## Pre-Calculus

(3 credits)

Methods of graphing as well as the solving of equations are reviewed and extended. The course emphasizes applications of trigonometry to the real world using the Law of Sines, the Law of Cosines, and other theorems. Polynomial, rational, exponential, and logarithmic functions introduced in previous algebra courses are re-examined from a more unified, sophisticated point of view.

*Prerequisite: A grade of B or better in Algebra II.*

### Advanced Pre-Calculus

(3 credits)

This course prepares students for Advanced Placement Calculus in the following year. At the outset, the function concept is introduced, and polynomial and rational functions are quickly reviewed. Exponential and logarithmic functions are introduced next, followed by a comprehensive study of trigonometry. Other topics may include mathematical induction, complex numbers, parametric equations, and an introduction to sequences and series.

*Prerequisites: A grade of A- or better in Algebra II, or a grade of B+ or better in Advanced Algebra II, and departmental approval.*

### Calculus

(3 credits)

Although time will be taken as needed to review topics in algebra, trigonometry, and functions, this class presents the foundation of differential and integral calculus. This Calculus course does not prepare the student for the Advanced Placement examination in May, but rather provides the bridge from advanced algebra and elementary functions to the level of calculus taught in college. Throughout the year students explore functions, limits, derivatives, and integrals using traditional algebraic methods, while the understanding of these topics is enhanced by numerical and graphical explorations with a graphic display calculator or web-based applications.

Prerequisite: A grade of B- or better in Pre-Calculus.

### Statistics

(3 credits)

This Statistics course is designed as an alternative for students not taking advanced courses such as Calculus or AP Statistics and who are interested in an introduction to the important topics of statistical analysis. Students will study sampling, surveys, designing of experiments, normal distributions, chance, probability, simulation, and inference. This course will include hands-on experiments as well as several projects designed to reinforce the concepts being discussed.

*Prerequisites: College Prep Algebra or Pre-Calculus (or Geometry and Algebra II with departmental approval).*

### Advanced Placement Statistics

(3 credits)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in statistics. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes, with appropriate emphasis given to each:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

Students who are successful on the AP Examination may be eligible to earn college credits for an introductory statistics course.

*Prerequisites: A grade of B or better in Pre-Calculus and departmental approval.*

**Advanced Placement Calculus AB**

(3 credits)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in mathematics and is designed to parallel a first semester university-level calculus course. The emphasis is on the concepts, techniques, and applications of differential calculus and basic integral calculus. Students explore functions, limits, derivatives, and integrals using traditional algebraic methods, and the understanding of these topics is enhanced by numerical and graphical explorations with a graphic display calculator. Throughout the year, students engage in AP Exam-type problem solving and practice tests in preparation for the AP Examinations in May. Students who are successful on the AP Examination may be eligible to earn college credits for a first semester calculus course.

*Prerequisites: A grade of A- or better in Pre-Calculus, or a grade of B+ or better in Advanced Pre-Calculus, and departmental approval.*

**Advanced Placement Calculus BC**

(3 credits)

This course follows the curriculum established by the CEEB (College Entrance Examination Board) Advanced Placement Committee in mathematics and is designed to parallel a second semester university-level calculus course. The first few weeks of the first term are used to review and enhance concepts covered in AP Calculus AB. Topics specific to the Calculus BC curriculum include a variety of integration techniques and applications, first order differential equations, infinite series, parametric functions, and polar coordinates and functions. Throughout the year, students will be practicing AP Exam-type problem solving and practice tests in preparation for the AP Examination in May. Students who are successful on the AP Examination may be eligible to earn college credits for a second semester calculus course.

*Prerequisites: A grade of B or better in AP Calculus AB and a score of 3 or better on the AP Calculus AB Exam.*

**Topics in Advanced Mathematics**

(3 credits)

In this advanced level course, highly motivated students of mathematics will have the opportunity to explore problems and topics that are not covered in our other advanced level courses. The course serves as an introduction to Discrete Mathematics which includes topics such as mathematical logic, proof strategies, proof by induction, a study of algorithms, and combinatorics. Students will learn how to use LaTeX to write-up proofs and will also use the Python programming language to evaluate algorithms.

*Prerequisites: Completion of Calculus and departmental approval.*

### Intro to Programming

(3 credits)

Introduction to Programming is divided up into three segments, one per term. Beginning Python will use the Python programming language to introduce students to the art of programming, coding, and computer science in the first term. In the second term, Beginning Web Design will use HTML5 to introduce students into the world of web design, which includes both HTML/CSS and JavaScript. In the third term, new students can either take the Beginning Python course (same as the first term) or take the advanced Python course where Python and HTML5 are combined so that HTML5 provides the interface with the user (front end) and Python provides the logic and data processing behind the interface (back end). Acceptable grades (no lower than a B-) in both of the first two terms are prerequisites for the Advanced Python class. Beginning Web Design can be taken without Beginning Python, but students without the familiarity of programming concepts and details will be at a disadvantage to those students who have that familiarity.

## Performing and Visual Arts Course Sequence

**Middle School Courses:** Middle School art students are encouraged to explore different disciplines within both the performing and visual arts. During grades 6-8, students are enrolled in an art class every term in order to sample a variety of classes.

- MS Visual Art A, B, & C
  - A) Drawing, Painting, Observation and Art History (2020-21)
  - B) Sculpture, Ceramics, and Three Dimensional Design (2021-22)
  - C) Printmaking (2022-23)
- MS Chorus
- MS Theatre
- MS Dance
- Introduction to WeCreate

**Graduation Requirement:** Students are required to complete 4 credits of Performing and Visual Arts. Students may complete this requirement in any of the classes listed below, but a minimum of 1 credit must be taken during each year or enrollment. Students may not “stockpile” fine arts credits.

### Required Courses:

- 1 credit per year of attendance.

**\*One art class must be taken each year.**

### Advanced and AP Visual and Performing Art Electives:

*Department permission required. All Advanced and AP classes are full year courses.*

- Advanced Studio Art I (*Prerequisite: Completion of two introductory visual art classes; permission of the instructor*)
- Advanced Studio Art II (*Prerequisite: Completion of two introductory visual art classes; permission of the instructor*)
- AP Studio Art (*Prerequisite: Completion of Studio Art; permission of the instructor after a review of the student's portfolio*)
- Arch Dance (*Prerequisite: prior dance experience and audition*)
- Players (*Prerequisite: prior theatre experience and interview*)
- Chamber Choir (*Prerequisite: audition*)

### Visual Arts Electives:

- Digital Photography I & II
- Digital Video
- Intro to Digital Video (9th grade)
- Drawing I
- Drawing: Light & Space
- Painting I
- Experimental Painting
- Intro to Drawing and Painting (9th grade)
- Pottery I & II
- Sculpture
- weCreate I & II
- Yearbook

### Performing Arts Electives:

- Beginning Dance
- Intermediate Dance
- Advanced Dance
- Upper School Choir
- Chamber Orchestra
- Wind and Percussion Ensemble
- Guitar I & II
- Piano I & II
- Public Speaking
- Theatre Arts I & II
- Intro to Audio Recording
- Intro to Digital Audio Production
- Music Cultures of the World

## **PERFORMING AND VISUAL ARTS**

### **Middle School Visual Arts Program Grades 6-8**

Middle School students at Shattuck-St. Mary's have the opportunity to explore three different visual art forms during the course of three years. Art A was offered in 2020-21; therefore, the cycle moves to Art B in the 2021-22 school year. This Middle School Art curriculum is not sequential (there are no prerequisites), but it expands course offerings while allowing students an in-depth experience of different art forms each year.

#### **MS Art A: Drawing, Painting, Observation and Art History (2020-21)**

(1 credit)

Middle School Art A is a reflection on the self through an introduction to basic drawing and painting techniques, principles and element. It is a class that connects the student directly to art they make. We spend the term reflecting on the things that makes each of us individual; favorite places, colors, special objects we have, experiences, culture and of course their unique facial features. Students spend the term using drawing and painting materials to create art that directly connects to themselves. At the end of the term we put together a collaged self-portrait titled "What makes me, me" using the different works they have created combined with a self-portrait in the traditional sense. Remaining works not used in the project will be used to create a "Me" book or folder.

#### **MS Art B: Sculpture, Ceramics and Three-Dimensional Design (2021-22)**

(1 credit)

The focus of MS Art B is the exploration of sculpture and three-dimensional design. Students will develop skill in utilizing line in a 3 dimensional context with a wire sculpture project. The wire sculpture is presented as a three-dimensional line drawing. For the assemblage project, found objects and other materials will be transformed into sculpture, giving new meaning to unique combinations of things. Students will use hand-building techniques to create ceramic sculptures and pottery. The final project will be a three-dimensional design project ranging from architecture to product design to fashion design. Students will use drawing, words and model-making to communicate their concepts. We will also investigate relevant connections between the fine arts and design.

#### **MS Art C: Printmaking (2022-23)**

(1 credit)

Students in MS Art C have the opportunity to explore a variety of printmaking processes. Four major printmaking techniques including silkscreen, monotype, relief printing and lithography will be introduced. Students will design patterns and use batik techniques to dye fabric. Batik, a wax-resist dyeing technique used on textile, is a printmaking process applied to cloth. For a silkscreen project, students will develop simple graphics and print in several colors using separate screens. The process of lithography will be explored using Xerox photocopies coated with a resist that are inked and run through a press. Students will ink plates by hand and transfer several layers of color from the same plate to paper for a Monotype project. Relief

printing will be explored by making linocut reduction prints, a process similar to woodcut. Students will also have the opportunity to discover the Japanese art of fish printing.

#### Intro to weCreate

(1 credit)

Open to students in grades 6-8. As a middle school requirement, this skills-based course is aimed at giving students a brief exploration of each of the studios comprising the weCreate Center: Recording, Graphic Design, Architecture, Video Editing, Fashion Design, E-design. Empathetic design is introduced to prepare students for more independent creative thinking.

### **Middle School Visual Art Electives for Grade 9**

#### Introduction to Digital Video

(1 credit)

Introduction to Digital Video provides a hands-on, age-appropriate introduction to digital video production. Students will produce a variety of some of these projects; a random footage and music video, a video essay on a filming technique, a video poem/a stop motion animation, a “How To” documentary. Students will experience all phases of video production from the *Pre-Production* stages of proposal and script writing and storyboarding to the *Production* stage, which includes learning about lighting and composition and operating digital video equipment. The *Post-Production* stage will give students the opportunity to explore video editing. This video course exercises planning and organizational skills and stresses collaboration and resourcefulness. It is intended to prepare students for the Upper School Digital Video 1 elective and offers valuable skills that can be applied to creative projects in other classes. The course will give students the opportunity to analyze a variety of films, advertisements, and television content which will serve to develop media literacy and provide a new vocabulary for critiquing visual culture.

#### Introduction to Drawing and Painting

(1 credit)

The focus of an Introduction to Drawing and Painting course is developing basic drawing and painting skills and techniques. Students will have the opportunity to experiment with a variety of two-dimensional media, including drawing pencils, colored pencils, charcoal, watercolors, and acrylic painting. Students in Drawing and Painting will be engaged in several art and design projects that demonstrate their understanding of the Elements and Principles of Art. The elements of art include Form, Line, Shape, Color, Texture, Space, and Value. The principles include Emphasis, Balance, Harmony, Variety, Movement, Rhythm, Proportion, and Unity. Students develop a new vocabulary for talking and writing about the visual arts and visual culture. Students will be introduced to a wide variety of artists as they explore and analyze relevant art movements and significant art works.

### weCreate I

(1 credit)

Open to new students in grade 9, this skills-based course is aimed at introducing students to each of the studios comprising the weCreate Center: Recording, Graphic Design, Architecture, Video Editing, Fashion Design, E-design. Empathetic design is introduced to prepare students for more independent creative thinking.

## **Middle School Performing Arts Electives**

*\*Private lessons can be arranged in voice, piano, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, euphonium, tuba, percussion, violin, viola, cello, bass, and guitar. There is an additional fee for private lessons, and highly qualified instructors are drawn from a wide region including nearby St. Olaf College, the Twin Cities area, and the Shattuck-St. Mary's School community. No credit is received for private lessons.*

### Chorus 1

Chorus 1 is an ensemble made up of students with varying degrees of singing experience. A variety of musical styles is utilized in learning vocal technique, music reading, and other skills necessary to become an independent musician. There are several performance opportunities for this chorus throughout the school year as well as opportunities for travel.

### Wind & Percussion Ensemble

The Winds and Percussion class focuses on the fundamentals of music theory, ear training, and large and small ensemble playing. Rehearsal and performance etiquette are also taught. Repertoire is tailored to meet the needs of the students, and small ensemble playing is emphasized throughout. Occasional written homework is assigned to reinforce music history and theory. Students are given opportunities to perform throughout the year in concerts, recitals and at various assemblies and functions. Students are expected to practice outside of class, both for their individual development and to prepare ensemble music before rehearsal. Private instruction is available for an additional fee.

Additional Expenses: Text, Instruments, Supplies, Private lessons

### Middle School Theatre

(1 credit)

This class addresses the basics of theatre, scene study, and acting technique. In the weeks leading up to midterm, students craft story jokes, recite poems, and perform short monologues and dialogues. We also engage a variety of improv exercises to develop skills in vocal technique, gesture, characterization, and scene building. Finally, we write a short play together. The weeks after midterm are dedicated to revising and rehearsing this play, which we perform before exam week as the final grade in the class.

### **Middle School Beginning Dance**

(1 credit)

Middle School Beginning Dance will introduce the student to a variety of dance forms through movement, performance viewing, group work, and corresponding history and terminology. Class will include a warm-up, locomotors, and a movement combination, also called a phrase. Students will further be encouraged and challenged to express themselves through writing, class discussions and student choreography. All enrolled students will be required to perform in the term Performing Arts or Dance Showcase.

## **Upper School Performing and Visual Arts**

### **DANCE**

#### **Arch Dance Company**

(3 credits)

The Arch Dance Company supports the school and extended community by scheduling numerous performances throughout the year with a repertoire that includes a wide variety of dance styles. The group enjoys visits from touring companies, takes master classes from guest artists, and performs off campus at various venues. Additionally, on campus performances are given several times each year. Additional, after-school rehearsals are required and fulfill the boarding student co-curricular activity requirement. By audition only

#### **Beginning Dance**

(1 credit)

Beginning dance will introduce the student to a variety of dance forms through movement, performance viewing, group work, and corresponding history and terminology. Class will include a warm-up, locomotors, and a movement combination, also called a phrase. Students will further be encouraged and challenged to express themselves through writing, class discussions and student choreography. All enrolled students will be required to perform in the term Performing Arts or Dance Showcase.

Prerequisite: None.

#### **Intermediate Dance**

(1 credit)

Intermediate Dance is a continuation of Beginning Dance. Students will further develop their understanding of different dance styles and corresponding backgrounds through daily technique, improvisation, performance viewing and choreography. Additionally, we will explore the importance of dance in different cultures. All enrolled students will be required to perform in the term Performing Arts or Dance Showcase.

Prerequisite: Beginning Dance and/or teacher approval.

### Advanced Dance

(1 credit)

Advanced Dance class is designed for students looking to develop an advanced understanding of the concepts of Modern Dance including additional dance styles: jazz, ballet, hip-hop, and cultural dance forms. Students will further practice choreography techniques and learn to develop a personal choreographic style, practice improvisation and be introduced to creating dance for video. All enrolled students will be required to perform in the term Performing Arts or Dance Showcase. Prerequisite: Intermediate Dance and/or teacher approval.

## **THEATRE ARTS**

### Theatre Arts I

(1 credit)

This course is designed to introduce students to the basic elements involved in the creation of a theatrical production. They will explore acting, directing, producing, and designing through the examination of theatrical history, technical theatre, playwriting, film, dance, and various other performance arts. Additionally, students will receive hands-on instruction in stage movement, vocal technique, problem solving, risk-taking, scene building, and other elements essential to stage performance.

### Theatre Arts II

(1 credit)

This class applies scene study and acting technique specifically to the process of interpreting, directing, and staging scenes. Using scenes from larger plays, stand-alone short plays, and scripts the students write themselves, we explore the nuances of scene structure and the role of interpretation in the actor's work. Performances will be video recorded so that students can reflect upon and critique their progress over the course of the term. The weeks after midterm focus on mounting a revue of scenes to be performed as the final grade in the class.

### Players

(3 credits)

This year-long commitment is for students who are truly attracted to all aspects of theatre arts. The focus of this class will be on acting, as well as on overall theatre production. Players will have the opportunity to explore, in depth, important aspects of theatre such as auditioning, character development, improvisation, script writing and analysis, playwriting, directing, marketing, and acting for the camera. They will also explore, in the form of independent studies, new and personal avenues of interest such as set construction, puppetry, stage combat, masked theatre, children's theatre, lighting, and sound. Players will produce a small show from start to finish, covering all the essential aspects. Students will also serve as MC/hosts, or perform, for a variety of on-campus events. Players participate in each school play/musical in some capacity, and will have the opportunity to travel to other theaters to encounter, analyze, and learn from their productions, as well.

Prerequisite: Previous experience, interview and/or approval from the instructor.

## MUSIC

*Private Instruction Lessons can be arranged in voice, piano, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, tuba, percussion, violin, viola, cello, bass, and guitar. There is an additional fee for private lessons. No credit is received for private lessons.*

### Upper School Choir

(3 credits)

The Shattuck-St. Mary's Upper School Choir is a non-audition ensemble made up of students, in grades 9-12 with varying degrees of musical experience. Students study choral literature encompassing all musical styles while developing good vocal technique, music reading skills, and other skills necessary to become an independent musician. The Choir performs regularly at Chapel, and at community, alumni, and student activities. Attendance at concerts is required.

### Shattuck-St. Mary's Chamber Orchestra

(3 credits)

Any student who has played an orchestral instrument for at least one year is eligible to participate in the orchestra. The core repertoire is taken from composers Bach, Handel, and Mozart, among others. The students in Chamber Orchestra have the opportunity to perform small ensemble chamber music, string orchestra music, and full symphonic orchestral music when combined with the Wind Ensemble. Great attention is given to musical expression and orchestral precision. Performance opportunities are offered on the Shattuck Campus, honors orchestras, and Twin Cities Youth Orchestras. Students are expected to practice outside of class, both for their individual development and to prepare ensemble music before rehearsal. Private instruction is available for an additional fee.

### Upper School Wind Ensemble

(3 credits)

The Shattuck-St. Mary's Wind Ensemble is open to any student, grades 9-12, with at least one year of experience. Placement will be determined by experience, skill level and student goals. Emphasis is placed on performing a wide variety of ensemble repertoire. The Wind Ensemble class focuses on the fundamentals of music theory, ear training, and large and small ensemble playing. Rehearsal and performance etiquette are also taught. Students in the Wind Ensemble play a large variety of music genres including standard wind repertoire, jazz, and orchestral works when combined with the Chamber Orchestra. Students are given opportunities to perform throughout the year in concerts, recitals and at various assemblies and functions. The students have the opportunity to audition for various honor bands and youth orchestras throughout the Twin Cities. Students are expected to practice outside of class, both for their individual development and to prepare ensemble music before rehearsal. Private instruction is available for an additional fee.

### Piano I

(1 credit)

Topics covered include: introducing the piano (acoustic and digital), orientation to the staff, bass clef notes: middle C, B, A, G, F; 3rds (skips) on the staff, eighth notes; bass C position: C, D, E, F, G; treble space notes: F, A, C, E; treble C position: treble C, D, E, F, G; intervals: 4th and 5th; sharps and flats; I and V7 chords; three G positions. Accelerated piano will meet daily for one class period. This is an introductory course, and no previous experience is necessary.

### Piano II

(1 credit)

Topics covered include: review of book 1, major pentascales: C, F, G, D, A, E; tempo marks, major pentascales, minor pentascales, ledger line C's, cross-hand arpeggios, the sixth, the C major scale, primary chords in C major (I, IV, and V7), pedaling, eighth rest, dotted quarter note, the G major scale, the F major scale. Accelerated piano will meet daily for one class period.

### Guitar I

(1 credit)

These courses are designed to teach the students the basics in playing the guitar. The instructor covers music literacy by educating students to learn to read notes on a staff, (tab) tablature, and chord symbols. The students are given the opportunity to learn and perform several basic and intermediate chords which will allow them to play a variety of songs. The students also learn several short songs, melodies, and riffs used in classical, blues, rock, and popular music. Students are encouraged to bring songs to class that they want to learn. This course is graded on attendance, effort, and completion of in-class performances.

### Guitar II

(1 credit)

These courses are designed to teach the students the basics in playing the guitar. The instructor covers music literacy by educating students to learn to read notes on a staff, (tab) tablature, and chord symbols. The students are given the opportunity to learn and perform several basic and intermediate chords which will allow them to play a variety of songs. The students also learn several short songs, melodies, and riffs used in classical, blues, rock, and popular music. Students are encouraged to bring songs to class that they want to learn.

Prerequisite: Guitar 1 or instructor's permission.

### Introduction to Audio Recording (Fall 2021)

(1 credit)

This course introduces students to the basic principles and practice of recording sound. While we will briefly touch on the history of recording and recording technologies, this course will focus on actual audio recording and production through a series of projects. Students will learn to create a recording environment for acoustic sound, produce recordings using minimal mobile devices, consumer-level recording equipment, audio interfaces, and professional microphones. Finally, students will learn how to edit their recordings with industry-standard software. By the

end of the course, students will have produced several short recordings and will be equipped to engage in their own recording projects.

**Introduction to Digital Audio Production (Winter 21-22)**

(1 credit)

This course introduces students to digital audio production using digital audio workstations and digital instruments. Acoustic audio recordings may be used in this class for projects, but students will learn the entirely digital production of sounds, mixing, and editing into a completed project. By the end of the course, students will have produced several short digital audio recordings, and will be equipped with the ability to delve deeper and create more of their own.

**Music Cultures of the World (Spring 2022)**

(1 credit)

This course introduces students to select non-Western musical traditions. In this term, we will focus on the musical traditions from North American Indigenous people, India, and the Arab world. We will focus on not just the sonic aspects of their music-making, but how music-making (its production, performance, and listening) forms a part of their culture, way of life, and history. By the end of the course, students will be able to identify these specific musical traditions by their sound, identify the instruments used in the tradition, and understand how the tradition forms and is informed by the larger culture.

**VISUAL ARTS**

**Advanced Studio Art I**

(3 credits)

The Advanced Studio portion of this class can be begun in the student's sophomore or junior year. In this class students are given focused assignments that are open to a high level of personal creativity. Some of the work completed in this course can be used in the students' AP portfolio.

Prerequisite: two first level classes and one second level course, or permission of instructor

**Advanced Studio Art II**

(3 credits)

Advanced Studio Art II is a precursor to AP Studio Art or can be taken as a final level art class instead of AP Studio Art. In this course the students are required to work on two series of works. The first series has four artworks developed around a concept. The second, and final series, has five artworks developed around a different concept than the first. This course is an excellent way to build a college portfolio or to build a body of work which can be used in the AP portfolio the next year.

### AP Studio Art

(3 credits)

The Advanced Placement portion of this course involves artistically advanced students developing a portfolio that shows the breadth of their artistic experience as well as their ability to explore, in a series, one particular concentration. Over the course of the year AP students work on building this portfolio, and in the spring their work is sent to the College Board of Advanced Placement for evaluation.

Prerequisite: Advanced Studio Art 1 or II

### Digital Photography I

(1 credit)

In Digital Photography I students learn how to use their cameras effectively under varying lighting circumstances and with varying subject matter. The digital darkroom (Photoshop Elements) will be covered extensively giving the students the ability to alter and adjust their pictures for optimum quality. Students will be required to buy their own Epson photo paper from the school store (\$20); in addition, they are responsible for purchasing AA batteries for their school camera.

### Digital Photography II

(1 credit)

This course is designed for students who are either committed to the arts as a subject of study or are just interested in continuing to explore their options in Digital Photography. All of the second level classes stress greater latitude in materials used, greater mastery of techniques, and most importantly a higher level of intellectual involvement in planning, designing and evaluating of the artworks created. Students will be required to buy their own Epson photo paper from the school store (\$20).

*Prerequisites: Digital Photo 1*

### Digital Video

(1 credit)

This course gives students the opportunity to explore several genres of filmmaking. Students rethink the moving image as not only a form of entertainment, but also a versatile means of documentation, communication, and expression. Students learn to use digital video equipment and to edit and prepare projects for presentation using video editing software. Students will produce a variety of some of these projects; a random footage and video, a video essay on a filming technique, a short documentary film, and an original short film. The final short film project will require learning the steps required to plan and execute a film from script to screen. In addition to learning the basic skills to navigate filmmaking tools, students will learn the fundamentals of film and media criticism. It is intended to offer valuable skills that can be applied to creative projects in other classes. This course will also give students the opportunity to analyze a variety of films, advertisements, and television content which will serve to develop media literacy and provide a new vocabulary for critiquing visual culture.

## Drawing I

(1 credit)

Drawing 1 is an overview of the elements of line, shape, form and value and the principals of variety, pattern, unity, observation (seeing vs. knowing), proportion and scale. Students will maintain a sketchbook they will use for assignments and demos. We begin the term with a study of line using graphite. What can we do in terms of creating an artistic image using line alone and what are the different ways we can use line to achieve what we want in our work? Through our assignments and projects, we strive to provide and answer. The course moves on to shape vs. form and linear ways of conveying 3D space. The second half of the term we study value, light on form and observation. Using charcoal and graphite we create value scales to use as a constant reference. Students will “slow down” and observe a still life in front of them. They will learn to “draw what they see, not what they think they know.” Drawing is a challenging exercise in perception. Students must train their eyes to record what they see in reality, not what they think they see in their minds. We will learn how to effectively use line and value to make dynamic and expressive drawings from life. Subject matter may include but not be limited to still life, landscape & portraiture. We will also discuss the constant internal dialog we use while creating an observational work. Becoming a skilled draftsman has much to do with actively learning from mistakes on a regular basis, asking ourselves questions and practicing new skills. Students will become familiar with the process of drawing while gaining confidence along the way.

## Drawing: Light & Space

(1 credit)

This course is designed to challenge students who have taken Drawing 1 while remaining skill and techniques based for students who have not. As in Drawing 1 students will keep a sketchbook for assignments, demos and homework. The class will begin with an in-depth demo review of line variety, shape, form and the value scale. Students will do a series of contour line exercises based on the still life to sharpen observational and drawing skills. New students will build and returning students will refine their line drawing, value and shading skills. The class will progress to all students learning spatial relationships, sight measuring, rules of light on form, 1 and 2 point perspective, internal dialog, composition and conceptualizing. Students will complete a Perspective Project and study the proportions and features of the human face to help them complete a portrait project. Drawing 1 is a beneficial but not required prerequisite.

## Painting I

(1 credit)

Painters are in the business of light and color. Good painters must have a broad understanding of color relationships and also must consider lighting conditions and their effects. Students will use the color wheel as a tool for color mixing and will study color schemes. There will be opportunities to explore a variety of transparent and opaque painting processes such as acrylic, watercolor, and oil. The course’s emphasis is on studio production, but art criticism, art history, and aesthetics will also be explored. The development of technical skills and artistic vocabulary is emphasized as students create artwork, which often begins in the sketching and drawing

stages, then progresses into final paintings. Drawing is a creative tool that will be utilized often to develop skills and ideas. Painting students should be prepared to question and critique their own work as well as the work of other artists and are expected to approach each painting process with an open mind and positive attitude.

Prerequisite: It is recommended that students who plan to enroll in this course have already completed one term of drawing.

### Experimental Painting

(1 credit)

While Painting 1 offers a taste of different painting material and techniques, Experimental Painting allows students a more in-depth experience with watercolor and oil paints. This class will go more into color theory and application within the context of the two very different painting mediums. Students will do a series of small studies and complete a master painting copy in both mediums after conducting a palette study of the painting they choose. Students will follow along with the instructor to complete a still life in both mediums. After almost a full term of “experimenting,” for the final project, students will have the opportunity to choose their medium either watercolor or oil. Painting 1 is beneficial but not a required prerequisite.

### Pottery I

(1 credit)

In this course, students learn how to utilize the potter’s wheel to make several vessel forms, including but not restricted to: cylinders, bowls, and cups with handles. In addition to those skills, students learn the basics of electric kiln firing and methods of glazing and finishing pottery.

### Pottery II

(1 credit)

Students will begin this course by learning the skill of creating tall cylinders. These tall cylinders will then become pitchers or vase forms. For the second project, students will learn how to create lidded forms of various types and the course culminates with the multi-faceted challenge of creating teapots.

Prerequisite: Pottery 1

### Sculpture

(1 credit)

Students learn how to produce sculptures using reductive and additive methods. In this course the basic principles and elements of the three dimensional arts are covered extensively, as well as techniques and materials used to create sculpture.

### weCreate II

(1 credit)

Open to students who have completed Intro to weCreate or weCreate I, this class is designed to allow students to spend more time doing a deep dive in one or two of the weCreate studios.

Students work with the weCreate Director to complete projects in the Recording, Graphic Design, Architecture, Video Editing, Fashion Design, or E-design studio. This class is more independent in nature; students will be expected to take the lead in designing and implementing one or two projects they wish to work on over the course of the trimester.

**Yearbook (2 terms: winter and spring)**

(2 credits)

Yearbook is a two-term blended art class. It begins in Winter Term and goes through the end of the school year. In Yearbook class students learn countless real-life skills such as: design and layout, photojournalism, editorial writing, typefaces and fonts, meetings deadlines, communication skills, working independently and as part of a team...etc. Yearbook is an exciting class in that students are recapping the school year, collecting memories in pictures and producing a product for all their fellow classmates to enjoy. We start out learning yearbook basics and skills. Students use the yearbook company website to practice with the system software and laying out pages. Students are "staffers" that are assigned pages in the yearbook and they can choose pages that they are particularly connected to. It is the goal of the entire yearbook staff/class to produce a fun, exciting and memorable yearbook each year.

## Science Course Sequence

**Middle School Courses:** SSM Middle School Science courses are designed to introduce students to concepts and skills related to the study of Life, Physical, and Earth Science.

- Science 6/7 (taken in both 6th and 7th grade)
- Science 8 (taken in 8th grade)
- Health and Wellness (one term course taken in grade 9)

**Graduation Requirement:** Students are required to complete 9 credits of science. Biology, usually taken in 9th grade, is the introduction to SSM Science. After completing Biology, students may take any combination of the courses listed below depending on student interest, scheduling, completion of prerequisites, and student readiness. Students are required to complete either Chemistry or Physics any year during 10th – 12th grade.

### Required Courses:

- Biology (taken in 9th or 10th grade)
- Chemistry (usually 10th or 11th)  
**OR**
- Physics (usually 11th or 12th)

**\*A competitive college application will include both Chemistry and Physics**

### AP Science Electives:

*Department permission required. All AP Science electives are full-year blended courses.*

- AP Biology (*Prerequisite: Biology and Chemistry*)
- AP Chemistry (*Prerequisites: Chemistry; Completion of or concurrent registration in Pre-calculus*)
- AP Environmental Science (*Prerequisites: Biology and completion of or concurrent enrollment in Chemistry*)
- AP Physics C (*Prerequisites: Physics; Completion of Calculus or concurrent registration in AP Calculus AB*)

### General Science Electives:

- Earth Science (*year-long; recommended for 10th grade students in Geometry*)
- Ecology Elective Series (*Three one-term electives; each course stands alone*)
  - Field Ecology (Fall Term)
  - Human Ecology (Winter Term)
  - Systems Ecology (Spring Term)
- Human Anatomy and Physiology (*Three one-term electives; each course stands alone*)
  - Skeletal and Muscular System (Fall Term)
  - Nutrition and Digestive System (Winter Term)
  - Respiratory and cardiovascular System (Spring Term)

## **SCIENCE**

### **Middle School Science**

The middle school science program at Shattuck-St. Mary's School involves students in the sixth, seventh and eighth grades. The curriculum is designed to introduce students to concepts and skills related to the study of Life, Earth, and Physical Science. New concepts are accompanied by laboratories or interactive experiences that allow students to use inquiry and the scientific method to discover the meaning of the topics.

#### Science 6/7

Science 6/7 is a multi-aged two year course of study in which the students will explore the following topics: Year A Life Science - cells and heredity, diversity of living things, human biology and health, ecology; Year B Earth Science – exploring planet Earth, Earth's changing surface, Earth's water, weather and climate, astronomy.

#### Science 8

In the eighth grade year, students will gain a foundation in basic science skills such as measurement, experimental design and graphing of data. Students will then study chemical building blocks including atomic structure, organization of the Periodic Table of Elements and chemical and physical properties of matter. Students will also study forms of energy, waves and forces and motion. The course is heavily lab-based; students spend several class periods a week in the lab.

#### Health and Wellness

(1 credit)

This course is required for all 9th grade students. Students meet formally as a class two days each week and attend a teacher supervised work period three days each week. Throughout the term of Health and Wellness, the following dimensions of health are covered: physical health, emotional and mental health, sexual health, and drugs and alcohol. In the blended course model, we provide many activities and opportunities for discussion on health issues. This allows each student to explore and strengthen their own concept of health.

## **Upper School Science**

### Biology

(3 credits)

This course, required for all SSM 9th graders and any new 10th or 11th grade students who have not taken Biology, provides a solid background in the life sciences. The course begins with an introduction to life – what makes something alive? We then spend a good deal of Fall Term studying ecology and the environment, allowing students to understand connections within the biological world. In Winter Term, we strive to understand human population growth and our impact on the environment as well as cell structure and function. During Spring Term, we study

units on genetics and heredity. This course has students working frequently in the lab and in small groups. Emphasis is placed on writing and most assessments are essay based.

### Earth Science

(3 credits)

The class helps students further develop skills necessary for success in Chemistry and Physics through investigations in the sciences of the Earth and space. Primarily taught through labs and projects, course topics include geology, astronomy, surface processes, oceanography, and Earth history. This course is intended for rising sophomores who have not met the math prerequisites for Chemistry or Physics or who prefer to delay enrollment in those courses.

*Prerequisite: Biology*

### Chemistry

(3 credits)

Through lectures, demonstrations, problem-solving sessions, and laboratory experiments, this full-year course blends traditional and inquiry-based learning approaches to present the fundamental concepts of chemistry. Topics include nomenclature, reaction types, stoichiometry, atomic structure, periodicity, chemical bonding, molecular structure, intermolecular forces, thermochemistry, the gas laws, and solution chemistry focusing on acids, bases, and electrochemistry.

*Prerequisite: Completion of or concurrent registration in Algebra II.*

### Physics

(3 credits)

This full-year course presents the fundamental concepts of physics with relevant applications. Topics include kinematics, dynamics, work, energy, power, momentum, uniform circular motion, rotation, gravity, oscillations, mechanical waves, sound, electrostatics, and circuits. An emphasis is placed on problem solving methods as well as inquiry based activities and laboratory experiments. Students learn to discover relationships from acquired sets of experimental data using current technology and results are formalized in a lab notebook. The course is aligned with the AP Physics 1, algebra-based curriculum so that a motivated student may prepare for and opt to take the AP exam if they so desire. *Prerequisites: Completion of or concurrent registration in Pre-Calculus.*

### Advanced Placement Environmental Science

(3 credits)

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental issues both natural and anthropogenic, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The approach is interdisciplinary, incorporating knowledge of biology, chemistry, geography, geology, social sciences, and economics. Experiences on field trips, in the school's Rustad Outdoor Study Area, and elsewhere on the SSM campus enhance classroom learning and lab

experiments. *Prerequisites: Departmental permission, Biology and completion of or concurrent enrollment in Chemistry.*

### Advanced Placement Biology

(3 credits)

The AP Biology course is a year-long elective designed to be the equivalent of a college-level introductory biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills. Students will also practice applying knowledge to real-life applications. The course covers the main fields of biology: evolution, cellular biology, chemistry of life, developmental biology, genetics, and ecology. Students will learn not by memorization of facts but through content and concept application via AP Biology science practices. *Prerequisites: Departmental permission, completion of Biology and Chemistry (Concurrent enrollment in Chemistry by permission)*

### Advanced Placement Chemistry

(3 credits)

This elective course is equivalent to college freshman chemistry and is based on the syllabus prepared by the College Entrance Examination Board. Lectures, demonstrations, and laboratory experiments prepare students for the Advanced Placement examination given in May.

*Prerequisites: Departmental permission, completion of Chemistry, and completion of or concurrent enrollment in Pre-calculus.*

### Advanced Placement Physics C

(3 credits)

This full-year, college-level course is based on the Physics C Syllabus prepared by the College Entrance Examination Board. One half of the year is spent on mechanics, the remainder on electricity and magnetism. Calculus is widely used throughout the course. Lectures and experiments prepare the students for the AP examination given in May. *Prerequisites: Departmental permission, completion of Physics and Calculus (Concurrent enrollment in AP Calculus AB by permission).*

### Field Ecology

(1 credit)

This one-term elective course will examine principles of ecology and conservation biology through laboratory and field research. Students will participate in projects emphasizing analyses of biodiversity, population demography, and interspecific behavior. *Prerequisite: Biology (may be concurrently enrolled).*

### Human Ecology

(1 credit)

This one-term elective course will examine the complex and varied systems of interaction between human societies and the natural world. Activities will examine the roles of social,

cultural, and psychological factors in the maintenance or disruption of ecosystems and investigate the effects of population density on health, social organization, and environmental quality. *Prerequisite: Biology (may be concurrently enrolled).*

**Systems Ecology**

(1 credit)

This is an interdisciplinary one-term elective course that includes atmospheric, aquatic, and soil studies, as well as other field projects to study the interactions of human society and natural systems. Prerequisite: Biology (may be concurrently enrolled)

**Human Anatomy and Physiology: Skeletal and Muscular System**

(1 credit)

This elective course offers an in-depth study of several systems of the human body, both at rest and during exercise. During the Fall Term, students will study the skeletal and muscular systems, as well as the microanatomy of skeletal muscle. From there the class will discuss various strength training methods and how they improve strength and endurance. *Prerequisite: Biology*

**Human Anatomy and Physiology: Nutrition and Digestive System**

(1 credit)

This elective course offers an in-depth study of several systems of the human body, both at rest and during exercise. During Winter Term, the digestive system is examined with a particular focus on the body's energy systems. We discuss the role of specific nutrients in our diet, and how to optimize nutrition to elevate athletic performance. *Prerequisite: Biology*

**Human Anatomy and Physiology: Respiration and Cardiovascular System**

(1 credit)

This elective course offers an in-depth study of several systems of the human body, both at rest and during exercise. In the Spring Term the class will study the cardiovascular and respiratory systems, and how these two body systems function during exercise in normal and extreme environments. *Prerequisite: Biology*

## World Language Department Course Sequence

**Middle School Courses:** Students in grades 6 and 7 take an exploratory world language class designed to introduce students to each of the various languages offered at SSM. Some students may qualify for language classes above those offered at the Middle School. Those students will be appropriately placed by the Department Chair.

- Exploring World Languages (taken in both 6th and 7th grade)

**Graduation Requirement:** Students are required to complete 9 credits of the same language during grades 9-12. Strong students are encouraged to pursue further study. Students who start level I language prior to 9th grade will have to complete higher level courses in order to meet our requirement.

### Languages Offered:

- American Sign Language
- French
- Latin
- Mandarin Chinese
- Spanish

### AP World Language Electives:

All AP World Language courses are full year courses taught in a blended format.

- AP French Language and Culture (*Prerequisite: completion of French IV or Advanced Conversational French and Department Chair approval*)
- AP Latin (*Prerequisite: completion of Advanced Latin and Department Chair approval*)
- AP Spanish Language and Culture (*Prerequisite: completion of Spanish IV or Advanced Conversational Spanish and Department Chair approval*)

### World Language Electives:

All World Language classes are full year courses. Level I and Level II classes are taught in a traditional five-day-a-week format. Starting at level III classes are all taught in a blended format.

- American Sign Language I, II, III, IV
- French I, II, III, IV
- Advanced Conversational French
- Latin I, II, III
- Advanced Latin
- Mandarin Chinese I, II, III, IV, V
- Spanish I, II, III, IV
- Advanced Conversational Spanish

## **WORLD LANGUAGES**

### **Middle School Language Program**

The Middle School language program is designed to introduce students to the study of world languages. Students explore different cultures and build the language acquisition skills which will help them advance to higher levels of learning in the Upper School. At the Middle School we teach an exploratory class for students in Grades 6 and 7. A two year rotation of classes will expose the students to all of the various languages offered at SSM. In eighth grade, students may choose to begin level I Spanish, French, Latin, Mandarin Chinese, or American Sign Language. International students who do not speak English as their first language may not enroll in a world language class until they exit ESL. Language courses taken in 6th – 8th grade may not be applied to the Upper School World Language graduation requirement. All non-ESL students must complete three consecutive years of World Language in the 9th – 12th grade to fulfill the Upper School graduation requirement. Students who opt to begin foreign language study in the middle school can advance further in their studies in the target language and possibly reach the AP level in their 11th or 12th grade year.

#### Exploring World Languages: 6th & 7th Grade

This is a class to promote a positive attitude towards learning a World Language and develop a base on which to build the four language skills: listening, speaking, reading and writing. Students are exposed to a different language each term; over the course of the two year rotation, students will experience ASL, French, Latin, Mandarin Chinese, and Spanish.

### **Upper School Language Program**

Shattuck-St. Mary's modern and classical world language curriculum stresses the development of the four basic skills of listening, reading, writing, and speaking. Authentic materials are implemented to facilitate and engage students in an interactive exploration of a variety of social, cultural, and traditional customs of the representative language they are studying—especially in languages such as Spanish, French, and Mandarin Chinese. Courses in American Sign Language (ASL) teach grammatical competence and communicative skills for interpreting a variety of topics, along with an awareness and sensitivity to the socio-cultural patterns and use of ASL. Our courses in Latin engage students in developing their command and appreciation of Latin as a language, and as a vehicle of history, art, etc., as well as gaining insights and understanding of the English language through the study of Latin vocabulary and sentence structure.

The Department's goal is to enable students to communicate in the target language, and throughout their language production, employ linguistically accurate language skills. Therefore, students should expect all courses to be conducted in the target language. Our language requirement stipulates that each student must complete a minimum of three consecutive years in the same language in grades 9 - 12, though we encourage students to continue in their course

of study through their senior year.

## **AMERICAN SIGN LANGUAGE (ASL)**

### ASL I

(3 credits)

This course is designed for students who have little or no previous knowledge of sign language. It features an introduction to the basics of ASL (American Sign Language). Conversational lessons introduce vocabulary and key grammar structures in the context of situational dialogues. Skill lessons focus on introducing numbers, fingerspelling, spatial elements and other supporting skills. Cultural lessons focus on behaviors that enable students to act in linguistically and socially acceptable ways. Information about Deaf culture and Deaf history will be introduced.

### ASL II

(3 credits)

ASL II features an intermediate level of American Sign Language that gives students the opportunity to develop conversational competency and continued development of receptive and expressive skills. In addition, videos and Deaf community events will be combined to form interesting receptive and expressive skills. Students will expand their knowledge of the Deaf Culture.

### ASL III

(3 credits)

This course is a continuation of ASL II. It is designed to develop further communication competencies in ASL above the intermediate level. Students will continue with ASL sentence types, time, numbers, fingerspelling, classifiers, spatial referencing and develop storytelling and narrative skills. and temporal and distributional aspects. Students will also continue to expand their knowledge about Deaf Culture and history.

### ASL IV

(3 credits)

This course expands on the development of American Sign Language (ASL) vocabulary and grammar, including the use of two to three character role shifts. Students describe settings and explain or discuss everyday objects and their use, step-by-step processes, cause and effect, and culturally significant topics relating to the Deaf Community.

## **FRENCH**

### French I

(3 credits)

Students learn first year vocabulary and the basic grammatical structures of French in this introductory course. Class emphasis is on the development of all four communication skills:

reading, writing, listening, and speaking. Textual reading serves to reinforce vocabulary and grammar, and introduces students to the cultures of French-speaking people.

### French II

(3 credits)

After a review of the material in French I, students advance to more complicated grammatical structures and vocabulary. Communication proficiency is the primary objective as student expertise is developed in all skill areas, especially in reading and writing. Short stories and cultural articles broaden the students' awareness of those peoples whose native language is French.

### French III

(3 credits)

This course is designed to review and refine further the knowledge of French grammar for the student with a strong background in the language—at least two years of a comprehensive high school course. Emphasis is on development of oral and written communication with classes conducted mostly in French. Through cinema, short stories, articles, videos, and poetry, students learn cultural information as they further their language skills.

### French IV

(3 credits)

The final component of the standard college preparatory high school French series, the course is conducted almost entirely in French and geared toward the student with reasonable fluency in the spoken language as well as a solid background in grammar. The syllabus encompasses considerable grammar review, refinement, and drill, as well as reading a variety of texts (plays, poetry, short stories, news/magazine articles, films, and music) to serve as the basis for writing, oral expression, critical analysis, and interpretation. After successful completion of French IV, students who wish to continue with French may go on to either French V or AP French, depending on teacher recommendation.

### French V

(3 credits)

French V is an advanced French course that gives students opportunity to further develop conversational competence, along with their writing, listening, and reading skills. Throughout the year, students will learn a variety of cultural information by watching, analyzing, and discussing several films from different parts of the French-speaking world. Readings are drawn from a variety of fiction and non-fiction sources. The course includes both new structures and grammar review and refinement. With the goal of increasing accuracy in both writing and speaking, and widening the student's vocabulary are course objectives tailored to each students' individual needs. Instruction, dialogue, and discussion in this course are almost entirely in French. This course may co-meet with AP French. *Prerequisite: French IV and Department Chair approval.*

### **AP French**

(3 credits)

The course is designed to prepare motivated students for the Advanced Placement Language Exam through in-depth and supplemental coursework and more advanced language utility required for successful completion of the AP French Language and Culture examination given in the spring. The course is conducted almost entirely in French and geared toward the student with relative fluency in the spoken language as well as a solid background in grammar and writing. Films, readings, discussions and assignments are grouped around the six themes of the AP exam: global challenges, science and technology, beauty and aesthetics, contemporary life, families and communities, and public and personal identities. In addition to grammatical review, extra emphasis is placed on expanding writing skills (particularly essays and formal e-mails), vocabulary, and spoken language skills (particularly formal and informal conversations and presentations). This course may co-meet with French V. *Prerequisite: French IV or French AP, and Department Chair approval.*

## **LATIN**

### **Latin I**

(3 credits)

This course is an introduction to the Latin language and to the literature, history, and culture of Ancient Rome. By reading a series of stories in Latin inspired by ancient sources and completing exercises in vocabulary and grammar, students learn noun declensions (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>), verb conjugations (present, imperfect, and future tense), and adjective agreement. They also learn about Roman comedy, Roman history, Roman family life, Roman law courts, and Roman poetry in the language of the ancient Romans themselves. Whenever possible, students are encouraged to make connections between Latin and English vocabulary and grammar, making Latin 1 an ideal course for those preparing for college entrance exams.

### **Latin II**

(3 credits)

This course allows students with at least one year of experience in Latin to increase their knowledge of the Latin language and of the literature, history, and culture of Ancient Rome and medieval Europe. By reading a series of stories in Latin inspired by ancient and medieval sources and completing exercises in vocabulary and grammar, students learn more verb conjugations (the perfect system) and new sentence structures (including the subjunctive mood). At the same time, students explore the decline of the Roman empire in the west and the history of medieval Europe by studying the Latin literature produced during those periods.

### **Latin III**

(3 credits)

This course allows students with at least two years of experience in Latin to expand their knowledge of the Latin language and of the literature, history, and culture of medieval Europe and the Renaissance. By reading a series of stories in Latin inspired by medieval and

Renaissance sources and completing exercises in vocabulary and grammar, students complete their survey of Latin grammar and begin the transition to reading unadapted Latin texts. Students continue to explore the literature and history of the middle ages and the Renaissance by studying the Latin literature produced during those periods.

#### Advanced Latin

(3 credits)

This course allows students who have completed a full survey of Latin grammar to engage with unadapted Latin texts through the detailed study of the works of particular Latin authors. Such works may include Caesar, Cicero, Livy, Virgil, Horace, and Ovid. Students will learn strategies to continue to improve their vocabulary and grammar skills through the translation and analysis of ancient texts.

#### AP Latin

(3 credits)

The AP Latin course is designed to give students the skills needed to be successful on the College Board AP Latin exam. Students refine their abilities to translate ancient Latin texts as literally as possible, both by reading the required passages of Vergil's *Aeneid* and Caesar's *De Bello Gallico* and by sight-reading additional texts in Latin. They study the political, historical, literary, and cultural context of the works of Vergil and Caesar and explore the links between these texts and the societies in which they were written. They learn to recognize the stylistic and rhetorical devices employed by ancient authors and to understand the use of meter in Latin poetry. By developing these skills, students learn to analyze ancient Latin texts and to explain their meaning and significance in the form of thoughtful translations and detailed essays.

### **MANDARIN CHINESE**

#### Mandarin I

(3 credits)

Mandarin I is a beginning Chinese language course intended for students with no prior knowledge of any Chinese dialect or written Chinese. Mandarin is based on the Beijing dialect and is the national standard language of the People's Republic of China and the Republic of China (Taiwan). The emphasis in this class is on vocabulary building and sentence patterns. Throughout the year, students will expand their ability to carry out simple conversations in Chinese on a range of topics. Reading and writing (using both traditional and simplified characters) will be developed in conjunction with speaking and listening skills. Students will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor.

#### Mandarin II

(3 credits)

Mandarin II is a Chinese language course intended for students who have completed Mandarin I or the equivalent. The emphasis in the second year continues to be on vocabulary building and

learning sentence patterns. By the end of the course students will be able to place a simple restaurant order, tell time, talk about daily activities, discuss appointments and holidays, describe clothing and homes, make and respond to suggestions, and ask for and give opinions. Students will also be able to read and write 400 or more simplified and traditional characters and their corresponding pinyin Romanization.

### Mandarin III

(3 credits)

Mandarin III is a Chinese language course intended for students who have completed Mandarin I and II or the equivalent. Though we will continue to discuss material in Chinese and practice speaking, the emphasis in the third year will be on reading and writing. By the end of the course students will have had practice writing paragraphs, speeches, and email. They will be able to discuss school related topics (e.g., studying and visiting the library), to talk about living abroad in Taiwan or China (e.g., how to rent a house, send letters, and set up a bank account), and to ask directions. Students will also continue to learn both simplified and traditional characters.

### Mandarin IV

(3 credits)

Mandarin IV is taught based on the students' language skills acquired in Mandarin III. Students continue to develop language skills in listening, speaking, reading, and writing comprehension and use of basic structures through speaking, and writing. The vocabulary for reading and writing will increase to approximately 1,000 characters.

### Mandarin V

(3 credits)

Mandarin V is offered for students who wish to expand upon the skills learned in Mandarin IV. Students will continue to develop skills in the areas of vocabulary, idiomatic expression, grammatical structures, pronunciation, and character writing. The course will also develop the students' awareness and appreciation of the culture of Chinese-speaking people. Students will be able to express their personal views in the target language on a variety of topics upon completion of the course.

## **SPANISH**

### Spanish I

(3 credits)

This introductory course provides students with a foundation in the grammatical structures in Spanish. Class emphasis is on communication skills through speaking, listening, writing, and reading exercises. The course stresses practical vocabulary development and use. The readings used build on the structural foundations to provide continual review and practice as well as an introduction to the societies and cultures of Spanish-speaking peoples.

## Spanish II

(3 credits)

This second-year course provides adequate review before moving to more advanced grammatical structures. Continued vocabulary development, basic readings, short stories, and oral presentations further develop the students' ability in the language. The process is sequential in all areas, and skills are practiced to provide for maximum growth and awareness both linguistically and culturally.

## Spanish III

(3 credits)

Spanish III is designed to develop and strengthen the student's ability to communicate in the Spanish language. An oral approach is used in the classroom and the student is expected to use the target language as much as possible. The units in the textbook are based on culture and practical vocabulary used in everyday situations. The units also contain appropriate grammatical structures and exercises. Supplementary readings and activities (art, music, skits, projects) are also used to increase cultural awareness and to provide the student with opportunities to develop reading, writing, speaking, and listening skills in Spanish.

## Spanish IV

(3 credits)

This course has an emphasis on conversation and focuses on an in-depth fine-tuning of the four skills of listening comprehension, speaking, reading, and writing which are needed to communicate proficiently in Spanish. A variety of methods and strategies will be used to practice the four skills including technology, projects, games, etc., and students will be introduced to some major literary works. Students will also expand their knowledge of history, art, politics, and social structure of Spanish speaking countries as well as the culture and customs of the Hispanic people.

## Advanced Conversational Spanish

(3 credits)

Advanced Conversational Spanish will give students the opportunity to develop conversational competence and rely on more developed listening and speaking skills. Topics of conversations that reflect real-world issues will be incorporated in this class. Students will review the grammar and syntax of the language and other fun activities with music, games, technology, poetry, art, etc. will be part of the course. In addition, videos and news articles will combine to form interesting integrated reading, writing, and speaking skills. Students will expand their knowledge of the Hispanic culture as well as the customs and traditions of the Hispanic people.  
*Prerequisite: Spanish IV.*

## AP Spanish

(3 credits)

The AP Spanish Language Course is intended for students who wish to develop proficiency, and integrate their already acquired language skills using authentic materials and sources. The class

is conducted almost entirely in the target language. It is assumed that the students have already acquired the grammar and syntax of the language as well as strong skills in speaking, reading, writing, and understanding Spanish. This course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication). Fun activities with music, games, poetry, art, etc., and cultural activities will be incorporated in the course. Students take the AP Spanish Exam in May. *Prerequisite: Spanish IV and Department Chair approval.*

## **CENTER FOR ACADEMIC ACHIEVEMENT**

The Center for Academic Achievement is designed to meet the learning needs of our student population. Our goal is to foster the academic success of students by providing them with the academic skills and learning strategies that will help them make the most of their time at our school and become independent and confident lifelong learners.

### Academic Skills Program Tutorials

The Academic Skills Program is designed to recognize and enhance the potential of students with learning differences. The program provides support and limited remediation within the traditional academic curriculum. Students learn academic skills and strategies that will help them realize their potential and meet the expectations set by the school, their families, and themselves. Enrollment is through permission of the program director only, and tutorials are taught by the Learning Specialists. Tutorials have a 3:1 student to teacher ratio; this program requires an additional fee.