



**SOLEBURY SCHOOL**

**ACADEMIC BULLETIN**

**2021 - 2022**

**Revised, July 2021**  
**Changes made to the original version are shown in blue**

The guidelines and curriculum of Solebury School's academic program

# Course Offerings for the 2021-2022 Academic Year

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

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# ACADEMIC BULLETIN

## 2021 - 2022

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

### ***REQUIREMENTS***

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

#### **REQUIRED**

24 English (required each trimester)  
18 Mathematics \*  
18 World Language \*\*  
12 Science (Required: either Conceptual Physics & Biology  
—OR— Intro to Physical Science & Intro to Biology)  
12 Social Studies (US History required)  
6 Arts  
1 Health or Healthy Relationships\*\*\*  
Electives to bring total credits to 109

#### **RECOMMENDED**

**24 English**  
**24 Mathematics**  
**18 World Language**  
**18 Science**  
**18 Social Studies**  
**6 Arts**  
**1 Health/Healthy Relationships**  
**Electives #**

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

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

## ***GRADING and ACADEMICS***

Grading is on a 4-point scale:

A+ (97 - 100) = 4.333

B+ (87 - 89) = 3.333

C+ (77 - 79) = 2.333

D+ (67 - 69) = 1.333

F (59 or lower) = 0.000

A (93 - 96) = 4.000

B (83 - 86) = 3.000

C (73 - 76) = 2.000

D (63 - 66) = 1.000

A- (90 - 92) = 3.666

B- (80 - 82) = 2.666

C- (70 - 72) = 1.666

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

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

### **GRADE WEIGHTING**

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

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

#### **Honors:**

Honors Ethics  
Honors English 9, 10 and 11  
Honors Geometry  
Honors Algebra I  
Honors Algebra II & Trigonometry  
Honors American Literature  
Multivariable Calculus  
Honors Pre-Calculus  
Honors Economics  
Honors US History  
Honors Physics  
Honors Biology  
Honors Chemistry  
Honors Environmental Science  
Honors Anatomy  
Resistance and Rebellion  
All Teach2Serve classes  
Reading and Writing Poetry  
Creative Non-Fiction  
Honors Ceramics  
Jazz Roots  
Elite Ensemble

#### **AP:**

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

#### **Global**

Art History  
English 10  
Honors English 10  
World History  
World Religions  
Architecture and Design  
Honors Envi. Science  
Moral Conflicts  
Honors Ethics  
Ethics  
Archaeology  
Cultural Anthropology  
Linguistic Anthropology  
Psychology: Theoretical Roots  
Modern Psychology  
Humanistic Psychology  
All Language classes

### ACADEMIC HONORS

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

### ACADEMIC WARNING

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

### ACADEMIC HONESTY

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

### EARLY GRADUATION

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

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

## ***ATTENDANCE POLICIES***

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

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

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

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

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

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

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

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

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

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

### 5-4-3 ATTENDANCE RULE

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

### **SENIORS**

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

### SENIOR PROJECTS

On May 9<sup>th</sup>, some seniors will leave campus to work as apprentices or volunteers, conduct independent research, or pursue creative projects. To qualify, a senior must be in good social and academic standing, have the permission of all his/her teachers, and have a proposal approved by the Senior Projects Committee. Seniors return to campus to present their projects to the school on June 1<sup>st</sup>. For seniors on Senior Project, all coursework ends May 8<sup>th</sup>. Please note that the 5-4-3 Attendance Rule for class absences states that seniors going on Senior Project may only miss three class meetings and still earn credit for that course. This includes the classes that meet in the evening. In addition, seniors placed on Academic Warning in the spring may not be allowed to go on Senior Project.

## ***SPECIAL PROGRAMS and CONCENTRATIONS***

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

### **GLOBAL EDUCATION CONCENTRATION**

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

### **STEM (Science, Technology, Engineering, Mathematics) CONCENTRATION**

The STEM concentration at Solebury School gives students an opportunity to go beyond the classroom offerings and dive into their STEM interests. Students choose the path that works best for them to complete the concentration. This includes independent studies, looking at STEM careers and networking with professionals, being engaged in clubs and special events on and off-campus, and taking a wide variety of STEM classes with the guidance of the concentration coordinators.

This concentration is geared towards students who want to have enriching experiences in STEM during their course load at Solebury. Students will work with the STEM coordinators to design a variety of experiences that students will find challenging and engaging. Students will then submit the activity that they completed to keep track of their progress. We believe that STEM students should have experiences that relate the work in STEM with other departments within Solebury to make a well-rounded student while increasing the exposure of the student to STEM.

Students can apply spring of 9th grade or during their 10th grade year. They must start by 11th grade in the fall to achieve the certificate. **STEM Concentration Coordinators: Cari Nelson and Britta Milks**

### **SOCIAL JUSTICE CONCENTRATION**

The Social Justice Concentration is designed for students who wish to explore issues of equity, whether focused on economics, race, gender, the environment, or any host of justice concerns. Students may be drawn to the concentration because of interest in civil and human rights, including but not limited to anti-poverty work, healthcare, food insecurity, prison reform, or voting rights. This concentration includes both academics and activism. Students are required to take a certain number of courses to fulfill the academic requirement, and are expected to participate in and lead activities. These will include school-based clubs, presentations to the school community, service rooted in social justice, and a capstone project.

The goal of the concentration is to encourage students to participate in their local and global communities through activism, volunteerism, and learning. They will then be in a position to be leaders at Solebury to educate and organize. Students will also learn through the qualifying courses offered that are relevant to social justice. Ultimately, students passionate about a cause will be able to deepen and expand their knowledge, and then share with the Solebury community. **Social Justice Concentration Coordinator: Hanna Howe**

## ***ENGLISH***

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

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

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

If you have any questions about Solebury School's English Department, please contact department chair Sarah May at: [smay@solebury.org](mailto:smay@solebury.org) or (802) 881-9803

### **YEARLONG COURSES**

**English 9: An Introduction to Literary Genres:** Students in this course will develop themselves as keen readers of literature through a focus on fiction, poetry, and drama. In addition to reading long-established canonical texts representing each genre, we will also consider contemporary authors working to further those genres today. Despite the vast expanse of time these texts permit us to travel, we will observe a number of persistent themes and questions that have compelled writers to the page for centuries. Where does the individual belong in society? How do our values and beliefs develop out of the tension that question generates? Why do writers employ particular forms and genres in order to engage with those and other questions? What does each genre offer to that engagement? Students will also be asked to hone their own creative and critical writing skills in multiple genres. We will employ a process-based composition model that encourages thoughtfulness and preparation. Recognizing at all times that writing is rewriting, students will work on editing and revising their compositions using a workshop-style model. We will also work on building our fluency with grammatical conventions and vocabulary. This course includes a mandatory summer reading assignment. **Required. 6 credits**

**Honors English 9: An Introduction to Literary Genres:** In Honors English 9, students are introduced to the various elements of poetry, drama, and short and long fiction and to the craft of the processed writing. Together we will spend the year reading from a variety of sources, examining the components of poetry, drama, and fiction (short stories and longer works). As we develop close reading skills and master the vocabulary of literary inquiry, we will consider the ways in which individuals, communities, values, and journeys interact, mesh, and conflict. We will also explore the ways in which human beings struggle to create identity, often from a variety of complex factors, and consider how humans develop an internal system of meaning for their lives, influenced by both their own experiences and by the values imposed by society. Classes will consist of discussions, lectures, independent projects, and group work, and a workshop approach to developing formal essays and creative pieces in a variety of modes. Vocabulary development will grow out of work with texts; grammar instruction will be in response to issues that arise in student writing. We will engage in a considerable amount of close reading, with a particular emphasis on examining the author's voice and its role in each text. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 8<sup>th</sup> grade English class.* **Honors, 6 credits**

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

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

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

**Honors English 11: American Literature:** English 11 honors is designed for students who already have a love of language and literature, and want to challenge themselves further in the field. Through this exploration of different literary styles, genres, and voices, students will discover what is distinctive about American literature and how it grows out of our language, culture, and history. Students will read classic and contemporary works that reflect the diversity of American experience and culture. In addition, students will be encouraged to expand their vocabulary, embrace the writing process, and hone their writing skills by writing journals, papers, and creative assignments. Although an attempt will be made to align some of the reading selections in this course with the AP U.S. History curriculum, enrollment in that course is not a requirement for success in this one. Students who commit to this class will graduate prepared to take AP English Literature and Composition in their senior year. This course includes a mandatory summer reading assignment. *Prerequisite: recommendation of teacher and a B+ or better in 10<sup>th</sup> grade English and History.* **Honors. 6 credits**

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

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

**Individualized English:** For a detailed discussion of Individualized English taught through our Learning Support Program, please see the “Special Programs” section. *6 credits*

## FALL TRIMESTER COURSES

**Fighting “Fake News”:** The term “fake news” has come to mean everything from deliberately fabricated disinformation to stories that are merely uncomfortable for the subject in question. How did we get here? This elective attempts to answer this question, first by looking at the ways our own biases can color our judgements of the media we consume, and how certain media outlets exploit those biases. We then attempt to determine for ourselves what makes for authentic journalism, and examine how technology and corporate forces have made such journalism (particularly local and print journalism) struggle. With a deeper understanding of psychology and the media ecosystem, those who finish this course will be able spot, and defend against, all manner of media manipulation. This class may also be taken for Social Studies credit. *This class fulfills a Social Justice Concentration credit. 2 credits*

**Personal Essay Writing:** You carry countless stories. Your memories, your experiences and your thoughts are all inside you waiting to get out. Here’s your chance to unload. In this class, we will learn how to turn our life stories into affecting personal essays. Don’t think you have any stories to tell? Think again. From the weighty to the seemingly small, our stories are what we’re made of. Getting lost on that vacation to Prague? The time you rescued a bird from a fence? The way your mom used to leave you notes in your lunchbox? Visiting your grandmother as she slowly forgot who you were? These are all stories that, when well-crafted and well-written, make great essays. They make readers think, feel and connect. That is our goal. Yes, this class is helpful to those of you aiming to write an epic college admissions essay. Yet it is also a class for storytellers who want to work on the craft of writing. The focus of the class is on making our essays compelling, vivid, structured and meaningful. Overall, we will find out what stories are hiding inside us, and learn to tell them beautifully. *2 credits*

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

## WINTER TRIMESTER COURSES

**Coming of Age:** “All children, except one, grow up,” wrote J.M. Barrie to launch the classic story of *Peter Pan*. Yet *how* do we all grow up? When does childhood end and adulthood begin? In this class, we will explore the experiences, realizations, tensions and awakenings that are part of the coming of age process. We will look at what it has meant to come of age in literature, and also examine how the digital age has changed the way we grow up now. Do today’s teens grow up faster? Or, like Peter Pan, do they not grow up at all? To answer these questions, we will use myths, fairy tales, short stories, essays, articles, paintings, poems and film to understand what it means to navigate the passage between childhood and adulthood. Throughout the course, students will be prompted to reflect on their own coming of age, with writing assignments that include personal essays, poetry and a fiction project. Overall, the goal of this English elective is to delve into the coming of age topic in a dynamic way, with a classroom full of students who are living the theme. *2 credits*

**Journalism:** Get the facts. Uncover the truth. Write clearly, concisely and beautifully. These are the goals of this class designed to offer students a crash course in journalism. In this English elective, students will learn how to structure an article, develop reporting skills, find reliable sources, conduct a successful interview, and write stories that are accurate, clear, creative, informative and compelling. In addition to learning how to write news stories, features, profiles and editorials, students will also read Pulitzer Prize-winning articles to study the best examples of journalism today. Along the way, we will also discuss the history of journalism, the evolution of the media, journalistic ethics, photojournalism and what to do about “alternative facts.” Students will be assessed based on weekly writing assignments and class participation. [This class fulfills a Social Justice Concentration credit. 2 credits](#)

**Reading & Writing Poetry:** What is poetry? Why read poetry? What does poetry have to do with me? What impact does poetry have on society? These questions and many more related to difficulty and value of understanding poetry are the subject of this course. By studying a variety of poetic terms, styles, and forms students will gain a sophisticated understanding of the complex elements involved in reading and writing poetry. Students will read and analyze a variety of classic and contemporary poems and also try their hand at composing their own poetry. Assessment will be based on quizzes, papers, projects, and original poems. *Prerequisite: recommendation of instructor and a B or better in regular English 11, B- or better in Honors English 11 or American Studies. **Honors, 2 credits***

**Civil Rights to Black Power: Texts and Contexts:** Come join us as we focus on the history of African Americans from the Civil Rights Movement of the 1950s to the Black Power Movement of the 1980s. We will dig in deeply into a variety of sources, ask “why” questions as much as we can, and try to confront the “reality” of learning the historical narrative of these people that has often been suppressed and ignored. What are the origins of these movements? How radical are the key players? How has the history of these groups been whitewashed to create palatable and “nice” stories for our classrooms? Can we pull back the curtain and determine for ourselves what the truth of these movements was or is based on evidence and historical documents? And are such high expectations attainable? Only we, the instructor and the students, can determine the answer to this question. I am confident, however, that with focus, commitment, and our ability to create an honest and safe community, we can work toward this goal. Special attention will be given to addressing and acknowledging the various elements of identity and the construction and experience of race. Students will work on refining their reading, writing, and thinking skills as they encounter primary and secondary resources, films, graphic novels, music, and more. Ultimately, students will work *with* the instructor to create a dynamic, intense, and vibrant classroom experience where all participants will take part in leading and shaping this course. The only prerequisite is a curious mind. [This class may also be taken for Social Studies credit. This class fulfills a Social Justice Concentration credit. 2 credits](#)

**Writing in College:** For many students research papers remain mystifying, unnatural (even painful), but the process can be a straightforward one if approached the right way. By acknowledging the presence of research in our own lives, and employing methodical guided practice, this course aims to turn the written research product from something agonizing and alien into a skill that can be confidently utilized at will. If this is a set of tools you want in your kit, and you are willing to commit some time to make that happen, then this course should help make you ripe for the task. [This class may also be taken for Social Studies credit. 2 credits](#)

## SPRING TRIMESTER COURSES

**Into the Wild: Nature in Writing and Life:** To be in the woods is a basic human desire that many great writers have used as their subject. There is healing there, as is captured in Cheryl Strayed's memoir, *Wild*. There is adventure, as is tragically recounted in John Krakauer's nonfiction book, *Into the Wild*. And there is enlightenment, reflected upon in the essays of Emerson and Thoreau. This class will use literature as its starting point, focusing on the writings mentioned above and more as well as film, and then will move beyond the classroom and into the subject itself, nature, with occasional outdoor excursions and journaling. This class may also be taken for Social Studies credit. 2 credits

**Public Speaking:** The purpose of this class is to allow students to acquire the techniques and methods of formal speaking and presentations and to develop the ability to speak extemporaneously. The students experience a variety of practical applications and at least five different kinds of speeches including speaking to inspire, to inform, to persuade, to demonstrate and to entertain. Students are evaluated: on each of their formal prepared speeches; on their performance in improvisational speaking; and on their final speech in front of the whole school. This class may also be taken for Social Studies credit. 2 credits

**Short Story Writing:** Do you like to pretend? Do stories and plotlines scroll through your head, begging to be written down? Do unusual characters populate your subconscious, pleading to be heard? Or, perhaps after years of writing academic papers, do you want to just get creative and try something different? This is a class for those who believe (or want to believe) that writing can be fun. In this class, we will tackle the classic art of short story writing by reading short stories and writing our own. Throughout the course, we will do flash fiction writing exercises, work on writing stories, and discuss various writing techniques for developing plot, building characters, developing narrative voice, writing dialogue, and using artful language. So, come share your stories. Let your imagination run wild. Get your pretend on paper. 2 credits

## **WORLD LANGUAGES**

Solebury School's World Languages Department offers courses in Spanish and French. The goal of our department is to prepare students to communicate meaningfully in the target language while deepening their understanding of diverse global experiences. We believe that a proficiency-oriented approach to instruction is the best way to build language skills as well as student engagement in language learning. In lower level classrooms (I, II), this looks like a lot of input-based learning through storytelling, reading short novels, exploring simple authentic resources, and building basic tools of conversation. Intermediate levels (III, Conversation & Culture, IV) feature communication-oriented classrooms that delve into discussing cultural, current events, and more complex authentic resources in the target language. Our AP courses focus on increasing proficiency in the realms of interpersonal and presentational speaking and writing in preparation for the AP exam. All courses offered in World Languages fulfill a global studies program credit.

Solebury School students are required to complete French III or Spanish III (with a passing average) in order to graduate. At the end of their three-year requirement, students should be functionally proficient, able to address basic needs and express themselves in day to day interactions in target cultures. All students are strongly encouraged to continue their language studies beyond level III, since many competitive universities expect four or more years of language study.

**Language-Centered Trips and Extracurricular Opportunities:** We at Solebury School believe that practical, real-life language experience is the perfect complement to the classroom. In addition to regular trips abroad to gain practical experience with the languages and cultures, we partner with the Haut-Lac Bilingual International School in St. Léger, Switzerland and St. Paul's School in Barcelona, Spain to provide an extended study abroad experience and exchange program for interested students. In recent years, Solebury School students and teachers have also gone to Costa Rica, Québec, and France.

The World Language Department promotes culture on campus and connects Solebury to the global community. We sponsor events during and outside the school day, such as an International Movie Night to explore and celebrate the art of cinema in other languages, Language Table Days to practice casual conversation, and several other cultural events on campus.

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

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

### ***FRENCH***

French is the second most widely learned language (after English) as well as the fifth most widely spoken language in the world. It is the first or second language of 49 countries and is spoken by over 300 million people across five continents. In learning French, students will gain access to the broadly diverse francophone world and its many regional cultures, arts, cuisines, and literatures. French is also one of the most important languages in the business world. It is useful for careers in the arts, science, technology, medicine, and political policy. It is a working and official language of the United Nations, the European Union, UNESCO, NATO, and the International Red Cross. Finally, France is the number one tourist destination in the world—visited even more than the U.S.

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

**French II:** French II strengthens and builds on the novice proficiency acquired in French I. By the end of French II, students will be able to express complex ideas and understand native speakers. Their “survival skills” will increase dramatically; at the end of the year, they could travel to a francophone country and really enjoy the people and the culture. Students continue to build vocabulary and explore culture by theme: daily routine and hygiene practices, food culture, housing, and clothing. Grammar studies include an expansion of the passé composé, which they use with the imperfect tense to tell meaningful stories in the past, and the ability to express reflexive and reciprocal actions. *Prerequisite: French I. Global, 6 credits*

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

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

**French IV:** In French IV, conducted exclusively in French, students review and expand their skills in spoken and written French. As they continue thematic vocabulary and grammar review and expansion, they will also read complex French and Francophone literature and periodicals, and they will watch French news, films, and videos. By the end of the year, they will be able to hold a normal conversation in French on a wide variety of topics, including politics and more philosophical subjects. Fourth-year classes are typically where students’ communication skills really take off! At the end of this year, students should be prepared either to take AP French, or to enter a third-year university French course. Our primary tool

in class is the textbook, *Imaginez*, with the accompanying *Supersite* and workbook. We use many other sources, though, such as technology, film, music, literature, and periodicals. Assessments include regular oral presentations, tests, quizzes, and compositions for each chapter of the book. *Prerequisite: French III. Global, 6 credits*

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

## **SPANISH**

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

**Spanish I:** Spanish 1 is a story-based curriculum where students' exposure to the language is meaningful, repetitive and contextualized, with a heavy focus on aural comprehension. Lessons are highly interactive and personalized. Stories, songs, reader's theatre, videos, interactive online activities, authentic materials and other resources provide context for learning phrases and vocabulary related to numbers, colors, introductions, descriptions, family, daily habits, interests, body parts, travel, expression of opinions and future plans, and more. Students read two simple novels together as a class, and gradually work toward reading independently. They learn about geography, holidays, customs, history, and culture of a variety of Spanish-speaking countries. Expectations shift from comprehension at the beginning of the yearbook to production as the course, and students' abilities, progress. Similarly, the course's first focus is listening and reading, and writing and speaking are increased throughout the year organically. By the end of the year, students will have a strong enough grasp of the highest frequency verbs and phrases in the Spanish language to communicate in the present tense, have simple conversations about the world around them, and comprehend a great deal more as perceptive listeners. *Global, 6 credits*

**Spanish II:** After students are introduced to the language in level I, they continue on their journey of becoming independent participants (rather than passive observers) of the cultures we are studying. The goal of Spanish II is to make students functional travelers who not only enjoy and understand the cultural differences around them, but also communicate with confidence in their interactions with Spanish speakers. This course will expand the student's understanding of language and culture through novels, short stories, games, songs, and other authentic resources. By the end of the year, students will read several novels geared toward beginning language learners, expand the complexity of their writing, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will acquire the fundamentals of the present and past tenses as well as the imperative mood. While the content of the course is subject to change based on students' interests and global events, the

level II curriculum covers a number of key themes using a comprehensible input approach and TPRS-based strategies. Food, travel, health, clothing, and daily routine are amongst the topics covered throughout the year, anchored by relevant holiday and essential traditions in Spanish-speaking communities. *Prerequisite: Spanish I. Global, 6 credits.*

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

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

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

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

## ***MATHEMATICS***

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

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

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

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

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

## ***MATH SUPPORT PROGRAM***

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

- Algebraic Concepts I
- Algebraic Concepts II
- Geometry Concepts

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

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

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

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

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

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

## YEARLONG COURSES

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

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

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

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

**Honors Geometry:** A more in-depth analysis of the topics covered in Geometry through inquiry based learning. This honors version of Geometry is intended for students who plan to follow mathematics through AP Calculus. There will be greater emphasis on critical thinking skills and proofs. *Prerequisite: B or better in Honors Algebra I or with teacher recommendation. This course may be taken concurrently with Honors Algebra II & Trigonometry. Honors, 6 credits*

**Algebra II:** This course is recommended for students who need a moderately paced approach to Algebra II. The subject matter includes a brief review of first-degree polynomials followed by an in-depth study of higher-power polynomials as well as rational, radical, exponential, and logarithmic functions. Attention is given to the relationship between functions and their graphs. This course enables students to move on to Pre-Calculus, and it fulfills the graduation requirement. *Prerequisite: Algebra I. 6 credits*

**Honors Algebra II and Trigonometry:** A faster-paced and more in-depth analysis of the topics covered in Algebra II. Additionally, this course provides a thorough introduction to trigonometry. This course is recommended for students who plan to follow mathematics through AP Calculus. Students in this course will be prepared for Honors Pre-Calculus. *Prerequisite: B or better in Honors Algebra I or with teacher recommendation. Honors, 6 credits.*

**Algebraic Concepts II:** This course is recommended for students who need math support and are interested in developing greater strength on coursework related to algebraic concepts and functions. Content is similar to the regular Algebra II course, however, the pace is slower and with built-in support for reaching and furthering the analysis of topics covered in Algebra II. This course counts as part of the three-year graduation sequence for mathematics. Enrollment in this course is predicated on joining the Math Support Program and entails an additional fee. For a description of the broader program, please see the information above in the Math Department section. *Prerequisite: Algebra I or Algebraic Concepts I. 6 credits.*

**Pre-Calculus:** This course is designed to give students more preparation for calculus by furthering their study of algebra and geometry. Additional topics include an in-depth analysis of trigonometry, an introduction to polar and parametric equations, and conic sections. Successful completion of this course enables students to move on to AP Calculus AB. *Prerequisite: C+ or better in Algebra II. 6 credits*

**Honors Pre-Calculus:** This course is a faster-paced and more in-depth analysis of the topics covered in Precalculus. Time permitting, additional topics include: series and sequences, partial fraction decomposition, and an introduction to calculus. *Students must have working knowledge of trigonometry concepts prior to entering Honors Precalculus, including: unit circle, sinusoidal functions, trigonometric identities, law of sines and cosines, and solving trigonometric equations.* This course enables students to move on to AP Calculus BC. *Prerequisite: B or better in Honors Algebra II and Trig or with teacher recommendation. Honors, 6 credits*

**AP Calculus AB (Calculus I):** This course is equivalent to a first semester college calculus course, covering differential and integral calculus. Students will study limits of functions, continuity, derivatives and applications of the derivative. As part of integral calculus, students will examine the definite integral as a limit of Riemann sums, the area under a curve, solving differential equations, and various applications to economics, biological, and physical situations. Students are required to take the AB Advanced Placement exam in May. *Prerequisite: B or better in Pre-Calc. AP, 6 credits*

**AP Calculus BC (Calculus I & Calculus II):** This course is a full year calculus course that includes all of the topics covered in AP Calculus AB plus topics typically covered in a Calculus II course at the college level. Technology will be an important part of the class to reinforce work and to interpret results of various experiments and data. This course is faster paced than the AB course and students should be prepared to attend occasional class sessions outside of the regularly scheduled times. *Students entering AP Calculus BC should have working knowledge of limits, continuity, and differentiation rules.* Students are required to take the BC Advanced Placement exam in May. *Prerequisite: B or better in Honors Pre-Calc. AP, 6 credits.*

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

**Multivariable Calculus:** This yearlong course is similar to a third semester study of calculus at the collegiate level and is a continuation of the topics typically studied in Calculus I and II. While calculus up until this point has focused on the study of scalar-valued functions of one variable, multivariable calculus considers multiple inputs and vector-valued outputs and thus students will learn to analyze functions in a multidimensional setting. Familiar topics such as graphing, differentiation, and integration will be extended as students learn about vector algebra and geometry in space, vector-valued functions, functions of several variables, partial derivatives and chain rules, Lagrange multipliers, multiple integration, iterated integrals, and change of variables. Students may exercise the option to take this course for three college credits in “Advanced Calculus” through Delaware Valley University. Registration and tuition payment of \$300 to Del Val will occur during the fall term for interested students. *Prerequisite: AP Calculus BC or with approval of Math Department Chair). 6 credits.*

**Financial Mathematics:** This yearlong course will use a mixture of arithmetic and algebraic skills to tackle the major concepts involved in the modern world of business and finance. The main topics to be covered include simple & compound interest, consumer credit, and various investment tools, such as annuities and Treasury Bills. Basic business applications will also be included in the course, such as markup, markdown, and inventory methods. While some sophisticated mathematics will be used in this course, (from algebra, pre-calculus, probability & statistics, calculus, and geometry) students need only to have completed a second year course in algebra to be ready for the material here. Lastly, economic concepts will be introduced and studied concurrently for the purpose of applying newfound mathematical skills, as deemed appropriate by the instructor. These concepts include supply & demand, marginal cost, stock market, and FOREX trading. Students should come out of this course with the knowledge of how to use mathematics to make informed decisions as they earn, spend, and save money throughout the rest of their lives. *Prerequisite: Completion of Algebra II. 6 credits*

**Statistics:** This two-trimester course is an introduction course in statistics intended for students who want to understand statistics through a wide lens. It is not an AP course and does not follow the AP curriculum. Topics discussed include: displaying and describing data, samples and sample size, the normal curve, regression probability, statistical inference, confidence intervals and hypothesis testing with applications in the real world. Students will be designing, testing and reporting on statistics. [This class fulfills a Social Justice Concentration credit.](#) *Prerequisite: Algebra II or taking Algebra II concurrently. 4 credits.*

## SPRING TRIMESTER COURSES

**Architecture and Design:** This course (offered in the spring term) is designed to give students a wide net of exploration into the world of architecture with an emphasis on European Architecture, specifically Roman influences. All architecture will be explored through an engineering and artistic point of view. The main points of interest include: skyscrapers, bridges, and design elements. We will also explore natural forces such as wind and earthquake issues as well as environmentally friendly options. This class will incorporate creative explorations which will end with a completed portfolio of a city designed by the student. This class fulfills a global studies program credit. *Prerequisite: none, **Global**, 2 credits.*

## ***SCIENCE***

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

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

If you have any questions about Solebury School's Science Department, please contact department chair Cari Nelson at: [cnelson@solebury.org](mailto:cnelson@solebury.org) or (215) 862-5261 ex: 152

### **YEARLONG COURSES**

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

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

**Honors Physics:** Honors Physics is an honors-level physics course designed for the 9<sup>th</sup> and 10<sup>th</sup> grade student who excels in math and wishes to better understand the world around them. This class will cover more material than Conceptual Physics; including gravity, heat, optics, nuclear physics, and an introduction to electromagnetism. Laboratory experiments and group activities/discussions are an intrinsic component of the class. *Prerequisite: Must have completed Algebra 1 and Geometry (ideally, honors classes) and earned no less than a B+ in each class.* Honors Physics is intended for 9<sup>th</sup> and 10<sup>th</sup> graders. **Honors, 6 credits**

**AP Physics 1:** This is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves. This course is meant to be a second year of physics. All students will be expected to sit for the AP Physics 1 test. Those students who score well on the AP exam may receive college credit.

*Prerequisites: Completion of Conceptual Physics, AP. AP Physics is intended for 11<sup>th</sup> & 12<sup>th</sup> graders. 6 credits.*

**Chemistry:** Chemistry engages students with topics concerning matter and how matter changes. We begin the course discussing the scientific method, atomic theory, the arrangement of the Periodic Table of Elements, and chemical nomenclature. Next the focus is on chemical reactions and their representation in chemical equations. We develop the tools, such as stoichiometry, to analyze and understand chemical reactions both qualitatively and quantitatively, and practice these skills in the laboratory. Finally, we study the behavior of solids, liquids and gases and when time allows we introduce nuclear energy and biochemistry in preparation for Biology. A traditional lecture format is used in this class, with supplemental demonstrations, group work, lab experiments and discussions when appropriate.

Throughout the course problem-solving skills are emphasized and fostered along with writing lab reports. *Prerequisites: Conceptual Physics and Algebra I. Chemistry is intended for 10<sup>th</sup> graders. 6 credits*

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

**AP Chemistry:** This course is meant to be taken as a second year of chemistry after taking honors chemistry. It is equivalent to a college level general chemistry course which provides rigorous study in four major areas: atoms and elements, structure and properties of matter, chemical reactions and reaction rates, and descriptive chemistry. Lab activities are emphasized during class time in order to demonstrate chemical concepts, and students must be highly motivated to independently complete reading and review problems outside of class in order to maintain the rigorous pace of the AP schedule. Students will demonstrate the ability to apply mathematical solutions to model classic demonstrations in physical and analytical chemistry. At the end of the year, students will take the Advanced Placement Exam for college credit. *Prerequisites: Honors Chemistry or permission of the instructor. AP, This course is intended for 11<sup>th</sup> and 12<sup>th</sup> graders. 6 credits*

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

**Biology:** Biology is a laboratory science course that covers the study of living things and allows students to explore a variety of concepts. Biology focuses on the study of life by examining the fundamental concepts of cellular biology, genetics, ecology, evolution and classification. The scientific process and laboratory skills are emphasized along with biology's connection to other scientific disciplines. Topics that are covered include biochemistry, cell biology, genetics, evolution, classification of organisms and ecology. In addition, students learn scientific writing skills and improve their skills in lab experiments. **Required.** Biology is intended for 11<sup>th</sup> graders. *6 credits*

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

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

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

**Robotics:** This year-long elective class will explore concepts related to robotics from basic programming and mechanical design to advanced algorithm demonstrations and participation in outside robotics competitions. Students will complete a variety of individual and team projects emphasizing project management and evaluation methods introduced through the prerequisite Engineering I class. The fall trimester will emphasize programming fundamentals using micro:bit and Lego Mindstorms EV3 Robotics kits, while the Winter and Spring trimesters will focus on the design, build, and testing of robotic assemblies using various programming languages to accommodate both novice and experienced programmers. Occasional field trips and Saturday morning required event participation (approximately once per trimester) are a core component of this class including the Spring trimester Botball robotics competition. The intention of this course is to minimize outside of class homework through in-class project participation, but rigorous project requirements especially in the spring trimester will require occasional homework tasks. *Prerequisite: Engineering I (Introduction to Engineering).* **6 credits**

## FALL TRIMESTER COURSES

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

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

**Microbiology:** Students will be exposed to identification of microorganisms (bacteria, viruses, parasites, fungi, etc.) using microscopes and basic microbiology lab techniques. We will explore the beneficial and harmful effects that microorganisms have in our world today. There will be labs incorporated into class time. Class will include lecture, lab, research, and projects. *Prerequisite: none.* Microbiology is intended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. *2 credits*

**Science of Well Being:** A scientific exploration into lifelong and sustainable wellness practice that will include mental, physical and emotional components. This course will challenge students to develop new and healthy habits, look inward to explore their strengths, and challenge them to be more present in their lives. It will delve into examining evidence of multiple disciplines ranging from neuroscience, nutrition and physiology to debunking commonly held misconceptions about the science of happiness. Students will get to practice skills and strategies that facilitate self-awareness, social connections and personal growth, all of which are based on evidence based research. At the conclusion of the course, students will have developed a greater understanding of the self, and scientific research behind that understanding as well as the connection of the self and community. *Prerequisite: none.* Science of Well Being is intended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. *1 credit*

## WINTER TRIMESTER COURSES

**Computer Programming – Web and App Design:** This course will cover programming fundamentals in a single trimester elective format with a different theme for each trimester. No programming experience is required, and students are welcome to join for any trimester as schedules permit or to enroll in all three trimesters, since the variety of activities and learning topics will allow for a full-year course experience. The theme for the Winter Trimester is Web and App Design. We will begin the trimester with units on CSS/HTML basics for web design and Javascript fundamentals related to App development. Challenge activities and a final App design project will reinforce skills learned and allow for end user consideration in the design process. No pre-requisites or prior knowledge is required, just bring your curiosity! *1 credit.*

**Engineering II: Advanced Engineering Design:** This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutter. Group and individual final projects will be expected at the end of the trimester, including an opportunity to participate in a regional engineering competition. *Prerequisite: Engineering I. 2 credits*

**Health:** This course provides an opportunity for students to learn about fitness, nutrition, drug use and abuse, lifestyle choices, sexually transmitted diseases, environmental health issues, birth control and other topics surrounding a person's physical and psychological well-being. This course is intended for 9<sup>th</sup> and 10<sup>th</sup> grade students. *1 credit*

**Moral Conflicts:** Moral Conflicts: Throughout the trimester we will explore challenging moral issues around the globe that have a strong hold in the scientific community. There will be a mix of reading assignments, debates, research projects, and presentations. Some topics that have been covered in the past include the death penalty, eugenics, and physician assisted suicide. This class is co-taught with a history teacher and a science teacher, and fulfills a global studies program credit. This class fulfills a Social Justice Concentration credit. *Prerequisite: none. Global.* Moral Conflicts is intended for 11<sup>th</sup> and 12<sup>th</sup> graders. *2 credits*

**Science of Movement and Exercise:** This trimester course will concentrate on the movement of the human body during physical activity. You will have the opportunity to learn the basics of biomechanics, kinesiology, and exercise science. Topics will include anatomical direction, kinematics and kinetics, identifying forces on the body (acceleration, momentum, speed, power, energy), analyzing sport skills and identifying proper movement patterns, biomechanics of strength training, and different types of energy systems used while exercising. This course is intended to be hands on with a lot of movement. We will be going to the weight room frequently and will some days exercise to understand the concepts we are learning. There is a heavy emphasis upon vocabulary in this course and it will be assigned to students with the expectation that they will learn much of it on their own. Grades will be determined by a series of quizzes, homework, and lab work. *Prerequisite: Biology or concurrent with Biology.* This course is intended for 11<sup>th</sup> and 12<sup>th</sup> grade students. *2 credits*

## SPRING TRIMESTER COURSES

**Astronomy:** The Solar System: Exploring Our Cosmic Neighborhood: "The Solar System" is an elective science course. The foundation for the course will be the history of astronomy, and the evolution of mankind's understanding of the stars and planets. Students will begin the trimester investigating the Earth-Moon system, followed by "The Solar System," and finally moving on to stars and galaxies. While this course will offer merely a glimpse of all that there is to learn in the field of astronomy, students should leave the course with the skills and knowledge needed to pursue their interest further if they choose. In addition to the topics covered in this course, students will learn how to use telescopes and other observational techniques. Students will be expected to participate in several evenings of observations on campus, and will be expected to attend at least one field trip to an astronomy-based site off-campus. A basic understanding of physics, and both geometry and trigonometry, is useful for students who wish to take this course. *Prerequisite: Biology or taking Biology concurrently.* This course is intended for 11<sup>th</sup> and 12<sup>th</sup> grade students. *2 credits*

**Computer Programming – Physical Computing:** This course will cover programming fundamentals in a single trimester elective format with a different theme for each trimester. No programming experience is required, and students are welcome to join for any trimester as schedules permit or to enroll in all three trimesters, since the variety of activities and learning topics will allow for a full-year course experience. The theme for the Spring Trimester will be physical design with Arduino or Micro:Bit project opportunities along with student led project options for advanced students with classroom support. No pre-requisites or prior knowledge is required, just bring your curiosity! *1 credit*

**Engineering II: Virtual Reality:** This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to design games and projects in the emerging popular medium of Virtual Reality. After an introduction to the field of Virtual Reality programming including history and recent developments in the technology, the students will be able to explore the HTC Vive VR system and related design applications to create their own projects. *Prerequisite: Engineering I. 2 credits*

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

**Health:** This course provides an opportunity for students to learn about fitness, nutrition, drug use and abuse, lifestyle choices, sexually transmitted diseases, environmental health issues, birth control and other topics surrounding a person's physical and psychological well-being. This course is intended for 9<sup>th</sup> and 10<sup>th</sup> grade students. *1 credit*

**Environmental Justice:** Everyone is affected by climate change. During this class, we will take a look at scientific issues and talk about complex issues of power, history and race and seeing how communities are disproportionately affected. We will cover topics on air pollution, water pollution and climate change. This class is co-taught with a history teacher and a science teacher, and fulfills a Social Justice program credit. *Prerequisite: none.* Environmental Justice is intended for 11<sup>th</sup> and 12<sup>th</sup> graders. *2 credits*

## *SOCIAL STUDIES*

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

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

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

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

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

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

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

## YEARLONG COURSES

**World History—From Chaos to Revolution:** In World History, students will spend the year examining some of the major events, individuals, and innovations that have created and shaped the world we live in today. They will work to understand what propels humans to make or accept change(s). We will also take time to connect historical events to current ones, thus attempting to appreciate how history is not simply a foregone conclusion but rather one choice made from a series of options. Students will work to master historical skills, read from primary and secondary sources, and take part in lively simulations. Beyond this, students will also work to develop and enhance their reading, writing, and thinking skills, and take part in several group and individual projects. Careful preparation of readings and attention to detail in writing is essential to success. Each student is expected to complete all assigned work on time and contribute consistently and with enthusiasm to the class discussions and group activities. [This class fulfills a Social Justice Concentration credit.](#) Recommended for 9th grade. **Global, 6 credits.**

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

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

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

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

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

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

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

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

**AP Government and Politics:** This is a course for anyone who wants to better understand the news out of Washington D.C., and how that news shapes, and is shaped, by policy. To do this students not only familiarize themselves with the traditional policymaking "linkage institutions" (such as the three branches of government), but also by coming to better understand those institutions that wield great power "behind the scenes" (such as interest groups and the media.) A focus on current events over history allows students to unpack some of the more pressing issues of our time, such as political polarization and voter disenfranchisement. Any student who completes AP US Government will not only be able to form and express their own political views more intelligently; they will also be able to put those views to use as an active participant in the U.S. political system. *Prerequisites: completion of intensive summer assignment, a B+ or better in 11th grade history, and a demonstrated capacity for independent work. AP. 6 credits*

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

**Honors Psychology:** Students who are planning on taking all three psychology electives will have the opportunity to take Honors Psychology. This course offers students the opportunity to enrich their experience of the referential and structural aspects of psychological concepts and paradigms in order to cultivate a deeper understanding of themselves, others and the world around them. They will read additional material, complete extra writing assignments and engage in small discussion prep sessions. These will all prepare students for their Final Interview and Group Discussion. *Prerequisites: Recommendation of teacher and a B or better in 11th grade Social Studies. Honors. Global. 6 credits.*

## FALL TRIMESTER COURSES

**Cultural Anthropology:** This course presents a comparative study of cultures and human societies and allows an opportunity to understand human diversity throughout the world. Students will explore how various peoples use socially learned traditions, religion, politics, kinship, language, gender roles, and much more to structure their lives. Throughout the class students will broaden their understanding of different cultures and will learn new analytical tools to better understand cultural difference, contemporary global change, and social organization. Students will be asked to demonstrate their understanding of the material through class participation, guided fieldwork projects, and individual and group assignments. This class fulfills a global studies program credit. [This class fulfills a Social Justice Concentration credit.](#) *Global. 2 credits*

**Resistance and Rebellion: Native American and African American Experiences:** We all know the origins of the Age of Revolutions: it often starts when Columbus discovers the New World and the European powers effortlessly subdue and dominate the land and people of the Western Hemisphere. These same conquerors then take inhabitants from African and briskly bring them back west to work as enslaved workers. The Native the African peoples are painted as willing accomplices in this massive worldwide venture. But what if this is simply one version of the story? What if there is an entirely different story that chronicles the African and Indigenous peoples as “continually challenging and resisting these European powers” (Dubois)? Come join us as we delve deeply into an expanded history of the Age of Revolutions and the various ways that these same Indigenous and African peoples resist and revolt against the European powers. You will most definitely be surprised by what you learn! Students will read extensively, take part in lively discussions, participate in simulations and group projects, and research and reflect through a variety of writing assignments. The only prerequisite is a curious mind. [This class fulfills a Social Justice Concentration credit.](#) *Prerequisites: None.* This class is intended for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders. *2 credits, may be taken at the honors level with teacher permission.*

**Fighting “Fake News”:** The term “fake news” has come to mean everything from deliberately fabricated disinformation to stories that are merely uncomfortable for the subject in question. How did we get here? This elective attempts to answer this question, first by looking at the ways our own biases can color our judgements of the media we consume, and how certain media outlets exploit those biases. We then attempt to determine for ourselves what makes for authentic journalism, and examine how technology and corporate forces have made such journalism (particularly local and print journalism) struggle. With a deeper understanding of psychology and the media ecosystem, those who finish this course will be able spot, and defend against, all manner of media manipulation. [This class may also be taken for English credit.](#) [This class fulfills a Social Justice Concentration credit.](#) *2 credits*

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

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

and on their individual and group presentations. [This class fulfills a Social Justice Concentration credit.](#)  
**Global. 2 credits**

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

**Teach2Serve: Developing Capstone:** Students planning to continue for a second year of Teach2Serve will need to complete a summer internship or volunteer experience and write up a project proposal in the fall. In the winter trimester, students will begin meeting twice a week as a cohort and one-on-one with an instructor to conceive, plan, develop and implement a capstone project, which is a proposed solution to a social or environmental problem identified by the student. Students start by listening to those in the affected community, educating themselves, educating others, and defining their goals. They will develop and practice an elevator pitch so they can succinctly communicate what they hope to accomplish with their project. Next, they will write a vision and mission statement; a project proposal in which they identify their goals, assets, logistics, marketing plan, recruiting plan, and governance; a preliminary budget; a fundraising proposal; and a self-evaluation. The focus of this student-directed program is on learning by doing. Open to students accepted from the Teach2Serve program only. *2 credits*

**Psychology: Theoretical Roots:** The purpose of this class is to introduce students to a variety of psychological perspectives relating to the meaning of "aspects of self". The theme for this trimester is: "Who am I?" Students will be exposed to various schools of thought of some famous psychologists including Freud, Jung, Skinner, Erikson, Fromm, and Adler; and will be asked to analyze selected psychological concepts, including "transference", "ego-defenses", "conscious, subconscious, unconscious", "synchronicity", "stages of development", "compensatory and competitive drives", and "transcending determinism". Students will examine a selection of psychological topics including personality; relationship with self, others, and the world; and mental health. The class will encourage students to utilize the knowledge, skills and understanding acquired in the class to develop a healthy way of relating to their "self/selves", others and the world around them. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final extensive reflective essay and/or journals and/or multiple intelligence project. [This class fulfills a Social Justice Concentration credit](#) **Global. 2 credits**

## WINTER TRIMESTER COURSES

**Civil Rights to Black Power: Texts and Contexts:** Come join us as we focus on the history of African Americans from the Civil Rights Movement of the 1950s to the Black Power Movement of the 1980s. We will dig in deeply into a variety of sources, ask “why” questions as much as we can, and try to confront the “reality” of learning the historical narrative of these people that has often been suppressed and ignored. What are the origins of these movements? How radical are the key players? How has the history of these groups been whitewashed to create palatable and “nice” stories for our classrooms? Can we pull back the curtain and determine for ourselves what the truth of these movements was or is based on evidence and historical documents? And are such high expectations attainable? Only we, the instructor and the students, can determine the answer to this question. I am confident, however, that with focus, commitment, and our ability to create an honest and safe community, we can work toward this goal. Special attention will be given to addressing and acknowledging the various elements of identity and the construction and experience of race. Students will work on refining their reading, writing, and thinking skills as they encounter primary and secondary resources, films, graphic novels, music, and more. Ultimately, students will work *with* the instructor to create a dynamic, intense, and vibrant classroom experience where all participants will take part in leading and shaping this course. The only prerequisite is a curious mind. [This class may also be taken for English credit.](#) [This class fulfills a Social Justice Concentration credit.](#) *2 credits*

**Honors Economics: Theory & Reality:** The purpose of this class is for students to examine traditional economic theory and to compare that theory against real world outcomes. As they grapple with the material, students are encouraged to develop their critical awareness and deepen their understanding of the meaning of a “successful economy” from a variety of perspectives. The overt and covert, subtle and direct influence that the media wields in the economic decision making process is examined in depth. Particular attention will be paid to the issues of: the nature and extent of our freedom of choice; equity, efficiency and environment; and the interrelationship between the market and democracy. Students are evaluated in the following ways: on the quality and quantity of their participation in group and class discussions; on journal writing; on their individual and group presentations; and on a final extensive reflective essay and/or multiple intelligence project. [This class fulfills a Social Justice Concentration credit.](#) *Honors, 2 credits*

**Humanistic Psychology: The Third Force:** The purpose of this class is to introduce students to a variety of psychological perspectives relating to the idea of “being human”. The theme for this trimester is: “Who am I Being?” Students will be exposed to various schools of thought of some famous Humanistic/Existentialist psychologists including Husserl, Heidegger, Maslow, Rogers, Binswanger, Frankl, Perls; and will be asked to analyze selected psychological concepts, including: “*freedom*”, “*authenticity*”, “*anxiety*”, “*intentionality*”, “*self-actualization*”, “*self-transcendence*”, “*unconditional positive regard*”, “*logotherapy*”, “*Noö-dynamics*”, and “*Gestalt*”. Students will examine a selection of psychological topics including personality; relationship with self, others, and the world; and mental health. The class will encourage students to utilize the knowledge, skills and understanding acquired in the class to develop a healthy way of relating to their “self/selves”, others and the world around them. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final extensive reflective essay and/or journals and/or multiple intelligence project. *2 credits*

**Linguistic Anthropology:** This course will introduce students to linguistic anthropology, which investigates the relationship between language and culture. Students will examine how language is shaped by everyday social and cultural traditions, how people utilize language in their daily lives, and how language informs identity. In addition to studying language diversity within cultural contexts, this class will explore the intersections between language and social categories like race, class, nationality, ethnicity, and gender. Integral to the course will be questioning assumed beliefs about language and appreciating linguistic diversity. Students will use anthropological research methods to investigate the linguistic trends they encounter everyday. Class participation, independent research projects, individual and group assignments, and regular readings will be used to evaluate progress. [This class fulfills a Social Justice Concentration credit.](#) *Global. 2 credits*

**Moral Conflicts:** Moral Conflicts: Throughout the trimester we will explore challenging moral issues around the globe that have a strong hold in the scientific community. There will be a mix of reading assignments, debates, research projects, and presentations. Some topics that have been covered in the past include the death penalty, eugenics, and physician assisted suicide. [This class is co-taught with a history teacher and a science teacher, and fulfills a global studies program credit.](#) [This class fulfills a Social Justice Concentration credit.](#) *Prerequisite: none. Global. Moral Conflicts is intended for 11<sup>th</sup> and 12<sup>th</sup> graders. 2 credits*

**Teach2Serve: Developing Capstone:** Students planning to continue for a second year of Teach2Serve will need to complete a summer internship or volunteer experience and write up a project proposal in the fall. In the winter trimester, students will begin meeting twice a week as a cohort and one-on-one with an instructor to conceive, plan, develop and implement a capstone project, which is a proposed solution to a social or environmental problem identified by the student. Students start by listening to those in the affected community, educating themselves, educating others, and defining their goals. They will develop and practice an elevator pitch so they can succinctly communicate what they hope to accomplish with their project. Next, they will write a vision and mission statement; a project proposal in which they identify their goals, assets, logistics, marketing plan, recruiting plan, and governance; a preliminary budget; a fundraising proposal; and a self-evaluation. The focus of this student-directed program is on learning by doing. [Open to students accepted from the Teach2Serve program only.](#) *2 credits*

#### **No Textbook Required**

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

**Writing in College:** For many students research papers remain mystifying, unnatural (even painful), but the process can be a straightforward one if approached the right way. By acknowledging the presence of research in our own lives, and employing methodical guided practice, this course aims to turn the written research product from something agonizing and alien into a skill that can be confidently utilized at will. If this is a set of tools you want in your kit, and you are willing to commit some time to make that happen, then this course should help make you ripe for the task. [This class may also be taken for English credit.](#) *2 credits*

## SPRING TRIMESTER COURSES

**Archaeology:** Archaeology is the study of past cultures through their material remains. In this course, students will examine how the field of archaeology helps us to better understand the past using mostly unwritten sources and how it shapes the modern world around us. Class topics will include excavation methods, dating techniques, artifact analysis, conservation, and cultural history. This course will also include opportunities to visit an archaeological site and meet professionals working in the field. Students will be evaluated through class participation and discussion, presentations, readings, and writing assignments. **Global. 2 credits**

**Into the Wild: Nature in Writing and Life:** To be in the woods is a basic human desire that many great writers have used as their subject. There is healing there, as is captured in Cheryl Strayed's memoir, *Wild*. There is adventure, as is tragically recounted in John Krakauer's nonfiction book, *Into the Wild*. And there is enlightenment, reflected upon in the essays of Emerson and Thoreau. This class will use literature as its starting point, focusing on the writings mentioned above and more as well as film, and then will move beyond the classroom and into the subject itself, nature, with occasional outdoor excursions and journaling. This class may also be taken for English credit. **2 credits**

**Meditation Traditions:** As far back as 1500 BCE, seekers, thinkers, and mystics have pursued a path to enlightenment that involves simply sitting and silently investigating the workings of the mind. Over the millennia, this elemental notion has spawned a myriad of contemplative practices, from those that focus on laser-like concentration, to those that cultivate broad and lasting insight in our mind's very nature. This course will attempt to survey these various traditions; their goals, texts, methods and results. From the chanting traditions of Tibet and medieval Christianity, to the self-improvement-oriented practices of modern secular meditation schools, students will be able to examine, and assess for themselves, which form of meditation might be valuable in their own lives. In addition to traditional coursework, students in *Meditation Traditions* will have occasion to practice some secular science-based mediation for themselves. Therefore students choosing *Meditation Traditions* should be comfortable with being "alone with their thoughts" and an able to sit still for extended periods of time. **Global. 2 credits**

**Public Speaking:** The purpose of this class is to allow students to acquire the techniques and methods of formal speaking and presentations and to develop the ability to speak extemporaneously. The students experience a variety of practical applications and at least five different kinds of speeches including speaking to inspire, to inform, to persuade, to demonstrate and to entertain. Students are evaluated: on each of their formal prepared speeches; on their performance in improvisational speaking; and on their final speech in front of the whole school. This class may also be taken for English credit. **2 credits**

**Modern Psychology: The Way Forward:** The purpose of this class is to introduce students to a variety of psychological perspectives relating to the idea of "fulfilling potential". The theme for this trimester is: "How Can I Be My Best Self?" Students will be exposed to various schools of thought of some famous psychologists including Bandura, Tomkins & Ekman, Goleman, Gardner, Seligman, Gottman; and will be asked to analyze selected psychological concepts, including: "*observational learning*", "*Affect Imagery Consciousness*", "*microexpression*", "[\*Facial Action Coding System\*](#)", "*emotional intelligence*", "*dissonance, resonance and leadership*", "*multiple intelligences*", "*authentic happiness*", "*learned optimism*", and "[\*Cascade Model of Relational Dissolution\*](#)". Students will examine a selection of psychological topics including personality; relationship with self, others, and the world; and mental health. The class will encourage students to utilize the knowledge, skills and understanding acquired in the class to develop a healthy way of relating to their "self/selves", others and the world around them. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final extensive reflective essay and/or journals and/or multiple intelligence project. **2 credits**

**Environmental Justice:** Everyone is affected by climate change. During this class, we will take a look at scientific issues and talk about complex issues of power, history and race and seeing how communities are disproportionately affected. We will cover topics on air pollution, water pollution and climate change. This class is co-taught with a history teacher and a science teacher, and fulfills a Social Justice program credit. *Prerequisite: none.* Environmental Justice is intended for 11<sup>th</sup> and 12<sup>th</sup> graders. *2 credits*

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

**Teach2Serve: Developing Capstone:** (spring trimester, year 2): Students planning to continue for a second year of Teach2Serve will need to complete a summer internship or volunteer experience and write up a project proposal in the fall. In the winter trimester, students will begin meeting twice a week as a cohort and one-on-one with an instructor to conceive, plan, develop and implement a capstone project, which is a proposed solution to a social or environmental problem identified by the student. Students start by listening to those in the affected community, educating themselves, educating others, and defining their goals. They will develop and practice an elevator pitch so they can succinctly communicate what they hope to accomplish with their project. Next, they will write a vision and mission statement; a project proposal in which they identify their goals, assets, logistics, marketing plan, recruiting plan, and governance; a preliminary budget; a fundraising proposal; and a self-evaluation. The focus of this student-directed program is on learning by doing. Open to students accepted from the Teach2Serve program only. *2 credits.*

## VISUAL AND PERFORMING ARTS

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

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

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

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

### Theater and Theater Tech classes for 2021-22

Fall Classes Canceled: Advanced Acting for Competition, Theater II

Winter Classes Canceled: Advanced Acting for Competition, Theater I

Spring Classes Canceled: Audition Prep (moved to the fall term), The Art of Improv

## YEARLONG COURSES

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

**Advanced Painting and Drawing:** This class is open to more experienced students of painting and drawing. The students will continue to refine basic drawing techniques, such as contour, positive and negative space, composition, and value while working with more complex subjects. They will work with tempera, watercolor, gouache, and acrylic paint on both subjects from life and from their imagination. The class also will introduce oil painting. The students will work toward developing a more personal

style and sense of creative expression and will be expected to participate in group critique. This is a yearlong course and cannot be taken on a trimester basis. Studio Materials Fee of \$75.

*Prerequisite: Intermediate Painting and Drawing (taken twice) or permission of the instructor. 3 credits*

**Advanced Photography:** For this class students are expected to know how to fully operate a digital camera of their choice and produce stylized final images related to various projects. Students will be graded on how well they meet their deadlines and the depth of their creative exploration on each project. Students will be given the opportunity to explore the various procedures involved in Studio Photography and controlled lighting conditions when taking portraits or still lifes. We will also explore various genres of photography like portraiture, landscape, documentary and photojournalism. All of our images will be edited using the newest version of Adobe Lightroom and Photoshop and we will be printing our final work using exhibition quality print paper on high quality inkjet printers. *Students may repeat this class.*

*Prerequisites: Photography I and II, and Introduction to Digital Photography. 3 credits.*

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

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

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

**STC: In Residence:** This full-year residency program for Junior and Senior theater students will take your theatrical practices to the next level. Both actors and technicians can learn how a show is produced

from the ground up by working to birth our Spring Production from beginning to end. Throughout the year students will work cooperatively on what it takes to produce a show. Students will work together on script analysis, dramaturgy, design concepts, character breakdowns, budgeting, marketing, and other big-picture concepts while having the opportunity to focus on one or two areas of interest, including directing, prop fabrication, puppetry, technical theater, costumes, or performance. This residency program gives students the freedom to explore more of the theatrical arts while being supported in a creative and professional environment. **Students must be in 11th or 12th grade and fill out an application to be admitted to STC: In Residence. 3 credits**

## FALL TRIMESTER COURSES

### Visual Arts

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

**Advanced Media Arts:** In this course students will continue the exploration of graphic design with an emphasis on the principles of design. Students will learn about the history of typography as well as some of the historical movements in the field of graphics. The main emphasis of this course will be the exploration of problems and possible solutions that integrate the use of dynamic composition; combining images and typography (layering), photography and space (transparency) as effective ways to solve visual problems. Topics of study (which are subject to change) include fundamentals of design (line, shape, value, texture, color, form), graphic design - the new basics (figure/ground, framing, hierarchy, layers, transparency) as well as typography combined with imagery to create a visual story in a narrative form. *Prerequisite: Media Arts I or instructor's permission. 1 credit*

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

**Art of the Book: (Canceled for the fall and replaced by Introduction to Ceramics)**

**Art History: Renaissance:** Many students will be familiar with this Art History course because many of the great masters of European art are household names, or at least Teenage Mutant Ninja Turtles. As we enter the Renaissance period in Europe, new ideas and concerns affect the arts. Humanism appears as a driving influence of the Renaissance, as the Renaissance develops simultaneously in several places over Europe. The Renaissance of the 15th century could be organized by geography, but the Renaissance of the 16th century becomes more complex. The Reformation alters Europe physically and religiously, by the end of the Renaissance Europe is divided into religious camps, which exist to this day. The extremely decorative style of Mannerism (High Renaissance) gives way to a new style that is influenced by Naturalism and seeks drama, (but you will have to take Baroque Art History to find out what happens next) Many would argue that the modern world begins in the Renaissance because of the sudden acceleration of change. Students will have object identification tests, vocabulary/terms quizzes, and daily in class object presentations. If time and schedules allow, we will take a museum trip. .. *This class fulfills a global studies program credit and may be taken for Social Studies credit and without regard to sequence. Global. 2 credits*

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

**Intermediate Ceramics:** This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio.  
*Prerequisite: Intro to Ceramics. 1 credit*

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

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

**Media Arts I:** Media Arts is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and InDesign. Please note this is a two trimester course. *2 credits*

**Photography I:** In this course students will learn to use a 35mm film camera and the correct procedures for working in a darkroom. Assignments are generally designed to teach students to set shutter speeds manually and the creative use of apertures. There are no specific brief-based assignments at this level. The object is to get the student to fully understand the operation of a camera to achieve various artistic

results. They are given the artistic freedom to capture any subjects they please and from this they will learn about depth of field with regards to aperture and the capturing of movement with various shutter speeds. They will learn how to process and develop film negatives, how to produce contact sheets, and how to create a unified catalogue of images. Ultimately students will produce hand-printed images in the darkroom. *No prerequisite 1 credit.*

## **Photography II: (Canceled for the fall and replaced by Photography I)**

**Audio Production Live Vs. Internet:** If you've ever been to a concert or watched an event broadcast over the TV or internet and wondered how the audio was produced, or you've ever wanted to learn how to get great sound for your band, movie or other event, this is the course for you. Learn how to capture and project great sound for either live productions or internet live streams or a prerecord. Work with different types of microphones, mixers, equalizers and compressors. Also learn the audio software contained in Adobe Premiere and Audition. Also learn the basics of room acoustics and why the dreaded feedback happens. *1 credit.*

**Screenwriting Techniques: Your Life Is A Movie:** Using the tools and techniques of screenwriting to define and edit your life narrative. *1 credit*

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

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

## **Performing Arts**

**(New course!) Theatrical Foundations: Professional Practices -** This course introduces students to some of the fundamental skills and tools required for developing the acting process. They build self-awareness, develop their imagination and concentration, recognize their emotional truth, learn the actor's vocabulary, and demonstrate the ability to be honest and committed in their acting. In addition, students will learn the basics of theatrical makeup, physical movement techniques, and text analysis giving students a solid foundation in the theatrical arts. *1 credit*

**(Moved from Spring to fall) Audition Prep:** We will begin the class by looking at several different monologues that can be used to audition and find the perfect fit for each student. One monologue will be dramatic and one will be comedic. Each student will memorize the pieces and begin the real work of "acting" the piece—putting the monologues in one's own body and voice, discovering and becoming the character. We will work on diction, volume, execution of pauses, and speed, as well as exercises that require each student to watch their face and gestures in the mirror. Finally we will attempt these same exercises with songs of their choosing if they want to work in the musical theatre genre. Enrollment is limited and open only to juniors and seniors with seniors receiving first priority. *1 credit*

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

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

**Diversity, Culture and Arts Ensemble:** This is a performance class designed to celebrate the diversity of cultures represented by each person enrolled. Share a song, a poem, a short story, a dance... In this class, students will explore and exchange their personal stories and those of their ancestors through music, dance, poetry, song, and storytelling. The performance aspect of this class will be cultivated from a regular practice of sharing with each other, then in collaboration with the End of Trimester music and dance concert. Grading is based on attendance, regular participation, and the personal growth that tends to happen when we humans listen to and learn from each other's lived experiences. This class is open to all who are interested or curious. [This class fulfills a Social Justice Concentration credit.](#) *1 credit*

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

**Intro to Theater Tech:** In this Theater Tech Boot Camp you will develop the skills to become a backstage superstar! Throughout the trimester, you will learn about theater safety, stage management, props, construction and painting techniques, as well as lighting, sound and scenic design. While learning the ins and outs of technical theater through hands-on experience, you will be given a chance to earn Sole-certifications that will allow you to move into our after school Theater Tech Program as well as our Advanced Tech class. *1 credit*

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

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

**Musical Theatre Dance: (Canceled for the fall)**

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

**SoleStage - Theater Tech:** This class is designed to give you the experience of apprenticing in a real working scene shop. Lessons and projects will be designed in conjunction with our Main Stage production each trimester and will give you hands-on experience working on a show--from design to completion. Each trimester will consist of different challenges and new projects allowing you to hone your craft while creating spectacular scenic elements that can be added to your technical theater portfolio. Students enrolled in this class will also have priority placement in our after school Theater Tech Program. *Prerequisite: Successful completion of Intro to Theater Tech. 1 credit*

**Patent Process:** In this class, we will write a sample patent of the student's invention. In the process, we will provide the required illustrative drawings with numbers and references and a descriptive write-up designed to guide an attorney in creating a list of claims for a patentable invention. We will discuss operation of the patent office and its procedures and the flow of the application process. Searches will be discussed so as to establish what is patentable and aspects of filing rights with the Patent Cooperation Treaty [PCT]. Differences will be clarified about types of patents and coverage issues. Various historic patents will be discussed with an emphasis on "claims" and claim structure. Attorney costs and filing and post issue fees will be reviewed. We may visit a patent attorney for professional appraisal of the student work. *1 credit*

## WINTER TRIMESTER COURSES

### Visual Arts

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

**Advanced Printmaking:** This course is open to anyone who has taken the Printmaking course. We have found that just when things start to click in printmaking, the ideas start flowing and we are realizing the potential of the medium... the trimester ends. Often was heard in the studio "I don't want to stop printing!" **Advanced printmaking is a two-trimester course.** Students will hone their skills with the techniques they learned in Printmaking and will be introduced to new techniques. The students will focus on developing a body of work, and research a printmaker. We will be visiting Printmaking studios in Philadelphia and New Jersey and meet with master printmakers. Students will be expected to participate in group and individual critiques and complete self-assessments. Advanced printmakers may also take Printmaking again, if they wish to print all year. *Prerequisite: Printmaking. 2 credits*

**Art History: Baroque and 18th Century:** The extremely decorative style of Mannerism (High Renaissance) gives way to a new style that is influenced by Naturalism and seeks drama, the Baroque. As with many styles, the reaction to the stout Baroque, is the highly decorative Rococo. By the 18th century, we will hop the pond and focus on the artistic works influencing and developing in the United States. Students will have object identification tests, vocabulary/terms quizzes, and daily in class object presentations. If time and schedules allow we will take a museum trip. ... *This class fulfills a global studies program credit and may be taken for Social Studies credit and without regard to sequence. Global. 2 credits*

**Collage and Mixed Media:** Collage is an art form that uses a wide variety of found materials combined in a single piece of artwork. In this class students will bring together pieces from magazines, natural objects, advertising, and many other sources to create original works of art. The class will also use paint and other traditional materials to go with the collage elements. This class is a wonderful opportunity for students to explore their creativity through a class where they don't have to be "good at art." *No prerequisite 1 credit.*

**Computer Aided Drawing (AutoCAD):** CAD drafting is the language that architects, planners, and other designers use to communicate with one another on collaborative projects and with builders or fabrication shops. The process allows the viewing of the idea you've had in a scaled relationship, to check that the rooms, moving parts, etc. will fit together and function properly. The drafting process aids in graphic thinking and suggests new avenues of design exploration. *No Prerequisite, 1 credit.*

**Intermediate Ceramics:** This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. *Prerequisite: Intro to Ceramics. 1 credit*

**Intermediate Painting & Drawing:** This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal, gouache, pastel, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and

shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class. *Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 Credit*

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

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

**Media Arts I:** Media Arts is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and InDesign. Please note this is a two trimester course. *2 credits*

**Photography I:** (Note that this course may shift to Introductory Digital Photography) In this course students will learn to use a 35mm film camera and the correct procedures for working in a darkroom. Assignments are generally designed to teach students to set shutter speeds manually and the creative use of apertures. There are no specific brief-based assignments at this level. The object is to get the student to fully understand the operation of a camera to achieve various artistic results. They are given the artistic freedom to capture any subjects they please and from this they will learn about depth of field with regards to aperture and the capturing of movement with various shutter speeds. They will learn how to process and develop film negatives, how to produce contact sheets, and how to create a unified catalogue of images. Ultimately students will produce hand-printed images in the darkroom. *No prerequisite 1 credit.*

**Photography II: (Canceled for the winter and replaced by Photography I)**

**Printmaking:** Printmaking is all about working with the printing process, particularly with monotype, masking, chine-collé and block print. Students are given a few techniques to work with in the beginning of class; as they print, they learn how to apply the inks, how to hand-print, how to use the press, and how to mix the inks to achieve the effects they desire. The students also learn how to layer colors to develop

depth in their work. Once students have a fairly good grasp of the basics, they are given more techniques that they are then expected to experiment with and incorporate into what they have already learned. Students will be expected to participate in group and individual critiques, submit 10 finished prints and complete self-assessments. *Students may repeat this course, there is no prerequisite. 1 credit*

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

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

### **Performing Arts**

**Advanced Tech:** This class is designed to give you the experience of apprenticing in a real working scene shop. Lessons and projects will be designed in conjunction with our Main Stage production each trimester and will give you hands-on experience working on a show--from design to completion. Each trimester will consist of different challenges and new projects allowing you to hone your craft while creating spectacular scenic elements that can be added to your technical theater portfolio. Students enrolled in this class will also have priority placement in our after school Theater Tech Program. *Prerequisite: Successful completion of Intro to Theater Tech. 1 credit*

**(New course!) Theatrical Foundations: Acting Methods - Hagen, Meisner, Spolin, Stanislavski, Strasberg.** These are names that the best actors credit for their craft; this class will help you hone which technique is right for you. Throughout the trimester we will look at the basic philosophies of main acting techniques. Through monologue and scene work, students will work to discover which method best resonates with them and their practice. *1 credit*

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

**Vocal Performance Workshop:** Vocal Performance Workshop is a master class on vocal training and performance. It has an emphasis on building vocal technique, learning to constructively critique peers in a workshop setting, and performing. The musical backdrop for this class is vast, ranging from musical theatre songs to contemporary music. Students will perform as an ensemble but will also get monthly (or whatever pace suits the class) themed song assignments. For these assignments, they will perform for the

class, receive feedback, and give a repeat performance after they've incorporated suggestions from the workshop. An example of a monthly theme may be duet month, where the teacher will pair two students together on a selected song. More monthly themes could be: three-part harmony, a month dedicated to a specific artist or musical, and different genres of music, like pop or folk. If any students play an instrument, they will be encouraged to accompany themselves or collaborate with classmates. For the trimester concerts, they will essentially be performing the class's greatest hits—working on group numbers throughout the class and choosing from the best themed assignments. The ensemble will perform with a live pianist and/or house band. This class serves as a good resource for anyone who loves to sing and is ideal for students who plan to audition for collegiate-level music or theatre programs. *1 credit*

**Diversity, Culture and Arts Ensemble:** This is a performance class designed to celebrate the diversity of cultures represented by each person enrolled. Share a song, a poem, a short story, a dance... In this class, students will explore and exchange their personal stories and those of their ancestors through music, dance, poetry, song, and storytelling. The performance aspect of this class will be cultivated from a regular practice of sharing with each other, then in collaboration with the End of Trimester music and dance concert. Grading is based on attendance, regular participation, and the personal growth that tends to happen when we humans listen to and learn from each other's lived experiences. This class is open to all who are interested or curious. *1 credit*

**Jazz Roots Ensemble:** This ensemble plays everything from mainstream jazz to be-bop and funk. It is a performance based group, and gives feature concerts. This class offers lots of improvisational opportunities. Learn improvisational techniques, and how to build a solo. Jazz Roots also encourages original composition. Learn how pieces can be arranged to create a more interesting composition, and how to rehearse a band. Vocalists and instrumentalists are welcome. Prior music training is needed for this class. Please note this is a two trimester course. *Prerequisite: Instrumental Proficiency or better, students must have approval of instructor. Honors. 2 Credits*

**Making Music with Logic Pro:** Logic is a widely used DAW in the music industry today, and is used by music producers, songwriters and artists. There's a good chance that many records you listen to were made using Logic. In this course the student will explore and learn about making music using Logic Pro. This class will introduce the student to the foundations of Logic and get them up and running so that they can create music using this DAW. The emphasis in this class will be the student working on individual music projects. We will cover making basic tracks, both audio and midi, and introduce the student to mixing tracks. *1 Credit*

**Rock Band:** Rock Band plays contemporary and classic rock. Come get the experience of what it feels like to be in a band. Learn about rehearsing a band, and how to make an exciting arrangement for a band. Get into stage presence and performance skills. Rock Band is a performance based group, and gives feature concerts. Vocalists and instrumentalists are welcome. Prior music playing is expected for this class. Please note this is a two trimester course. *Prerequisite: Instrumental Proficiency or better. 2 credits*

**Lighting Design:** Examine Theater Tech in a new light! This course allows students to examine reasons to light a stage, differentiate between lighting instruments and when and how to safely use and maintain them. Acquire the skills to light a stage evenly, establish moods, create special effects, properly light musical numbers, and troubleshoot many common problems in lighting design. This hands-on course can turn any student into a lighting designer, allowing them to work with our new state of the art lighting system while designing the lights for our winter musical production! *1 credit*

**Introduction to Film:** Students will be introduced to the art of Filmmaking. Learn how to use video cameras, audio equipment, lights and digital editing software. Students will learn how to come up with new ideas for movies and nurture them into projects. Students will work in groups to evaluate project

ideas and turn them into a finished film. Once a project(s) has been picked, students will develop a goal, a timeline and create a plan for how the production process will unfold. Students will then create a script, a shot list and equipment list for each production day. Students will perform all the jobs of a small film production crew including: Actor, Director, Camera operator, sound person, gaffer, grip, etc. Students will finish a group project by the end of the class. *1 credit*

**Audio Production Live Vs. Internet:** If you've ever been to a concert or watched an event broadcast over the TV or internet and wondered how the audio was produced, or you've ever wanted to learn how to get great sound for your band, movie or other event, this is the course for you. Learn how to capture and project great sound for either live productions or internet live streams or a prerecord. Work with different types of microphones, mixers, equalizers and compressors. Also learn the audio software contained in Adobe Premiere and Audition. Also learn the basics of room acoustics and why the dreaded feedback happens. *1 credit.*

**Ballet / Hip Hop II:** Continue your journey with an advanced course in Ballet/ Hip Hop II. The class will learn more advanced combinations and steps in both classes with the class culminating in a performance at the end. *Prerequisite: Ballet / Hip Hop, 1 credit*

**Swing Dance:** Come on you hip cats. You know you want to join the group as we learn partner dancing from the 1920's, 30's and 40's. A partner is not required. You will be matched up in class. *1 Credit*

## SPRING TRIMESTER COURSES

### Visual Arts

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

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

**Art History: 19th Century, Modernism and Avant-Garde:** There is no other way to describe this course but Wow! If you thought things changed fast during the Renaissance, the pace for change accelerates exponentially as we enter the 19th and 20th Centuries. We have the developments of modern science and industrialization. America fully assumes a role in the art world. There are more “-isms” than you can shake a stick at. Artists are looking forward and looking back, there are movements and counter movements: it is a tremendously exciting time. Although this class covers a mountain of information, students will feel very comfortable as most of the art will be very familiar. Some of the many artists we will study are: David, Delacroix, Goya, Turner, Rousseau, Millet, Manet, Renoir, Picasso, Mondrian, Moore, O’Keeffe, Calder, Warhol, and so many more you will be surprised how many you will recognize. Students will have object identification tests, vocabulary/terms quizzes, and daily in class object presentations. If time and schedules allow we will take a museum trip. *This class fulfills a global studies program credit and may be taken for Social Studies credit. Global. 2 credits*

**Intermediate Ceramics:** This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects. They will begin to develop creative concepts through working in series. Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. *Prerequisite: Intro to Ceramics. 1 credit*

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

**Life Drawing:** This class meets on Monday from 7-9 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students’ repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and

tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit , studio fee \$60*

**Advanced Media Arts:** In this course students will continue the exploration of graphic design with an emphasis on the principles of design. Students will learn about the history of typography as well as some of the historical movements in the field of graphics. The main emphasis of this course will be the exploration of problems and possible solutions that integrate the use of dynamic composition; combining images and typography (layering), photography and space (transparency) as effective ways to solve visual problems. Topics of study (which are subject to change) include fundamentals of design (line, shape, value, texture, color, form), graphic design - the new basics (figure/ground, framing, hierarchy, layers, transparency) as well as typography combined with imagery to create a visual story in a narrative form. *Prerequisite: Media Arts I or instructor's permission. 1 credit*

### **Introduction to Digital Photography: (Canceled for the spring and replaced by Photography II)**

**Photography II:** In this course students will expand on their knowledge gained during their Photo II class with more emphasis on project-based briefs and complete manual use of their 35mm camera. We will expand on the various genres initially encountered in Photo 1 like documentary, portraiture, landscape and photojournalism. They will show expertise in achieving various effects using depth of field, shutter speed, and the elements of composition and also be able to explore various techniques in the darkroom, using contrast filters and toning. Also in this class students will gain an understanding the work of professional photographers and how they shoot, compose and light their subjects. We will hold class discussions in which the student will be expected to translate their concepts for fulfilling the various briefs and how they achieved their final prints. *Students may repeat this class. Prerequisite: Photography I, 1 credit*

**Printmaking:** Printmaking is all about working with the printing process, particularly with monotype, masking, chine-collé and block print. Students are given a few techniques to work with in the beginning of class; as they print, they learn how to apply the inks, how to hand-print, how to use the press, and how to mix the inks to achieve the effects they desire. The students also learn how to layer colors to develop depth in their work. Once students have a fairly good grasp of the basics, they are given more techniques that they are then expected to experiment with and incorporate into what they have already learned. Students will be expected to participate in group and individual critiques, submit 10 finished prints and complete self-assessments. *Students may repeat this course, there is no prerequisite. 1 credit*

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

**Video Editing:** This course is an introduction to the fundamentals of nonlinear video editing. The student will gain an understanding of video formats and concepts of video and audio compression used in recording, editing, and for final display. Cutting techniques will be explored including concepts of continuity, frame matching, using varying angles effectively, editing multi camera footage, techniques to avoid jump cuts and the use of parallel action. An introduction to sound editing will include fundamentals

of mixing for film, Foley effects and processing audio to enhance the audience experience. Students will use the following software in this course: Adobe Premiere Pro, Adobe Aftereffects, Adobe Audition, Adobe Photo Shop and Adobe Media Encoder. *1 credit*

**Broadcast Journalism:** Students will be introduced to the basic ideas of broadcast journalism, and writing for video and audio production. Students discuss the value of the freedom of press and how it is manifested in the United States. Students will discuss how they can play the role as journalists at Solebury school. Students will study examples of writing for broadcast journalism and write their own segments to be produced using cameras, lights etc. Students act as reporters and create stories to be developed as audio or video podcasts. Participants will learn the basics of how to use video cameras, audio equipment, lights and digital editing software to document their stories. *1 credit*

**Introduction to Film II:** Intro to Digital Film Production II is a continuation course of Intro to Film, designed to take the skills and knowledge acquired in Intro 1 and expand on them. As a class, we will briefly review what we have learned previously, go through each stage of production at a quicker pace, and by the course's end you will be able to manufacture a short film from start to finish with little to no supervision required. We will also go into deeper examination of film analysis, and theory. As well as advanced filming and editing techniques and processes. *1 credit*

### *Performing Arts*

**Advanced Tech:** This class is designed to give you the experience of apprenticing in a real working scene shop. Lessons and projects will be designed in conjunction with our Main Stage production each trimester and will give you hands-on experience working on a show--from design to completion. Each trimester will consist of different challenges and new projects allowing you to hone your craft while creating spectacular scenic elements that can be added to your technical theater portfolio. Students enrolled in this class will also have priority placement in our after school Theater Tech Program. *Prerequisite: Successful completion of Intro to Theater Tech. 1 credit*

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

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

numbers throughout the class and choosing from the best themed assignments. The ensemble will perform with a live pianist and/or house band. This class serves as a good resource for anyone who loves to sing and is ideal for students who plan to audition for collegiate-level music or theatre programs. *1 credit*

**Diversity, Culture and Arts Ensemble:** This is a performance class designed to celebrate the diversity of cultures represented by each person enrolled. Share a song, a poem, a short story, a dance... In this class, students will explore and exchange their personal stories and those of their ancestors through music, dance, poetry, song, and storytelling. The performance aspect of this class will be cultivated from a regular practice of sharing with each other, then in collaboration with the End of Trimester music and dance concert. Grading is based on attendance, regular participation, and the personal growth that tends to happen when we humans listen to and learn from each other's lived experiences. This class is open to all who are interested or curious. *1 credit*

**Exploring the World of Classical Music:** In this online class, students will examine many of the western musical traditions that have come to be known as classical music. Who are the great masters of this music? What have been the social implications and functions of this music throughout its history? This class is designed for both the classically trained and others alike. Activities will include discussions, some music theory/ ear training, games, and of course listening to/ watching some amazing musical performances. Grading is based on full participation (discussions, short readings, games, etc.) and attendance. *1 credit*

**Audition Prep: (Moved from the Spring to the Fall term)**

**Tap Dance:** This American dance form allows performers to make percussion noises with their feet to rhythms. Students will learn basic tap steps and how to put them in combinations with one another. The class will research tap dancers from the beginning to now and also tap companies. This is a performance based class and the students will be dancing at the spring concert. *1 credit*

**Metalworking:** Metalworking requires the student to provide one or more metal sculptures of their design using the tools and processes of cutting, sawing, drilling, welding, brazing, and soldering. Miscellaneous metal pieces are provided for the students to select or modify to their taste. For ironwork, stick welding and MIG welding are employed along with oxyacetylene cutting, use of the chop saw and portable band saw. For lighter metalwork, brazing and soldering are explained. Designs are encouraged to honor balance and interest while not being totally symmetrical. Two judges, at the end of the course, are invited to view the student work; one is an artist, for aesthetic achievement, the other an experienced metalworker from the area to judge excellence of welding and brazing technique and structural aspects. Students will be charged a \$100 fee for consumables oxygen, acetylene, CO<sub>2</sub>, gases and welding and brazing rod, flux and wear and tear on the equipment. Helmets, aprons brazing goggles and other safety equipment is provided and its use is required. *1 credit*

**American Pop Music:** Who do you listen to? From Post Malone to Beyonce, Ariana Grande to Dua Lipa, Adele to the Weeknd—what's your jam? Starting from the minstrels of the 1800s and traveling right up to rap, we will take an illuminating journey through the ages. Listen to some great music and learn the stories that made the music you love. This is the ever-evolving and profoundly complex story of American Pop music. It might just blow your mind. *1 credit, counts towards Social Justice Concentration*

**(New course!) Theatrical Foundations: Scene Study -** Scene Study allows students to explore their unique potential as an actor through text analysis and practice. Students will be given techniques to read plays more thoughtfully and to think more clearly about the characters they play. Throughout the trimester, students will use their skills to analyze short scenes and explore the characters with other members of the class. Scene Study will create a warm and supportive laboratory environment while

establishing a standard and style of peer evaluation that contributes positively to individual growth and discovery. **Prerequisite of Theatrical Foundations: Professional Practices and/or Theatrical Foundations: Acting Methods** *1 credit*

## COMPUTERS

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

### FULL-YEAR COURSES

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

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

### TERM CLASSES

**Advanced Media Arts:** In this course students will continue the exploration of graphic design with an emphasis on the principles of design. Students will learn about the history of typography as well as some of the historical movements in the field of graphics. The main emphasis of this course will be the exploration of problems and possible solutions that integrate the use of dynamic composition; combining images and typography (layering), photography and space (transparency) as effective ways to solve visual problems. Topics of study (which are subject to change) include fundamentals of design (line, shape, value, texture, color, form), graphic design - the new basics (figure/ground, framing, hierarchy, layers, transparency) as well as typography combined with imagery to create a visual story in a narrative form. *Prerequisite: Media Arts I or instructor's permission. 1 credit*

**Offered Fall and Spring**

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

**Computer Programming – Web and App Design:** This course will cover programming fundamentals in a single trimester elective format with a different theme for each trimester. No programming experience is required, and students are welcome to join for any trimester as schedules permit or to enroll

in all three trimesters, since the variety of activities and learning topics will allow for a full-year course experience. The theme for the Winter Trimester is Web and App Design. We will begin the trimester with units on CSS/HTML basics for web design and Javascript fundamentals related to App development. Challenge activities and a final App design project will reinforce skills learned and allow for end user consideration in the design process. No pre-requisites or prior knowledge is required, just bring your curiosity! *1 credit. Offered Winter*

**Computer Programming – Physical Computing:** This course will cover programming fundamentals in a single trimester elective format with a different theme for each trimester. No programming experience is required, and students are welcome to join for any trimester as schedules permit or to enroll in all three trimesters, since the variety of activities and learning topics will allow for a full-year course experience. The theme for the Spring Trimester will be physical design with Arduino or Micro:Bit project opportunities along with student led project options for advanced students with classroom support. No pre-requisites or prior knowledge is required, just bring your curiosity! *1 credit, Offered Spring*

**Media Arts I:** Media Arts is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and InDesign. *2 credits, Please note this is a two trimester course*

**Offered Fall/Winter and Winter/Spring**

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

**Computer Aided Drawing (AutoCAD):** CAD drafting is the language that architects, planners, and other designers use to communicate with one another on collaborative projects and with builders or fabrication shops. The process allows the viewing of the idea you've had in a scaled relationship, to check that the rooms, moving parts, etc. will fit together and function properly. The drafting process aids in graphic thinking and suggests new avenues of design exploration. *No Prerequisite, 1 credit. Offered Winter*

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

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

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

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

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

### **Foundations Level courses:**

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

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

### **Intermediate Level courses:**

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

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

### **Transitions Level courses:**

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

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

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

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

### **Foundations**

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

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

**Novels and Short Fiction:** This is a course designed to improve the vocabulary base and reading skills of students, while at the same time providing them with a basic understanding of the elements and mechanics of narrative fiction. Using short stories and novels, students will first come to understand the basics of story structure such as setting, character, plot, and conflict as well as the application of literary techniques such as imagery, irony, and symbolism. Active reading and intensive writing practice will be augmented by numerous opportunities for class discussion. *6 credits*

## Intermediate

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

**Reading and Composition:** The reading element of this course will focus on a collection of short stories for which students must analyze and interpret information, apply literary terms, and broaden their vocabulary base. These short stories will be a writing springboard for various kinds of paragraphs and essays. There will be an intensive review of grammar, mechanics, and organization. Students will be involved in peer editing as well as refining their own work. An independent reading of an assigned novel will culminate each trimester. *6 credits*

**Exploring Civilizations:** History has watched as certain civilizations have flourished and expanded, while others have withered and vanished. What could explain this? Is it a matter of location and natural resources, or is it the result of fundamental cultural traits? In this course, we investigate how humans interact with the land (and each other) in order to better understand how cultures emerge, grow, and spread throughout history. Particular emphasis is given to physical geography, community, economics, religion, and customs. In this way students familiarize themselves with the language and concepts of multiple social sciences, while coming to appreciate their value in understanding the world at large. *6 credits*

## Transitions

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

**Writing Portfolio:** In this class students will first learn the academic structure of a paragraph and the importance of unity and coherence. They will then learn the process in writing an essay, focusing on various types: persuasion, cause-and-effect, autobiographical, narrative, and descriptive. Significant emphasis will be placed on review and application of grammar, mechanics, and organization. One term will be devoted to conducting and writing a lengthy research paper with citations. An important skill not to be overlooked will be peer editing and intensive revision of drafts. *6 credits*

## LEARNING SUPPORT PROGRAMS

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

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

### Individualized English

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

### Bridge and Bridge Plus

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

### Boost

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

## GLOBAL EDUCATION CONCENTRATION

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

### Academics

A course will be designated as an option for the Global Education Concentration if the curriculum requires students to critically examine various cultures and global issues through texts, films, discussions, assignments, and projects. *Specific courses will be outlined on course selection sheets with a "(G)".* For 2021-22, these courses are: **Art History, English 10, Honors English 10, World Religions, South African Stories, Honors Environmental Science, Moral Conflicts, World History, Ethics, Honors Ethics, Cultural Anthropology, Linguistic Anthropology, Archaeology, Architecture and Design, and all Language classes.**

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

### Cultural Events

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

- attend a minimum of 4 Solebury School sponsored cultural events per academic year; written reflection submitted to the Global Education Director
- attend a minimum of 6 non-Solebury School sponsored cultural events per academic year; written reflection submitted to the Global Education Director
- assist in organizing one on-campus cultural event; written reflection submitted to the Global Education Director

### Service Learning

- 16 hours of community engagement with a cultural/global focus each academic year (in addition to Solebury School requirement)
- may be completed as part of a travel immersion experience if approved by the Global Education Committee

### Travel Immersion Experience

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

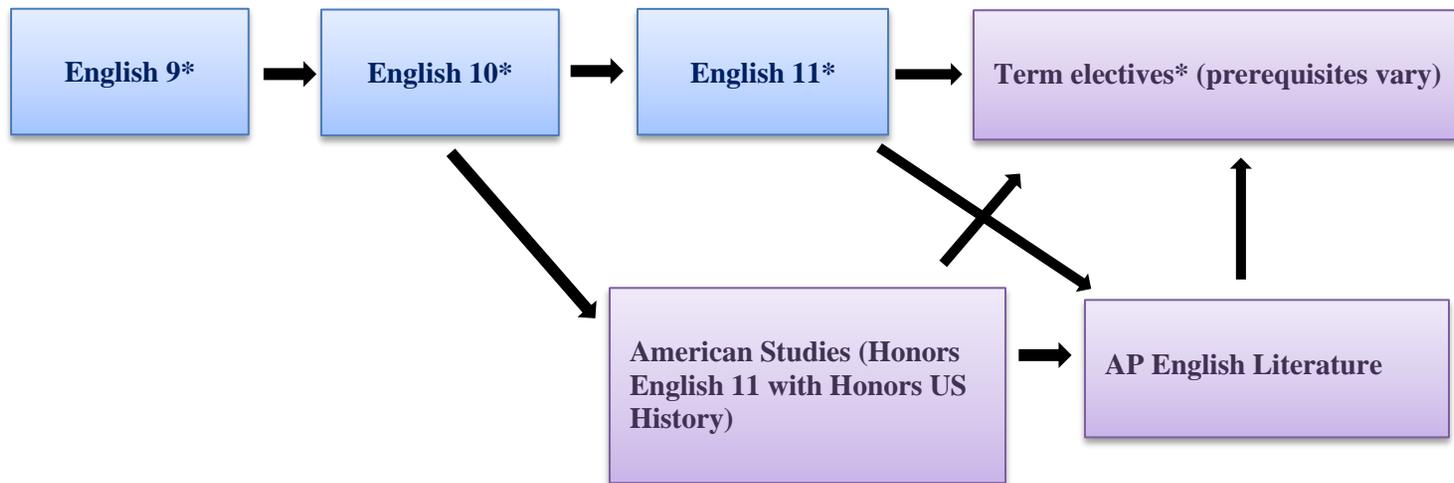
### Independent Study

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

## Appendix: Typical Course Sequences

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

### English Department Course Sequencing

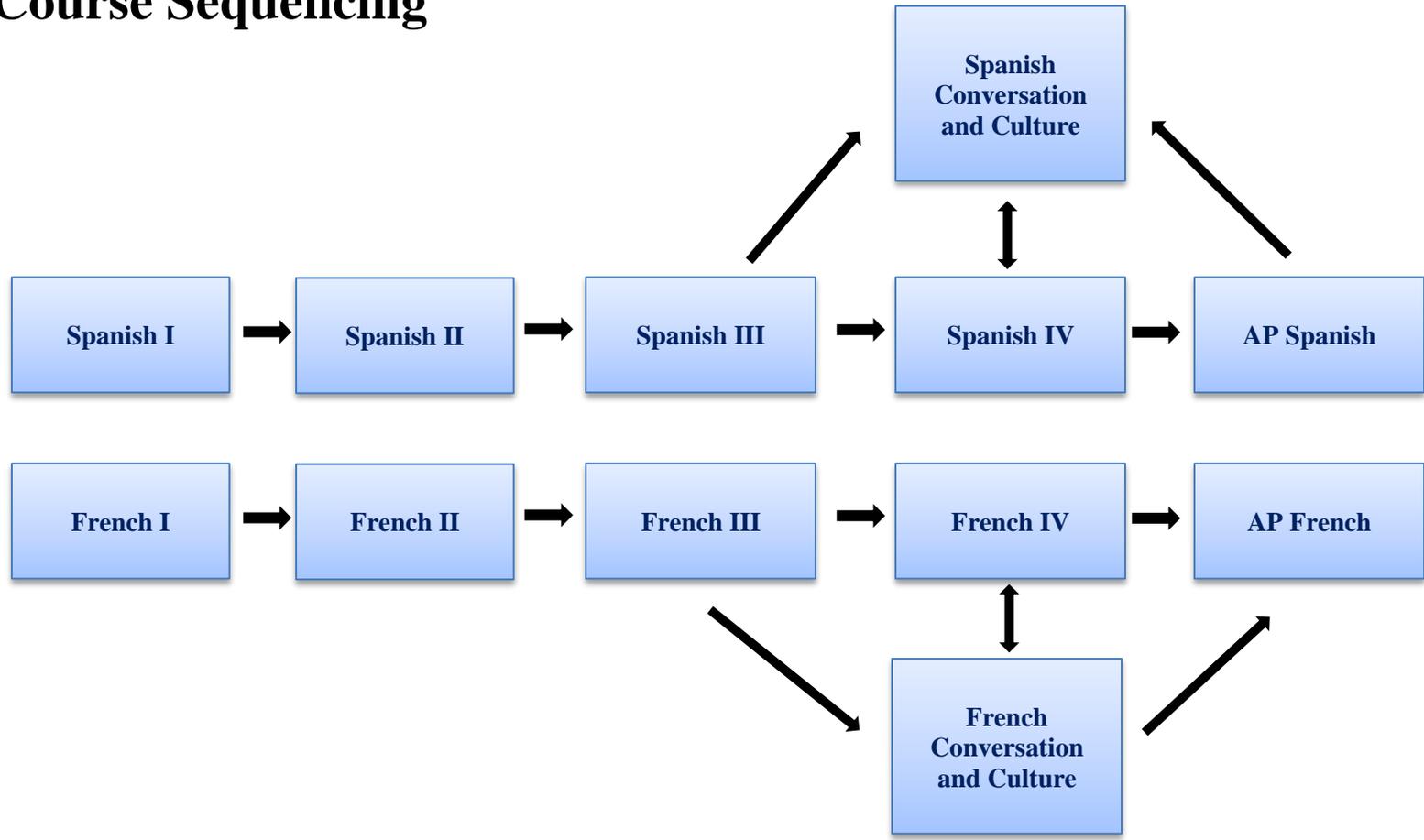


Courses marked with \* include Honors and non-Honors options.

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

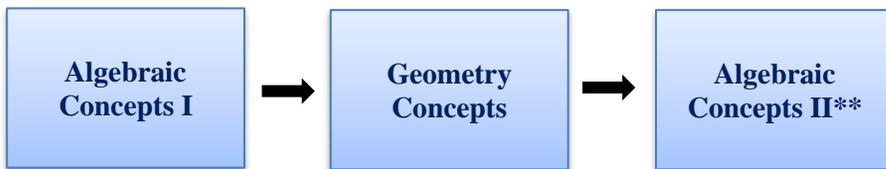
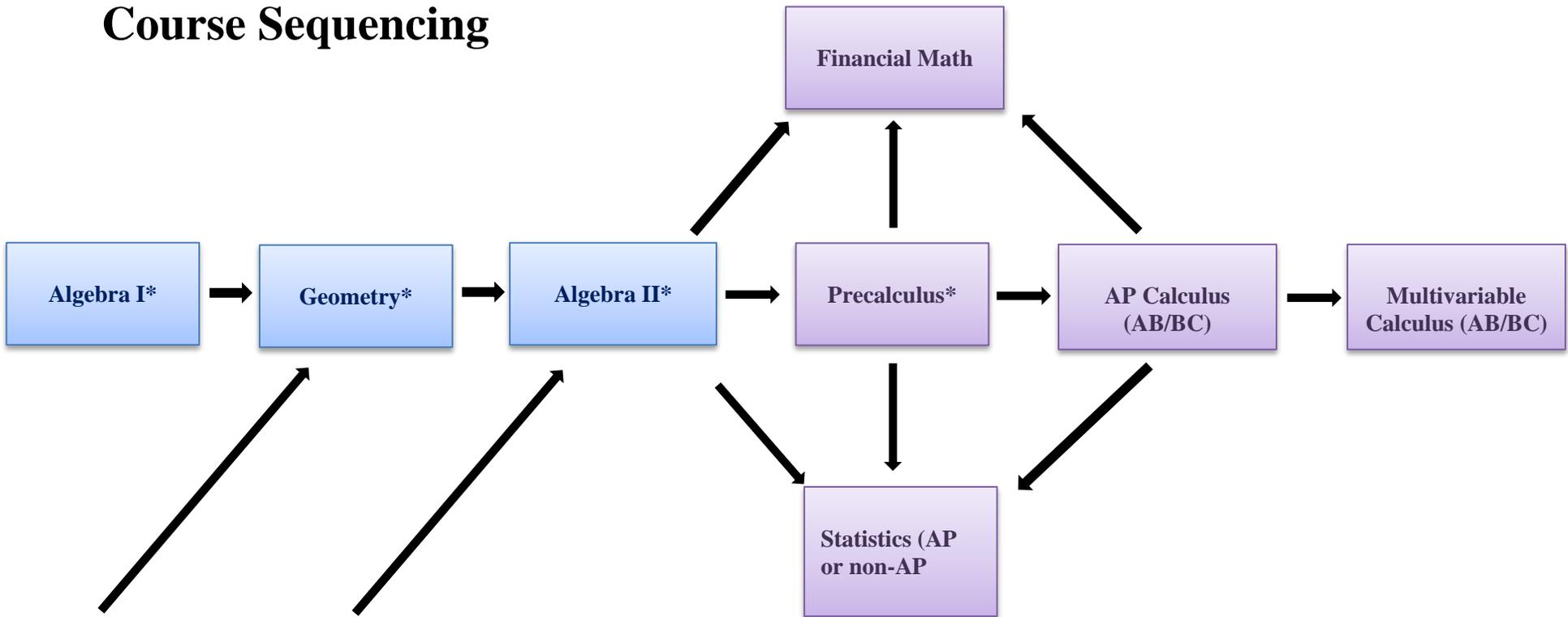
Learning Skills English fulfills the English graduation requirement.

# World Language Department Course Sequencing



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

# Math Department Course Sequencing



# Math Support Program Course Sequencing

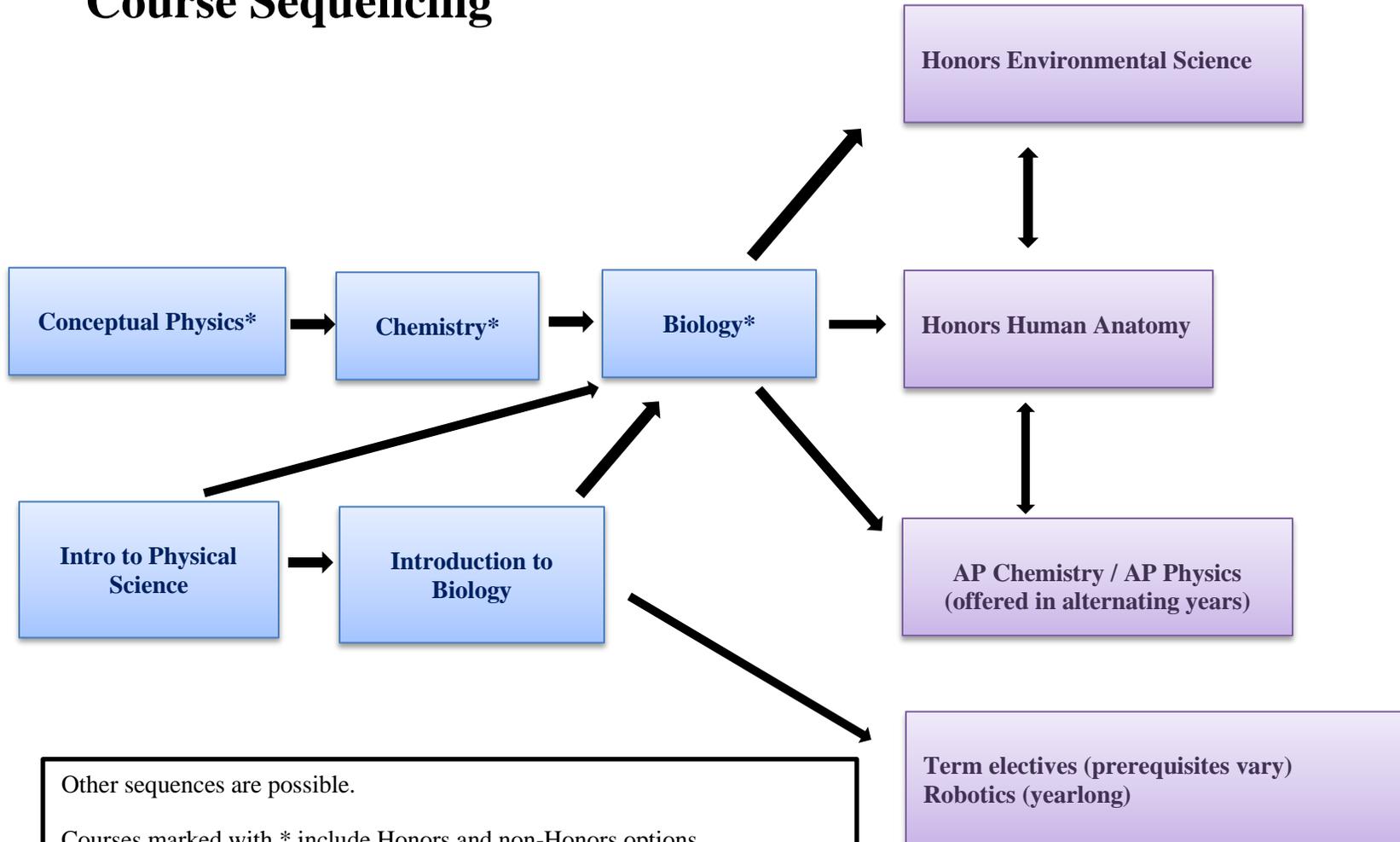
Other sequences are possible.

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

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

Graduation requirement is 18 total credits (three yearlong courses)

# Science Department Course Sequencing



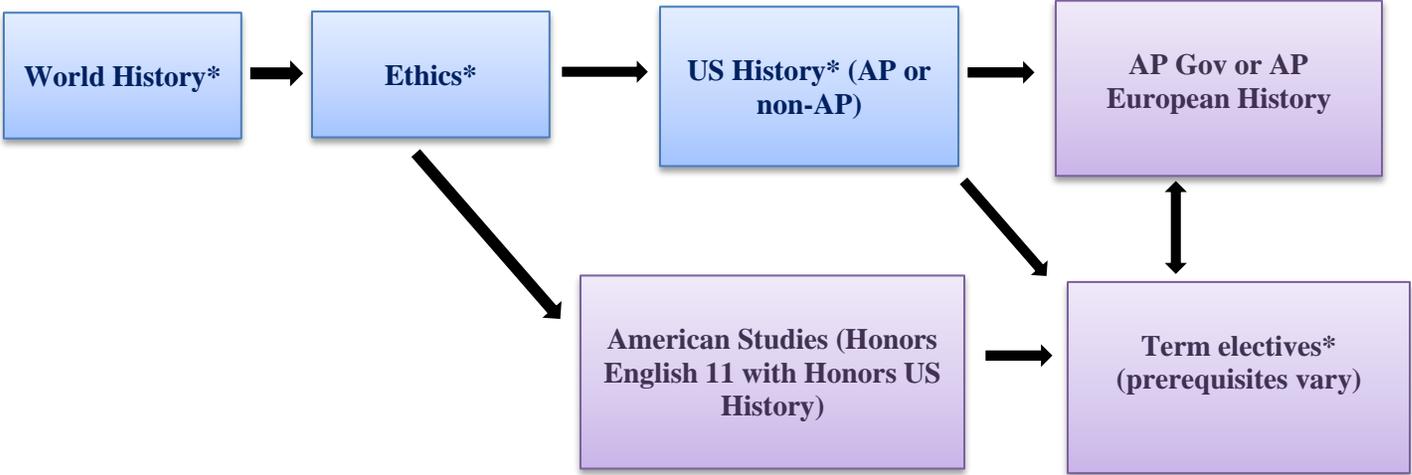
Other sequences are possible.

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

Graduation requirements: Conceptual Physics and Biology –OR– Intro to Physical Science and Introduction to Biology.

Health or Healthy Relationships is required for graduation.

# Social Studies Department Course Sequencing



Courses marked with \* include Honors and non-Honors options.  
Graduation requirement: 12 credits, US History is required

# ESL Department Course Sequencing

