

The Bishop's School



ESTABLISHED 1909

2022 - 2023 CURRICULUM GUIDE Course Descriptions

as of March 14, 2022

Bishop's is an Episcopal school that nurtures students of intellect and character to think independently, learn collaboratively, grow their sense of self and act with greater purpose.

Welcome to The Bishop's School Curriculum Guide!

This guide is intended to assist students and their families in the selection of appropriate, enjoyable and successful coursework for the school year. Parents and students are urged to read this material carefully and to consult with teachers, department chairs, advisors, college counselors and/or the academic dean prior to making final selections.

A love of learning, sustainability, balance and quality of life is essential for student well-being in the short- and long-term. We caution students against overloading themselves by taking too many courses or too demanding a program while, at the same time, trying to participate in other activities as well as maintaining their personal health and relationships.



For 2022-2023:

The bulk of this year's Curriculum Guide is the same or similar to as last year's.

The Comprehensive Listing of Courses Offered includes, for semester courses, information about the specific semester during which a semester course is offered. At the time of publication, it was not possible to indicate the timing of all semester courses. This information will be updated once it is determined.

TABLE OF CONTENTS

SUMMARY OF COURSE REGISTRATION PROCEDURES	6
PROGRAM OVERVIEW	7
MIDDLE SCHOOL	7
UPPER SCHOOL	8
GRADUATION REQUIREMENTS	8
SERVICE LEARNING	9
ACADEMIC POLICIES	10
COURSE-RELATED POLICIES	10
GRADING-RELATED POLICIES	14
OTHER ACADEMIC POLICIES	18
KEY DATES	21
KEY ACADEMIC PERSONNEL	22
COMPREHENSIVE LISTING OF COURSES OFFERED	23
MIDDLE SCHOOL	23
UPPER SCHOOL	24
COMPUTER SCIENCE	29
GRADES 7 & 8	29
UPPER SCHOOL	30
PROGRAMMING INTENSIVE TRACK	30
CREATIVE COMPUTING COURSES	32
ROBOTICS COURSES	33
ENGLISH	34
MIDDLE SCHOOL	34
UPPER SCHOOL	35
ADVANCED ENGLISH COURSES	41
HISTORY & SOCIAL SCIENCES	43
MIDDLE SCHOOL	43
UPPER SCHOOL	44
GRADES 11-12 HISTORY & SOCIAL SCIENCES COURSES	45
ADVANCED HISTORY & SOCIAL SCIENCES COURSES	47
MATHEMATICS	51
MIDDLE & UPPER SCHOOLS	52
MATHEMATICS ELECTIVES	56

PERFORMING ARTS	57
MIDDLE SCHOOL	57
X PERIOD ACTIVITIES	59
UPPER SCHOOL	60
DANCE	60
DRAMA	62
TECHNICAL THEATER AND DESIGN	63
CHORAL MUSIC	65
INSTRUMENTAL MUSIC	66
PHYSICAL EDUCATION & HEALTH	69
MIDDLE SCHOOL	69
UPPER SCHOOL	70
RELIGION & ETHICS	72
MIDDLE SCHOOL	72
UPPER SCHOOL	73
ADVANCED RELIGION & ETHICS COURSES	75
SCIENCE	76
MIDDLE SCHOOL	76
UPPER SCHOOL	77
ELECTIVE COURSES	79
ADVANCED SCIENCE COURSES	81
VISUAL ARTS	83
MIDDLE SCHOOL	84
UPPER SCHOOL	85
ADVANCED VISUAL ARTS COURSES	88
WORLD LANGUAGES	89
GRADE 6	89
CHINESE	90
MIDDLE SCHOOL	90
UPPER SCHOOL	90
FRENCH	93
MIDDLE SCHOOL	93
UPPER SCHOOL	93
LATIN	96

MIDDLE SCHOOL	96
UPPER SCHOOL	96
SPANISH	99
MIDDLE SCHOOL	99
UPPER SCHOOL	99
<u>INDEPENDENT ELECTIVES</u>	103
UPPER SCHOOL	103
<u>GLOBAL ONLINE ACADEMY</u>	106
ART, MEDIA AND DESIGN	106
MATHEMATICS AND TECHNOLOGY	107
SCIENCE AND HEALTH	107
SOCIAL SCIENCES	108
WORLD LANGUAGES	109
<u>SAMPLE FOUR-YEAR COURSE PLANNER</u>	110
<u>BLANK FOUR-YEAR COURSE PLANNER</u>	111

SUMMARY OF COURSE REGISTRATION PROCEDURES

1. Read this guide carefully. Look out for updates and additions to this guide.
2. Check for required courses for the school year; this varies from grade to grade.
3. Upper School Students: Ensure that graduation requirements are being met. The academic dean and college counselors can assist with this.
4. Upper School Students: Check teacher recommendations/placements for courses. This information is included with the second semester midterm report card, where applicable.
5. Rising eleventh and twelfth grade students should consult with their college counselor for academic planning. Rising ninth and tenth grade students seeking academic counsel should meet with the academic dean.
6. Once the course sign-up portal is open, select classes through the Bishop's website student login under "course requests." Detailed instructions on this process are sent to students in the spring along with notification that the portal is open. Parents can see selected courses under their child's profile.
7. Student course selections should be finalized by the spring due date and by mid-June at the latest, as the scheduling program uses the course selection data available then to build the master schedule and set enrollments. That said, changes to course requests can be made throughout the summer and even during the first few weeks of the following school year. Please note, however, that any changes made after mid-June are not taken into account by the scheduling program when it builds the schedule. In order to maximize the probability that one's requests are accommodated, students should make their selections by mid-June.

Please note that all selections are *requests*. Staffing availability, facility/resource availability, overall student demand, and conflicts with other courses may impact enrollment outcomes. Further, since not all courses can be offered every period, students must be prepared with alternative choices for elective courses in case of scheduling conflicts. All courses are contingent upon sufficient enrollment and staffing availability; undersubscribed/understaffed courses may be canceled for the year. While all efforts are made to enroll students in the courses they have requested, it is possible that some requests cannot be accommodated.

See **Key Dates** at the end of the Academic Policies section of this guide for a list of important dates related to course selection.

PROGRAM OVERVIEW **MIDDLE SCHOOL**

Students in grades 6 through 8 take a prescribed course of study designed for their academic background and achievement level.

Students perform community service projects with their classes.

COURSE REQUIREMENTS

GRADE 6	English 6 Math (placement determined by department) History 6 Science 6 World Language Rotation (Spanish, French, Chinese and Latin) Sixth Grade Art Rotation Sixth Grade Physical Education
GRADE 7	English 7 Math (placement determined by department) Social Studies 7 Science 7 World Language IA (student's choice of language) Seventh Grade Art Rotation Seventh Grade Physical Education
GRADE 8	English 8 Math (placement determined by department) American History 8 Science 8 World Language IB World Religions (one semester) Eighth Grade Semester Elective(s) Eighth Grade Physical Education

UPPER SCHOOL GRADUATION REQUIREMENTS

Specific details regarding these requirements can be found in each department’s section of this guide. All graduation requirements must be completed during grades 9-12; coursework completed prior to grade 9 does not fulfill these requirements.

The Sample Four-Year Course Planner at the end of this guide can be used by students to chart a plan for high school coursework, including graduation requirements.

ENGLISH	4 years
HISTORY & SOCIAL SCIENCES	3 years including world history in grade 9 and U.S. history in grade 10
MATHEMATICS	3 years and at least through completion of Math 5 Core, Math 5 or Math 5 Enriched
SCIENCE	3 years: Conceptual Physics or Conceptual Physics Enriched in grade 9, followed by chemistry or honors chemistry and biology or honors biology (in that order)
WORLD LANGUAGE	2 years and through Level 3 in one language
RELIGION & ETHICS	1 year: one semester of Introduction to Biblical Literature taken before the beginning of grade 11 followed by one other semester course from the department
ARTS	2 semesters in one medium/discipline; semesters do not need to be consecutive
HEALTH	1 semester: taken in grade 9 (or grade 10 for students who join Bishop’s after ninth grade and who have not completed a high school health class)
PHYSICAL EDUCATION	2 trimesters per year in grades 9 - 11 and 1 trimester in grade 12
SERVICE LEARNING	By the end of each school year students are required to meet these minimums: Grade 9: 20 hours off-campus and/or at Bishop’s, any combination Grade 10: 40 hours off-campus and/or at Bishop’s, any combination Grade 11: 60 hours off-campus and/or at Bishop’s (20 hours must be off-campus) Grade 12: 80 hours off-campus and/or at Bishop’s (40 hours must be off-campus)

- Students must earn a minimum of 20 credits during grades 9 through 12. Of these, 16 must be earned in academic courses. (A semester course is worth 0.5 credits and a yearlong course is worth 1.0 credit.)
 - Global Online Academy courses earn general credits but do not satisfy departmental diploma requirements.

- The minimum course load each semester for grades 9 through 12 is five courses. At least four courses per term must be academic. One of the five courses may be a Global Online Academy course. P.E. does not count toward the five-class minimum.
 - In grade 12 one of the five courses per term may be P.E. or an approved Independent Study course.
 - In grade 12 four courses per term are permissible if all four courses are academic and two of the four are lab classes which meet six times per cycle.
- The maximum course load is seven courses per semester, one of which must be non-academic.
 - In rare exceptions, students may be approved for seven academic courses by the academic dean or head of upper school. Global Online Academy courses count toward this maximum.
- Students who enter Bishop’s after grade 9 may receive credit for coursework at previous school(s). Credit is determined by placement exams, transcripts and in consultation with the academic dean.

SERVICE LEARNING

The Bishop’s School has a strong commitment to community service. As such, students are required to dedicate a specified amount of time to community service each year. The *Upper School Guide to Service Learning* outlines the program in detail and offers project ideas in several categories.

Upper school students are required to complete 20 hours of community service each year. At least half of the total four-year, 80-hour requirement must be completed in the off-campus community. Up to 50 percent of the total hours required may be done for the Bishop’s community, but none are required in this category. The 80-hour requirement is adjusted for new students entering Bishop’s after grade 9.

Any community service performed during regularly scheduled school hours must be pre-approved by the dean of students and the director of service learning before a student receives credit for the work. Hours may be carried forward from year to year. However, *by the end of each school year* students are required to meet these minimums:

- Grade 9: 20 hours off-campus and/or Bishop’s, any combination
- Grade 10: 40 hours off-campus and/or Bishop’s, any combination
- Grade 11: 60 hours off-campus and/or Bishop’s, with a minimum of 20 hours off-campus
- Grade 12: 80 hours off-campus and/or Bishop’s, with a minimum of 40 hours off-campus

ACADEMIC POLICIES

COURSE-RELATED POLICIES

Advanced Upper School Courses

Advanced coursework is designed with an expectation of higher order thinking, advanced skill development and mastery of essential knowledge in the discipline. It places emphasis on depth of inquiry, open-ended assessments and work, and student initiative. Advanced coursework is consistent with University of California criteria for an advanced course in an academic discipline.

Advanced coursework is indicated by the inclusion of Honors or Advanced Honors in course titles. Advanced Honors courses are typically taken after successful completion of Honors courses. The criteria for recommendation or placement into advanced level courses varies by department. Advanced coursework is demanding and as such, students must consider their total responsibilities and obligations before committing to such courses.

Advanced courses receive weighted grades. See *Grade Point Average Calculations* on page 16 for more information.

Course Placement

Departments evaluate students for Honors and Advanced Honors courses based on performance within the discipline. This may include course and exam grades, mastery of course content and commitment to learning, among other criteria.

Recommendations and Placements: These are decisions made by a teacher, group of teachers, department chair and/or academic dean about the specific course(s) or level of course(s) into which a student may be enrolled, based on that teacher's or group's judgment of the student's habits, skills, knowledge, mindset and capabilities. The specific criteria or diagnostic assessments for recommendation and placement vary from course to course and from department to department. Some departments and courses may *recommend* that a student is qualified for advanced coursework but that all options should be considered based on student interest. Other departments and courses may *place* a student into a particular course or level which is deemed most suitable based on the student's previous performance and commitment in the discipline.

Some recommendations and placements may be appealed. After classes begin, if a course placement appears to be incorrect, teachers will initiate a change to a different course; alternatively, students may request a review of course placement.

Even if recommended for or placed into advanced coursework, students are encouraged to consider all curricular and extracurricular commitments during the course selection process. Based on these commitments and other personal factors, it may be best for a student to select course(s) different than one(s) for which they have been recommended or placed.

The School reserves the right to limit the number of Enriched, Honors, and Advanced Honors courses that a student may take in a given year based on student well-being and success.

Appeals Process: Students who wish to take a course different than one for which they are recommended or placed are asked, first and foremost, to speak with their teacher. In some cases, the teacher may be able to provide specific feedback that addresses the student's questions or enables the student to work toward specific goals by the end of the school year. English honors and advanced honors placement appeals are an exception; because honors placement is made by application and committee, questions and appeals for English should go directly to the department chair.

- If a teacher is willing to reconsider his or her placement, there is no need to continue the appeals process.
- If needed, the appeals process may be resumed at the end of the year.
- If a teacher revises his or her placement at the end of the year, the teacher will notify the student and academic dean; it is the responsibility of the student to inform the academic dean of the desire to take advantage of the revised placement. If no such communication occurs, the original placement will stand.
- If necessary, after a conversation with the teacher, the student should speak with the department chair.
- If necessary, following the conversations with the teacher and department chair, the next step in the appeals process is the completion of an appeals form that will be reviewed by the academic dean, department chair and other relevant faculty and administrators. Appeals forms can be obtained from the academic dean.

Given the thoughtfulness with which teachers/committees make placements, it is not common for decisions to be overturned.

Dropping/Adding Courses

At the start of each semester, students have two cycles to add standard-level courses; for honors and advanced honors courses, because of the pace and content of such classes, students must add such courses within the first five full class meetings (approximately two weeks of school).

Students may drop classes within the first four cycles of each semester; courses dropped after the deadline are indicated on the transcript with a WP (Withdraw Passing) or WF (Withdraw Failing), based on the student's academic standing at the time of the drop.

Students cannot drop below the required minimal program without the approval of the academic dean.

Course Level Changes

When it is apparent that a student has not been appropriately placed in a course, a level change can be requested by the student, teacher, advisor, college counselor or academic dean. Student-initiated level changes must be requested by the end of the first cycle after receipt of the semester midterm progress report. Middle school mathematics level

changes may occur at almost any time during the year. In the event of a level change, the student's transcript will show only the course in which the student is enrolled at the end of the semester. At the time of the change, the student's grades and performance will be shared with the new teacher to help determine the student's transcribed grade. This grade will be reviewed by the department chair and/or academic dean.

Global Online Academy

Global Online Academy (GOA) is a not-for-profit consortium of leading independent schools around the world dedicated to developing 21st century skills while preserving the academic excellence that is the hallmark of its member schools. The Bishop's School is a member of Global Online Academy and thus offers limited enrollment in its classes. GOA's course offerings enhance opportunities to learn and explore topics not covered or conveniently scheduled in the program on campus.

GOA courses and grades are listed on the Bishop's transcript but GOA grades are not included in the Bishop's GPA calculation. classes can be taken pass/fail. GOA classes count toward the five courses per term minimum and count toward the seven courses per term maximum. GOA credits count towards Bishop's overall graduation credit requirements, but do not satisfy departmental diploma requirements.

Independent Study

Independent Study is a course option available to a student who wishes to pursue an academic interest or passion in a specific area outside of standard courses at Bishop's or the Global Online Academy.

Independent Study must be sponsored by a faculty member and is assigned credit based upon its intellectual substance and duration. Students must arrange to meet with the faculty sponsor a minimum of two times per cycle. Independent Study courses must be taken for a letter grade and do not receive any honors weight. Independent Study courses appear on the transcript and are included in the Bishop's GPA calculation.

Independent Study cannot be used to fulfill a diploma/graduation requirement or be taken as an eighth class and is not intended to address schedule conflicts by creating an alternate section of a scheduled course. Students who wish to undertake an Independent Study course must fill out an application and receive approval from a committee comprised of department chairs, division heads and the academic dean.

Please be aware that a central question of the committee is: *Why does this course need to appear on a student's transcript?* Students can always engage in an activity or study with a teacher's guidance without it appearing on their transcripts, so there must be a compelling reason for transcription. In some cases, students may realize that not transcribing a class allows them to enjoy the activity more than if it were, as well as affording them the flexibility to pause or stop work on that project as needed. Students should consider these factors as part of their decision to apply for independent study credit. Students are strongly encouraged to consult with their college counselor or the academic dean for advice in this regard.

Application Process

1. Fill out the IS application form, preferably in the spring during course sign-ups. Otherwise, forms may be submitted **by the end of the first cycle of the term**. The Applications submitted after that date will not be considered.
2. The application form is available from the academic dean. The completed form should be submitted to the academic dean.
3. Applications will be reviewed by the committee, taking into consideration factors such as:
 - a. Focus/purpose of proposal
 - b. Availability of course content in existing courses at Bishop's or through the Global Online Academy
 - c. Expectations and demands on faculty sponsor
1. If necessary, questions from the committee will be relayed to the student and/or faculty sponsor, or in some cases the student or sponsor may be asked to speak to the committee.
2. By the start of the summer or the end of the second cycle of the term, a determination of the proposal will be made by the committee and relayed to the student.
3. After approval: approximately one month into the commencement of the Independent Study course, students who are not satisfactorily fulfilling their obligations for Independent Study will be dropped from the course, and a notation of WP or WF (Withdraw Passing or Withdraw Failing) will be made on the transcript.

Study Abroad Policy

Students entering grades 10-12 are eligible to study abroad in accredited programs such as those sponsored by School Year Abroad if the following conditions are met:

- Students may apply for a full year abroad program only. Semester study abroad programs do not align with the curricular program of the School and should not be considered.
- Students must notify in writing the Bishop's School director of admissions of a pending application for such program before the midterm of the second semester.
- Students who study abroad must fulfill the Bishop's School's graduation requirements to receive a Bishop's diploma.
- The School may require a fee to cover the cost of college counseling, re-admission and administration.

Questions or inquiries about School Year Abroad or similar programs should be directed to the head of upper school.

Off-Campus Credit

In general, Bishop's does not grant diploma/graduation credit for coursework taken outside of the school except for transfer students who complete work at a different high school prior to joining Bishop's. If a student plans to take a summer course at any school or college other than Bishop's and wishes to have it meet a diploma/graduation requirement, the student must obtain the prior permission of the department chair and the academic dean. If such a request is approved, the department reserves the right to administer an examination or other assessment to determine whether or not the student will be granted credit for the course. No course taken at

another school or college will factor into the Bishop's calculated GPA, and an official transcript from the external institution will be attached to the Bishop's transcript for the purposes of college application. Courses completed outside of Bishop's are not listed on the Bishop's transcript, with the exception of Global Online Academy courses.

GRADING-RELATED POLICIES

Grade Reports

Grades are reported at the midpoint and end of each semester. Midterm progress reports are not official grades but rather a snapshot of a student's performance to date. Grades reported at the midterm may or may not represent half of the semester grade, depending on a teacher's, course's, or department's policies. Semester grades are recorded at the end of the semester and become a part of a student's official transcript.

There are three additional types of school performance reports: Early Feedback, Midterm Comments and Academic Updates. Early Feedback is shared during the first and third quarters, and provides ratings of different habits and behaviors in each course. Midterm comments are personalized narrative comments sent once per semester for each class; teachers have a window of time during which to share these comments. Academic Updates are time-sensitive reports about course performance and may be sent at any time.

Grading System

Grades for individual courses are calculated within the following ranges:

A:	93-100%	D+:	67-69%
A-:	90-92%	D:	63-66%
B+:	87-89%	D-:	60-62%
B:	83-86%	F:	Below 60%
B-:	80-82%	I:	Incomplete
C+:	77-79%		
C:	73-76%		
C-:	70-72%		

Incomplete Work

A grade of Incomplete (I) may be entered by the teacher on the grade report in circumstances when a student, due to extended, excused absence or other approved, mitigating circumstances has failed to complete a major or several minor assignments. Students with incomplete grades are given the equivalent of two full cycles within which to complete the work so that a grade can be assigned. If the incomplete work is not submitted by the end of the second cycle, that work may be assigned a failing grade and the marking period grade calculated accordingly. Major assignments must be completed at a passing level, regardless of the grade that they may receive, in order for credit to be earned for the class.

Pass/Fail

Students in grades 10-12 are permitted to take one course per semester on a pass/fail basis, regardless of setting (at school or through Global Online Academy). Classes that are pass/fail only, with no option for a letter grade, do not count toward this maximum. For yearlong courses, students are not permitted to change the pass/fail status at the end of the first semester. Pass/fail is not an option for courses required for graduation or Honors or Advanced Honors courses. Students taking the pass/fail option must have permission of the teacher and must submit a form declaring their desire for pass/fail to the academic dean within the first two cycles of the course.

Failing Grades

Mathematics & World Language Courses: Students who receive a grade of C- or below for the second semester may not continue on to the next consecutive level without remedial work at a passing level (summer classes at Bishop's or another school, tutoring, etc.). The department and division head must approve the remedial work. In some instances, the department may require that a student take a cumulative exam and pass it with a C or higher.

Students ending a course with a D grade of any type may NOT move into the subsequent level of that subject without remedial work completed at a passing level, as determined by the department chair and academic dean.

Ds are not college-recommended grades and can jeopardize acceptance to the University of California and California State systems, as well as to other universities. Any semester grade lower than a C- should be considered for remediation and validation. Students should see their college counselor for details.

Students who fail one of the minimum graduation requirements must make it up by taking an additional program during the next academic semester or year or by earning the credit in summer school. Students wishing to take a summer course must receive department approval *prior* to enrollment.

Major assignments must be completed at a passing level in order to earn credit in a course, regardless of the grade earned in that course or the grade that that assignment might receive (e.g., even if the assignment will receive an "F" due to lateness, a passing level version of the assignment must be submitted). Students cannot skip major assignments and earn credit for a course. Students are not permitted to advance to subsequent courses in a department until credit is earned in preceding courses. Seniors will not receive a diploma until major assignments for all courses are completed at a passing level.

Re-enrollment contracts are typically issued in late January or early February and may be withheld from students for a variety of reasons. From an academic standpoint, should a student earn multiple grades that, in the aggregate, will make it difficult or impossible to graduate on time, their re-enrollment contract for the subsequent school year may be withheld. Every attempt will be made to provide warning that a student may be in danger

of not receiving a re-enrollment contract, but this may not be possible if a student suffers a sudden and calamitous drop in performance.

Grade Point Average Calculations

To calculate the GPA, the appropriate grade point equivalent noted below should be multiplied by the amount of course credit (0.5 for most semester courses and 1.0 for most yearlong courses – exceptions are noted in course descriptions), added together for a grand total and divided by the total number of credits.

UNWEIGHTED GRADE	GRADE POINT EQUIVALENT
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

WEIGHTED GRADE	GRADE POINT EQUIVALENT
A	5.00
A-	4.67
B+	4.33
B	4.00
B-	3.67
C+	3.33
C	3.00
C-	2.67
D+	2.33
D	2.00
D-	1.67
F	0.00

Bishop’s Criteria

The Bishop’s GPA includes semester grades for academic courses from ninth through twelfth grades. Health and GOA course grades are not included in the Bishop’s GPA.

Courses taken outside of Bishop’s can become part of a student’s academic record if a transcript is sent to Bishop’s, but are not included in the Bishop’s GPA calculation. At the time of college application, the transcript from the external institution will be included with materials sent to colleges. Courses completed outside of Bishop’s are not listed on the Bishop’s transcript.

Unweighted Grades

The unweighted GPA calculation does not confer a “weight” for honors or advanced honors courses. In other words, all letter grades are worth the same amount regardless of the level of the course.

Weighted Grades

In a weighted GPA calculation, a “weight” is added for any honors and advanced honors level courses taken; such courses are measured against a 5.0 scale whereas all other courses are measured against a 4.0 scale. Thus, for honors and advanced honors courses, one “point” is added to each grade when calculating the GPA (e.g., an “A” is worth 5.0 points rather than 4.0 and a “B” is worth 4.0 points rather than 3.0, etc.). Enriched courses do not receive a weighted grade.

College Criteria

While colleges and universities may use the Bishop’s GPA in their deliberations, most admission offices will recalculate an applicant’s GPA using their own standards. For this reason, excessive focus on GPA is often counterproductive. It is more important that students select appropriate courses for them and learn and do as well as they can in them.

The University of California (UC) system uses semester grades from tenth and eleventh grades without pluses and minuses. Only specified UC-approved courses are included in the calculation and only up to eight semesters of AP or honors courses receive a weight in the UC’s calculation of GPA. While UC schools count only tenth and eleventh grade grades in their calculations, ninth grade courses and grades and twelfth grade courses are viewable by admissions personnel.

OTHER ACADEMIC POLICIES

Absences

- If a student knows he or she will be missing school for reasons other than illness, it is the student's responsibility to contact his or her teachers ahead of time to make arrangements for missed schoolwork. **An absence form must be filled out and signed by all of the student's teachers and turned in to the attendance office prior to the absence. Failure to do so may result in loss of school privileges for five consecutive school days for each day of school missed.** This form can be found outside the academic administrative assistant's office and in the Resources page online. Parental approval may be given if a student needs to miss school for personal reasons. The attendance office must be notified by 8:30 a.m. but no specific reasons need be given.
- Students who miss **nine** meetings of a particular class in a semester will not receive credit for that class unless permitted by a committee which may include the heads of middle and upper schools, academic dean, dean of students, advisor, teacher of the class and the head of school. The committee will review the absences for validity and allow the student to continue in the class or withdraw the student from the course. All excused and unexcused absences are included in this rule (meetings, sports, school trips, tours, sickness, etc.).
- Students missing **five** meetings of a particular class will be issued a warning advising them that they are liable for loss of credit at **nine** absences. **EXCEPTION FOR SECOND SEMESTER SENIORS ONLY:** The number of absences per class increases to seven before a warning is issued advising the student that they are liable for a loss of credit at eleven absences.
- A student who misses school due to illness or family emergency shall be entitled to the equivalent homework, testing and grading opportunities as those students who were present.

Guidelines for Scheduling Make-Up Tests

- No student shall be required to take a make-up test without at least one day's notice. However, students who have been absent for only one day, either the day preceding or on the day of a previously scheduled test, may be required to take it on the day of their return to school.
- A student who has been absent for two or more consecutive days and thus missed a test, or who returns to school on the day of the test, shall not be required to take the make-up test on that day.
- In general, a teacher may not require a student to take a make-up test until a reasonable time has elapsed. Should there be any difficulty, or in the case of unusually long absences, arrangements and dates will be agreed upon by both teacher and student in consultation, if necessary, with the heads of middle and upper schools or the academic dean.
- Make-up tests for planned absences must be arranged prior to the absence. It is the student's responsibility to initiate conversations about such arrangements. If such arrangements have not been made, teachers can require students to take tests with the rest of the class as originally scheduled.

Homework

Each student usually has four or five classroom preparations for each day. Middle school guidelines specify an average of up to 25 minutes of homework per class meeting (two hours per cycle); upper school guidelines specify an average of up to 45 minutes per class meeting (three hours per cycle); honors and advanced honors classes specify an average of up to 90 minutes (six hours per cycle).

Holiday Homework Policy

No homework will be given over Thanksgiving, Christmas or spring breaks except when remedial work is needed. One night of homework during other scheduled breaks is permitted.

Multiple Test Policy

No student is expected to take more than two tests in one day. Major research papers or projects count as one test. *It is the student's responsibility to inform teachers as far in advance as possible about upcoming tests or major papers, so they can plan their assignments as carefully as possible; it may not be possible to honor last-minute requests.* A student's advisor or the heads of middle and upper schools or academic dean can help reschedule work if it is determined that too much work is due on a single day.

Cumulative Periods

A period of time is set aside at the end of each semester when teachers may choose to give cumulative assessments. Teachers may determine whether or not to give an end-of-semester cumulative examination or another form of cumulative assessment. Should teachers choose to assign a traditional exam, preparation for that exam will be integrated into the class and homework schedule for the course. If a cumulative assessment is planned, it should be given on the day assigned to each department. No homework or other assessments (quizzes, essays, papers, etc.) in that class are to be given during this period other than on the day assigned to each department.

Students with Diagnosed Learning Differences

It is the Bishop's School policy to reasonably accommodate students with documented and diagnosed learning challenges. These challenges include, but are not limited to, learning and attentional disabilities and/or impairments in motor functioning. Accommodations are granted on a case-by-case basis after The Learning Center Director receives documentation and consults with the student and family. Please see the *Student Handbook* for further guidelines on the accommodations process.

CIF, Co-Curricular and Extracurricular Eligibility Guidelines

If a student falls below a 2.0 Grade Point Average (GPA) in all classes in any grading period in which he or she is competing, the following criteria must be met in order to restore eligibility:

- The student may not participate on a Bishop's freshman/novice, junior varsity or varsity team or major school co-curricular or extracurricular event until the mid-point of the quarter. At that time the academic dean will check with teachers for approximate grades, which must be at the 2.0 GPA level or above. If the GPA is below 2.0, the student is ineligible for the remainder of the quarter.

- While the student is ineligible, no participation is allowed in any team activities, including practices, until eligibility is confirmed.

Participation in Co- and Extracurricular Activities

In order to participate in co- and extracurricular activities that occur after school, students must arrive at and remain in school and attend classes by the start of the third academic period of the school day.

KEY DATES

- Mid-March 2021:** Course recommendations/placements shared with students
- Tuesday, April 12, 2022:** Student course requests due. Changes may be made after this date if needed (see below). The March data is used to build staffing assignments, and as such it is important that requests submitted at this time are as accurate as possible.
- Mid-June 2021:** Deadline for student course request changes to be incorporated into the scheduling program's calculations in building a master schedule

Within the **first cycle** of the year (for yearlong courses) or semester (for semester long courses):

- Independent Study applications are due (see page 12)

Within the **first five full class meetings:**

- Honors and advanced honors courses can be added (see page 11)

Within the **first two cycles** of the year (for yearlong courses) or semester (for semester long courses):

- Courses can be added (see page 11)
- Pass/Fail applications are due (see page 15)

Within the **first four cycles** of the year (for yearlong courses) or semester (for semester long courses):

- Courses can be dropped (see page 11)

Courses can be dropped after the first four cycles, but the change will appear on transcripts (see page 11).

KEY ACADEMIC PERSONNEL

Academic Dean:	Janice Murabayashi
Middle School Head (Interim):	Carol Barry
Upper School Head:	Brian Ogden
Dean of Students:	Michelle Shea
Director of Athletics:	Paula Conway
Director of Service Learning:	Jackie Gomez
Director of College Counseling:	Wendy Chang
Global Online Academy Site Director:	Karri Woods
School Year Abroad Site Director:	Brian Ogden
AP Coordinator:	Marianne Kullback
Registrar:	Rachael Garcia
Upper School Administrative Assistant:	Marianne Kullback
Middle School Administrative Assistant:	Cora Lautanen
Dean of Students Administrative Assistant:	Melissa Kirchberg

Department Chairs

Computer Science:	Tony Trumbo
English:	Anna Clark
History & Social Sciences:	Karri Woods
Mathematics:	David Johnston and Noble Kime <i>effective August 2022: Catherine Beamer</i>
Performing Arts:	Lara Korneychuk
Physical Education & Health:	Meghan Carr
Religion & Ethics:	Regina Ballard
Science:	Ben Heldt
Visual Arts:	Elizabeth Wepsic
World Languages:	Ian Hayden

Learning Services

Learning Resource Specialist:	Stephanie Ramos
Academic Support Coordinator:	Jane Mattox
Director of the Writing Center:	Catherine Michaud

COMPREHENSIVE LISTING OF COURSES OFFERED

MIDDLE SCHOOL

Computer science, performing arts and visual arts courses are subject to change.

COMPUTER SCIENCE

Coding for Fun 8 (fall)
Experimental Programming 8 (spring)
Robotics 8 (spring)

ENGLISH

English 6
English 7
English 8

HISTORY & SOCIAL SCIENCES

History 6
Social Studies 7
American History 8

MATHEMATICS

Mathematics 1
Mathematics 1 Enriched
Mathematics 2
Mathematics 2 Enriched
Mathematics 3
Mathematics 3 Enriched

PERFORMING ARTS

Art Rotation 6
Art Rotation 7
Middle School Choir
Singers 8
Musical Theater 8: Performance (fall)
Musical Theater 8: Technical (fall)
Dance 8 (spring)
Drama 8 (spring)
Technical Theater 8 (spring)

PHYSICAL EDUCATION & HEALTH

PE 6
PE 7
PE 8

RELIGION & ETHICS

World Religions 8 (fall or spring)

SCIENCE

Science 6
Science 7
Science 8

VISUAL ARTS

Art Rotation 6
Art Rotation 7
Ceramics 8 (fall or spring)
Photo Digital 8 (spring)
Street Art 8 (spring)
Studio Art 8 (fall or spring)

WORLD LANGUAGES

World Languages Rotation 6
Chinese IA
Chinese IB
French IA
French IB
Latin IA
Latin IB
Spanish IA
Spanish IB

In addition to the above, a number of sports and other activities are available during X period, including Bishop's Rocks MS Instrumental Ensemble.

UPPER SCHOOL

Note: At the time of publication, the specific semester during which some semester courses will be offered was not yet determined and is therefore missing from the list below. Courses offerings are subject to change.

LEGEND

0.5 credit: semester course	R: Course may be repeated for credit
1.0 credit: yearlong course	P/F only: Pass/Fail only
9/10/11/12: Course open listed grade level(s)	A: Satisfies UC and Bishop's arts requirement
Fa: Fall semester	a: Satisfies Bishop's arts requirement only
Sp: Spring semester	L: two additional "lab" meetings per cycle
Su: Summer	*: see course description for special conditions

COMPUTER SCIENCE

<u>Credits</u>	<u>Notes</u>
0.5	9-12 / Sp
1.0	9-12
1.0	9-12
1.0	10-12
1.0	10-12
0.5	10-12 / a
0.5	9-12
0.5	9-12 / R

ENGLISH

<u>Credits</u>	<u>Notes</u>
1.0	9
1.0	10
0.5 each	11-12
1.0	11-12
1.0	11-12
1.0	12

HISTORY & SOCIAL SCIENCES

<u>Credits</u>	<u>Notes</u>
1.0	9
1.0	10
1.0	10
0.5	11-12 / Sp
0.5	11-12 / Fa
0.5	11-12
0.5	11-12
0.5	12
0.5	11-12 / Fa
1.0	11-12
1.0	11-12
1.0	11-12

Honors Economics: Micro/Macroeconomics	1.0	11-12
Advanced Honors Economics	1.0	11-12 / L / *

MATHEMATICS	Credits	Notes
--------------------	----------------	--------------

Math 3	1.0	9
Math 3 Enriched	1.0	9
Math 4 Core	1.0	9-10
Math 4	1.0	9-10
Math 4 Enriched	1.0	9-10
Math 5 Core	1.0	10-11
Math 5	1.0	10-11
Math 5 Enriched	1.0	10-11
Precalculus Core	1.0	11-12
Precalculus	1.0	11-12
Precalculus Honors	1.0	11-12
Calculus	1.0	12
Honors Calculus AB	1.0	11-12 / L
Honors Calculus BC	1.0	11-12 / L
Advanced Honors Math: Multivariable Calculus	1.0	12
Advanced Honors Math: Number Theory	1.0	12
Honors Statistics	1.0	11-12

PERFORMING ARTS	Credits	Notes
------------------------	----------------	--------------

Dance I/II	0.5 each	9-12 / A
Studio Dance Group	1.0	9-12 / A / R
Performing Dance Group	1.0	10-12 / A / R
Theater Arts I/II	0.5 each	9-12 / A
Acting Workshop	1.0	10-12 / A / R
Theater Design & Production I/II	0.5 each	9-12 / A
Costume Design & Construction I/II	0.5 each	9-12 / A
Advanced Theater Production	1.0	10-12 / a / R
Bishop's Chorus I/II	0.5 each	9-12 / A
Bishop's Chorus III/IV	1.0	9-12 / A
Bishop's Singers Mixed Choir	1.0	9-12 / A / R
Jazz Band I/II	0.5 each	9-12 / A
Jazz Band III/IV	0.5 each	9-12 / A
Music Production I/II	0.5 each	9-12 / A
Honors Music Theory	1.0	9-12 / a

RELIGION & ETHICS	Credits	Notes
------------------------------	----------------	--------------

Introduction to Biblical Literature	0.5	9-10
Feminism: A Biblical Perspective	0.5	10-12
The Prophetic Voice	0.5	10-12 / Su
Introduction to the Philosophy of Human Rights	0.5	10-12 / Fa
Race and Religion in America	0.5	10-12 / Su

Social Justice in American Society	0.5	10-12 / Sp
The Holocaust: Religious Questions	0.5	10-12 / Su
Honors Philosophy of Religion	0.5	11-12 / Sp

SCIENCE	Credits	Notes
Conceptual Physics	1.0	9
Conceptual Physics Enriched	1.0	9
Engineering Physics	1.0	11-12 / L
Honors Physics	1.0	11-12 / L
Advanced Honors Physics	1.0	11-12 / L
Chemistry	1.0	10 / L
Honors Chemistry	1.0	10 / L
Advanced Honors Chemistry	1.0	11-12 / L
Biology	1.0	11 / L
Honors Biology	1.0	11 / L
Advanced Honors Biology	1.0	12 / L
Biotechnology & Genetic Engineering	0.5	11-12
Electrical Engineering	0.5	10-12
Environmental Science	0.5	12
Food Science: Why Food Matters To Us	0.5	11-12
Forensic Science	0.5	12
Human Anatomy & Physiology	0.5	12
Marine Biology	0.5	12 / Fa

VISUAL ARTS	Credits	Notes
Ceramics I/II	0.5 each	9-12 / A
Ceramics III	0.5	10-12 / a
Studio Art I/II	0.5 each	9-12 / A
Studio Art III	0.5	10-12 / A
Film & Digital Media I/II	0.5 each	9-12 / A
Film & Digital Media III	0.5	10-12 / A
Photography I/II	0.5 each	9-12 / A
Photography III	0.5	10-12 / A
Creative Electronics	0.5	10-12 / a / Fa
Studio Art: Portfolio IV	0.5	10-12 / a
Honors Studio Art	1.0	11-12 / A

WORLD LANGUAGES	Credits	Notes
Chinese I	1.0	9-12
Chinese II	1.0	9-12
Chinese III	1.0	9-12
Chinese III Honors	1.0	9-12
Chinese IV	1.0	9-12
Chinese IV Honors	1.0	9-12
Advanced Honors Chinese	1.0	10-12

French I	1.0	9-12
French II	1.0	9-12
French III	1.0	9-12
French III Honors	1.0	9-12
French IV	1.0	9-12
French IV Honors	1.0	10-12
Advanced Honors French	1.0	10-12
Latin I	1.0	9-12
Latin II	1.0	9-12
Latin III	1.0	9-12
Latin III Honors	1.0	9-12
Latin IV	1.0	9-12
Latin IV Honors: Literature	1.0	10-12
Latin IV Honors: Caesar & Vergil	1.0	10-12
Advanced Honors Latin: Literature	1.0	10-12
Honors Greek	1.0	11-12
Spanish I	1.0	9-12
Spanish II	1.0	9-12
Spanish III	1.0	9-12
Spanish III Honors	1.0	9-12
Spanish IV	1.0	9-12
Spanish IV Honors	1.0	10-12
Advanced Honors Spanish: Modern Mexico	1.0	10-12
Advanced Honors Spanish: Film & Literature	1.0	10-12

INDEPENDENT ELECTIVES

	<u>Credits</u>	<u>Notes</u>
Journalism	0.5 or 1.0	9-12 / R / *
Introduction to Speech	0.5	9-12 / Fa / *
Advanced Speech & Debate	0.5 or 1.0	10-12 / R / P/F Only / *
Yearbook	1.0	10-12 / R / *
Peer Support	0.5	10-12 / R / P/F Only / *
ASBC/Leadership	0.5	9-12 / R / P/F Only / *
L.E.A.D.	0.0	9-12 / R / *

GLOBAL ONLINE ACADEMY

	<u>Credits</u>	<u>Notes</u>
Various	0.5	10-12

PHYSICAL EDUCATION & HEALTH	Credits	Notes
Health	0.5	9-10

	Credits	Notes
Bishop’s Team Sports	1-3 seasons	9-12
General Fitness	1-3 seasons	9-12
Optimal Performance	1-3 seasons	9-12
Independent PE	1-3 seasons	10-12
Dance (various)		9-12

Fall Team Sports

- B/G Cross Country
- G Golf
- B Football
- B Water Polo
- G Tennis
- G Volleyball
- G Field Hockey

Winter Team Sports

- B Basketball
- G Basketball
- B Soccer
- G Soccer
- G Water Polo
- B/G Equestrian*
- B/G Sailing *
- B/G Squash*
- B/G Surfing*

Spring Team Sports

- B Baseball
- G Softball
- B Golf
- B Lacrosse
- G Lacrosse
- B/G Swimming
- B Tennis
- B Volleyball
- B/G Track & Field

**Club-sanctioned sports/activity with Bishop’s affiliation; may or may not run depending on student interest. Students and their families are responsible for club fees and other associated costs.*

COMPUTER SCIENCE

The main emphasis of the computer science department is to give each student a strong foundation in technology, which prepares them for technological challenges in their secondary education and in their careers. The computer science faculty evaluates the curriculum regularly, and updates courses to reflect changes in the high-technology field. It is the department's belief that it is essential in today's society to know how to utilize and understand new technologies. Consequently, the department seeks to provide students the confidence to use current technology and the skills to adapt readily to future changes in the field.

Graduation requirement: none

GRADES 7 & 8

CODING FOR FUN 8

(semester; grade 8)

If you can create technology, you can change the world. Learning to code fosters creativity, reasoning and strong problem-solving skills. Have fun as you learn the basics of programming with Python through an interactive framework and hands-on approach. Once students build their fundamental programming knowledge, they learn how to create their own graphics, create simulations and write their own games as part of a larger class project. *No previous programming experience is needed for this course.*

EXPERIMENTAL PROGRAMMING 8

(semester; grade 8)

This beginning course in computer science introduces students to the basic computer programming constructs while giving them the fundamental concepts of computer science. This course can cover any of a variety of topics including data, algorithms, the Internet, front-end web development, basics of programming (syntax, data types, expressions, control statements, methods and debugging), scripting and object-oriented languages, and hands-on project development. For the culminating project, students build an interactive electronic device that can sense the environment and affect its physical surroundings by controlling lights, motors and other actuators. Students use the Arduino platform to build the circuitry and program the microcontroller, Adobe Illustrator to design the housing for computer hardware and the Trotec laser cutter to manufacture the body of the device. *Good basic algebra skills are necessary but no previous experience in computer programming is required.*

ROBOTICS 8

(semester; grade 8; must receive recommendation for ability to work safely and to follow directions; students are required to work with hacksaws, dremels, and other tools. No previous computer programming experience is necessary. Enrollment is capped at 16 students)

This course offers students the opportunity to learn and apply mathematical, scientific and computer programming skills through robot design and construction. Students learn and illustrate different technical skills by building and programming small-scale prototypes using VEX and SeaPerch robotics equipment. Students are expected to work in teams of two or three on different

prototypes while maintaining individually-kept engineering notebooks, for recording the developmental steps and ideas that lead to their final design. Students are also expected to present by writing or by discussing a select number of their developed prototypes from concept to final product. The skills built in the course prepares students to immediately develop a high level of competence in the upper school VEX robotics program. This process also enables each student to hone and evaluate his or her management, cooperation and leadership skills.

UPPER SCHOOL

Bishop's Computer Science department offers upper school courses that meet the distinct needs of students: 1) a programming intensive track, 2) creative computing courses, and 3) robotics courses.

The **programming intensive track** is designed for those students who wish to study programming and computational thinking through a post-AP curriculum. The xperimental Programming course is for students without previous programming knowledge who wish to find out if programming is of interest. Following Experimental Programming is Software Development; students with some familiarity with coding typically start with Software Development. This course covers the same concepts and skills as that of the AP Computer Science curriculum using the Python language in place of the Java programming language. Applied Computer Science then puts the concepts into practical use in the development of web applications. Honors and Advanced Honors courses go beyond what is covered in the AP curriculum and are yearlong courses that study specific advanced concepts in depth, such as algorithms, data structures and machine learning.

Programming track course progression:

- Software Development
- Applied Computer Science
- Honors Computer Science
- Advanced Honors Computer Science

Creative computing courses explore the ways technology enhances the creative arts and interaction with physical elements. While some programming background is helpful, it is not a requirement.

Robotics courses explore a variety of robotic systems, starting with a more structured and supervised system in Robotics and moving to a highly open system in Applied Robotics. Students in both courses test their robotics creations in competitions.

PROGRAMMING INTENSIVE TRACK

EXPERIMENTAL PROGRAMMING

(academic; semester; grades 9 - 12)

This beginning course in computer science introduces students to the basic computer programming constructs while giving them the fundamental concepts of computer science. This

course can cover any of a variety of topics including data, algorithms, the Internet, front-end web development, basics of programming (syntax, data types, expressions, control statements, methods and debugging), scripting and object-oriented languages, and hands-on project development. For the culminating project, students build an interactive electronic device that can sense the environment and affect its physical surroundings by controlling lights, motors, and other actuators. Students use the Arduino platform to build the circuitry and program the microcontroller, Adobe Illustrator to design the housing for computer hardware, and the Trotec laser cutter to manufacture the body of the device. *Good basic algebra skills are necessary but no previous experience in computer programming is required.*

SOFTWARE DEVELOPMENT

(academic; year; grades 9 - 12; some prior coding experience recommended)

This year-long course provides students with a solid foundation in software development using a modern programming language such as Python. Important concepts covered include algorithms, control structures, loops, blocks, scopes, methods, attributes, classes and objects. It continues with programming core topics and features including implementing arrays, searching, sorting, enumerated types, inheritance and exception handling. Students use appropriate development tools, environment and design methods to support the software development process. Much of this course is project-based. Daily assignments focus on writing and developing efficient algorithms with good class design. This course covers the same concepts and skills as that of the AP Computer Science curriculum using the Python language in place of the Java programming language. *Students should have access to a Mac or Windows laptop to run the software development tools.*

APPLIED COMPUTER SCIENCE

(academic; year; grades 10 - 12; prerequisite: Software Development and departmental placement)

This year-long course provides an overview of the role of a software engineer, different aspects of the profession, and extensive use of languages and tools for developing web applications. Students use HTML, processing, and scripting languages throughout the duration of the course as they learn about the various concepts and possibilities of design as it relates to wearable tech, visual arts, web applications and game development. In this software development course, students learn new tools and materials that are imperative to becoming a proficient member of a software team to develop complete web-based solutions. A strong emphasis is placed on working as a member of a project team, and producing efficient, quality code when completing each assignment. Topics include analyzing data solely through computational means, applying software engineering techniques and processes and exploring current technology trends. *Students should have access to a Mac or Windows laptop to run the software development tools.*

HONORS COMPUTER SCIENCE: ALGORITHMS & DATA STRUCTURES

(academic; year; grades 11 - 12; prerequisite: Applied Computer Science and departmental placement)

This course expands the broad introduction to computer science offered by Software Development and Applied computer science providing a general background for further study in the field. By concentrating on data structures and algorithms, students will obtain the basic

building blocks by which all large software projects are built. These topics are central to every sub-discipline in computer science, and also connect to central concepts across the sciences. Topics to be covered include object-oriented programming in C++, advanced data structures (such as priority queues, trees, hash tables, and graphs), advanced algorithms, as well as software design and verification. At the end of this course, students will have obtained the ability to successfully analyze problems in the discipline. Students will also take their first steps towards developing the skills necessary to synthesize and evaluate the most fundamental questions in the field.

ADVANCED HONORS COMPUTER SCIENCE

(academic; year; grade 12; prerequisite: Honors Computer Science and departmental placement)

This college-level course establishes a strong understanding of the structure and interpretation of computer programs with an emphasis on project management skills using agile methodology. Advanced Honors Computer Science is taught using large scale, project-based assignments to encourage students to understand computer science as a synthesis of creativity, collaboration and computational thinking. Course material focuses on artificial intelligence, particularly computer vision. Students learn to distribute processes across CPUs and GPUs to train artificial intelligence models. Emphasis is also placed on the societal impacts of technology and computer science, and time is allotted to discuss current events related to the scope of the course. *Students should have access to a Mac or Windows laptop to run the software development tools.*

CREATIVE COMPUTING COURSES

CREATIVE ELECTRONICS

(academic; semester; grades 9- 12)

In this course, students develop artwork that utilizes digital electronics. Students explore how humans can interact with computers by converting physical changes (sound, light, touch, temperature) into digital signals. Students learn about the sensors that measure these inputs and about microcontrollers that can utilize these sensors to output data and communicate with other computers and outputs. Students spend time writing programs, building circuits, and discovering how these can create the best user experience to fulfill an artistic vision. Students must have completed at least one semester of either computer science, visual art, or art history to enroll in this course. *Although not specifically required, Software Development is highly recommended.*

DESIGNING FOR WEB, INDUSTRY & PUBLICATION

(academic; semester; grades 9 - 12)

This is an introductory course in which students investigate various design principles and how they apply to web media, industrial design, and publishing. Students learn the basics of the Adobe CC Suite (Dreamweaver, InDesign, Photoshop and Illustrator) along with 3D modeling tools (Tinkercad, Blender). A series of short assignments using learned applications, design thinking, and rapid prototyping culminate in a final student-driven individual or group project. Students create a user experience (website/app), publication (ebook or printed book/zine), or fully prototyped product.

ROBOTICS COURSES

ROBOTICS

(academic; semester; grades 9-12; prerequisite: concurrent enrollment in Math 4 or higher)

This course offers students the opportunity to learn and apply mathematical, scientific, and computer programming skills through robot design and construction. Students learn to illustrate different technical skills by building and programming small-scale prototypes using VEX robotics equipment. Students are expected to work in teams of two to four on these different prototypes while maintaining individually-kept engineering notebooks for recording the developmental steps and ideas that lead to their final design. Students are also expected to present their work by writing or by discussing a select number of their developed prototypes from concept to final product. They will also prepare for and participate in a competition that culminates in solving a real-world problem using robots. The skills built in this course prepare students for continued coursework in the high school robotics program. Students are also required to work with hacksaws, dremels and other tools.

APPLIED ROBOTICS

(academic; semester; grades 10 - 12; prerequisites: Robotics, Software Development II, or departmental placement; not offered in 2022-2023)

Applied Robotics is a course that builds on the existing curriculum in robotics and computer science. This course focuses on the use of sensors to allow a robot to autonomously interact with its environment. Students will study digital input/output, analog input/output, and commonly used serial channels: I²C, TTL and SPI. Students will also study electronic circuitry and wiring, soldering, voltage regulation, rechargeable batteries, motors, 3D printing, and laser cutting. Students will become comfortable with basic command-line linux, and some inter-device communication channels such as SSH, ZigBee, or Bluetooth. Each student is expected to specialize and develop expertise in one of the above topics as part of a larger team developing a single robot. Students who are taking or have taken Advanced Honors Computer Science will also learn to use computer vision and artificial intelligence in robot controls.

Note: It is expected that students who take Applied Robotics will prepare for and participate in an external competition that culminates in solving a real-world problem using robots.

Students may repeat this course for credit. Students repeating the course are expected to take on leadership, organizational, and instructional roles with support and guidance from the instructors of the course. *Students should have access to a Mac or Windows laptop to run the software development tools.*

ENGLISH

At Bishop's, students studying English learn to read critically and imaginatively, to write cogently (both personally and analytically) in their own voice, and to engage actively in classroom discussion – both by articulating their own thoughts and questions and by listening and responding to their classmates. While discussion is the principal method of instruction, many class meetings also involve journal writing, performances of dramatic scenes, student presentations, small group work, and writing workshops. Small class sizes allow teachers to adapt their styles to meet the needs and interests of individual students, and one-on-one conferences outside class are common. The basic strategy is one of active engagement of students in the learning process.

While all sixth through tenth grade students take the same English courses, the department offers a variety of elective courses to students in grades 11 and 12. Honors courses, to which students may apply, offer the opportunity to read challenging texts and take on complex writing projects.

Graduation requirement: *four years: students must always be enrolled in English*

MIDDLE SCHOOL

ENGLISH 6

(year; grade 6)

This course is designed to lay the foundation of intellectual habits and academic skills that students need in order to read a variety of texts with confidence, appreciation, comprehension and critical insight, and to write and speak in a variety of modes. Students read both fiction and non-fiction, including such works as *Crash*, *Heroes*, *Gods and Monsters*, *The House on Mango Street*, and *American Born Chinese*. They also learn and practice the writing process by generating formal and informal compositions that include critical, personal, creative, and historical writing, as well as visual and oral presentations. Students also receive explicit instruction in the conventions of standard English grammar, which they apply to their own writing. The course requires summer reading and regular outside reading.

ENGLISH 7

(year; grade 7)

This course focuses on developing the fundamental skills of critical reading, creative and expository writing, vocabulary and grammar. Reading a variety of texts by writers of diverse backgrounds and identities, students learn the basic elements of fiction and poetry. In addition to works which may include *Brown Girl Dreaming*, *A Midsummer Night's Dream*, and *The Graveyard Book*, students also read a selection of poetry and short stories featuring works by Langston Hughes, Amy Tan, Oscar Wilde, Naomi Shihab Nye, Li-Young Lee, and Julia Alvarez.

ENGLISH 8

(year; grade 8)

In anticipation of upper school English I, students build reading independence and write longer compositions, deepening their creative and analytical thinking through a variety of written responses to texts. Continued study of grammar supports this work. Students develop an understanding of discussion techniques, practicing supportive listening skills while sharing ideas of their own. Readings include poetry, myths, Shakespearian monologues, and longer works by diverse writers such as *Haroun and the Sea of Stories* (Salman Rushdie), *Manahatta* (Mary Kathryn Nagle), *Behind You* (Jacqueline Woodson), and *Dr. Jekyll and Mr. Hyde* (Robert Louis Stevenson). Summer and regular outside reading are required.

UPPER SCHOOL

Upper School English course progression:

Grade 9: English I

Grade 10: English II

Grade 11: English III/IV or Honors English

Grade 12: English III/IV or Honors English or Advanced Honors English

Note: Honors and Advanced Honors English courses are by application

ENGLISH I: The Writing Process

(academic; year; required; grade 9)

English I is a writing-intensive course that asks students to analyze a variety of literary texts through a writer's lens. Students read and write in the following possible genres: fiction, drama, creative nonfiction, and poetry. Making frequent use of their journals, students try their hand at a variety of written forms (personal essay, short fiction, closed and open-form poetry, and literary analysis) shaping at least one entry into a fully-processed composition per quarter. In this course, students learn how to develop an authentic voice, how to assess and revise their writing, and how to make thoughtful, sound choices as writers. Students collaborate regularly, sharing their ideas through discussions and writing workshops. Nothing is more central to the work completed in English I than cultivating each student's personal relationship with reading and writing.

ENGLISH II: Genre Studies

(academic; year; required; grade 10)

Building on the skills taught in English I, this course teaches students how to read increasingly complex and challenging texts actively, closely, and analytically. Students study texts from major literary genres — novels, drama, short fiction, and poetry — across a range of periods, cultures, nationalities, and experiences. While students continue to practice writing creatively in these genres, the focus of English II is literary analysis. Students write and rigorously revise several essays each semester, as well as frequent shorter reading responses. Writing and discussion serve as mutually enhancing practices for exploring and articulating independent thinking. Through both mediums, students develop greater confidence in discovering their own compelling questions and inquiries, and in crafting original arguments.

ENGLISH III/IV COURSES

The courses described below are one-semester classes open to students in grades 11 and 12; each course is likely to include a mix of students from both grades. During the course selection process, each student identifies his or her top choices, ranked in order by number. These courses are listed on the transcript as English III/IV.

This list of courses is provisional; only a selection of those listed are offered in any given year. For 2022-2023, the following courses will be offered: African-American Literature, Banned Books, Epic Epics, Narrative Fiction, Poetry and Psychopaths in Literature and Film.

AFRICAN-AMERICAN LITERATURE: What Does it Mean to be Black in America?

(academic; semester; grades 11 and 12)

This writing-intensive, student-driven course offers an overview of African-American literature from the Colonial period to the current day. We examine the cultural, historical and political contexts of this literature (as well as its music and its fine, graphic, and performing arts) and the effect of gender, race, sexuality, and class on the production and purpose of these works. We read the narratives of authors like Jacobs, Chesnut, Toomer, Hurston, Ellison, Walker, Morrison, and Rankine. In addition, we study the essays and letters of black social, political, and cultural critics like W.E.B. Du Bois, Baldwin, MLK Jr., Malcolm X, Painter, Gyasi, Coates, and the poetry of Wheatley, Dunbar, Hayden, Baraka, Harper, Komunyakaa, Alexander, and Mullen. Students practice Harkness table pedagogy, write both reflective and analytical papers, and create and present multi-genre projects.

AIIIEEEE! THE REAL AND FAKE OF ASIAN-AMERICAN LITERATURE

(academic; semester; grades 11 and 12)

In the introduction to “Aiiieeee!,” the first anthology devoted exclusively to Asian American literature, Frank Chin and Shawn Wong purported to offer readers a “literary history of [Asian American] writing concerning the real and the fake.” This class explores and complicates these notions of “real” and “fake” by reading and writing about contemporary Asian-American authors, such as Celeste Ng, Jhumpa Lahiri, Mohsin Hamid, Chang Rae Lee, Viet Thanh Nguyen, and Yiyun Li as well as poets such as Lawson Fusao Inada, Li-Young Lee, Oliver De La Paz, and Aimee Nezhukumatathil among others. Students also study media portrayals of Asian-Americans through viewing the work of contemporary comedians and cultural critics such as Ali Wong, Aziz Ansari, Eddie Huang, and Hari Kondabolu. Through journal entries, short papers, presentations and in-class discussions, students think critically about how these authors and cultural critics define and negotiate Asian-American identity.

BANNED BOOKS

(academic; semester; grades 11 and 12)

This semester course focuses on literary works that have been, and in some places, continue to be banned in classrooms. The central questions students in this course will seek to answer include the following: Why ban a literary work? Who gets to control the dissemination of thoughts and ideas? What are the circumstances that give rise to controversial works of art? How does this form of censorship affect a society? Specifically, what segments of society stand to lose

by reading particular literary works or having them read? Which segments stand to gain? Why? How? Because literature is not created in a vacuum, we study various background readings concerning the history and culture of the eras in which the selected texts were produced, among them *The Autobiography of Malcolm X*; Whitman's *Leaves of Grass*; Locke's *Essay Concerning Human Understanding*; Orwell's *1984*; Morrison's *The Bluest Eye*; Alexie's *Absolutely True Diary of a Part-Time Indian*; Sendak's *Where the Wild Things Are*; Herthel and Jennings' *I Am Jazz*; Pilkey's *Captain Underpants*; Bechdel's *Fun Home*; Richardson and Parnell's *And Tango Makes Three*, and others. The writing assignments are varied: reflective, reader-response pieces, literary analysis, cultural criticism, research papers, creative writing pieces, etc.

CREATIVE NONFICTION

(academic; semester; grades 11 and 12)

Using the *Touchstone Anthology of Creative Nonfiction* and *The New Yorker* as its central texts, this writing-intensive course aims to help students sharpen their skills as creative and critical thinkers and writers. Students concentrate on two principal types of creative nonfiction: that which seeks to represent the experiences of the writer (meditative essay, memoir, cultural criticism) and that which seeks to document the experiences of others (reportage, interview, biography). Students also study representative works of literature and film, which include Marjane Satrapi's *Persepolis*, Errol Morris's *The Thin Blue Line*, and essays by Emerson and Thoreau.

DETECTIVE FICTION

(academic; semester; grades 11 and 12)

Beginning with the "invention" of the modern detective story by Edgar Allan Poe, this course aims to explore the roots and thematic concerns of crime fiction. Our reading will draw from the late 19th century to contemporary times. We study the work of authors such as Conan Doyle, Christie, Hammett, Cain, Himes, Highsmith, Mosley, Capote and French. Alongside the literature, we explore non-fiction texts with an eye toward learning what historical, cultural and technological events inform this genre. Classic and contemporary film (among other media) enriches our study of this genre and shows us how detective fiction has changed since Poe's era.

EPIC EPICS: Homer, Vergil and Milton

(academic; semester; grades 11 and 12)

Homer's epics – *The Iliad* and *The Odyssey* – are templates for the Western world's bedrock concepts of identity, tragedy and human purpose as well as the source of our most vital and enduring myths. Achilles, Helen, Hector, Odysseus, Circe and the Cyclops Polyphemus live anew in each generation of readers and their stories have inspired countless writers. In this course, students first read selections from Homer's epics in order to understand the fundamental notions of tragedy and adventure from the ancient Greek perspective and then read selections from *The Aeneid* to see how Vergil reworks his great Homeric models to give the Roman people a mythic identity of their own. In the last part of the course, we read selections from *Paradise Lost*, one of the truly great poems in English, to understand how Milton's epic attempts both to honor and to surpass its classical forerunners by replacing the ancient myths with his account of Satan's rebellion against God and the fall of Adam and Eve.

FILM AS LITERATURE

(academic; semester; grades 11 and 12)

This course is designed to teach students how to analyze, discuss, and write about film, both classic and modern. To that end, in the first half of the term, students learn how to critically analyze the building blocks of film, including the mise-en-scene, cinematography, editing, and sound design. The second half of the term is spent analyzing various categories of film, from narratives and documentaries, to specific genres (e.g. musicals and westerns), and the works of auteurs. This is a writing-intensive course in which movies are examined in the same way literature is in other English courses.

MEMORY IS FICTION

(academic; semester; grades 11 and 12)

Memories shape our identity; they give us a story, a purpose, a clarity about who we are. We would not be ourselves without them. Yet the narratives we construct from memory rest on a faulty foundation weakened by inaccuracy, unreliability, and confabulation. In this course, we explore the functions and failures of memory through stories. In addition to analyzing contemporary novels, short fiction and film, we read recent psychological studies on memory to develop a conceptual framework for examining the role of memory in literature, focusing on episodic, cultural, absent and false memory. We spend our days reading, thinking, discussing, and writing in this course. Discussion is run Harkness style.

NARRATIVE FICTION: The Art of the Short Story

(academic; semester; grades 11 and 12)

This class focuses on the short story and the novella, using selections from Joyce Carol Oates' collection *The Oxford Book of American Short Stories*. Students examine the styles and techniques of such authors as Katherine Anne Porter, J.D. Salinger, William Faulkner, Flannery O'Connor, and the 19th century luminaries Herman Melville, Kate Chopin and Edgar Allan Poe. Students are asked not only to study the works of great authors; they plan, compose, and draft short stories sprung both from analysis of the literary canon and from their own life experience. Through reading and writing, students come to understand why, as Virginia Woolf explained, "Fiction is like a spider's web, attached ever so lightly perhaps, but still attached to life at all four corners."

NATIVE AMERICAN LITERATURE

(academic; semester; grades 11 and 12)

This course presents students with an opportunity to deeply engage with literature by writers of Indigenous American descent, celebrating a body of work that has been largely marginalized or ignored by the Western literary canon. Rather than read western retellings of indigenous stories, students encounter voices from a variety of North American tribal nations and traditions. In this course, students discuss important topics related to Native American writings, such as the influence of oral tradition and storytelling, relationship to land, colonization and decolonization, and problems of stereotyping and cultural appropriation. Formal and informal writing is central to the course; students approach writing as a process and platform for analysis, discovery and personal reflection. Provisional readings include *Ceremony* by Leslie Marmon Silko, *Bad Indians: A Tribal Memoir* by Deborah A Miranda, and *There There* by Tommy Orange. Students

also watch select films and read folk tales, poetry, essays, and short stories by writers such as Joy Harjo, Louise Erdrich, Billy-Ray Belcourt, Terese Marie Mailhot, and Qwo-Li Driskill, among others.

ON NATURE

(academic; semester; grades 11 and 12)

Nature writers can help us develop a sense of wonder for, and connection with, the living world around us, enabling us to cultivate a deeper sense of personal identity as a member of that world. The goal of this course is to put you in contact with nature through the lens of writers both classic and contemporary, as well as through time outside, close observation, and formal and informal writing. Core literary texts include *The Overstory* by Richard Powers, excerpts from transcendentalists Emerson and Thoreau, and works by Mary Oliver, Diane Ackerman, David James Duncan, Michael Pollan, Aldo Leopold, Annie Dillard, and others. In addition, classic ecology papers and texts are read and discussed. Students also conduct daily observations over time of natural phenomena in their lives. Ultimately, each student creates a field notebook and a portfolio of processed, polished writing on the natural world that combines observation, research, literary analysis, personal narrative, and poetry.

OUTCASTS & OUTSIDERS

(academic; semester; grades 11 and 12)

What does it mean to be an outsider? Who gets categorized as an outsider and why? What can the idea of the outsider tell us about society and community? Why are there so many outsiders in the literature of the past two centuries? This course considers such questions by reading, discussing, and writing about literature that foregrounds marginalized, excluded, and otherwise unconventional protagonists. We consider how such characters have been represented in a variety of genres and periods, and what they can tell us about concepts such as normativity and belonging. Readings and texts include stories featuring antiheroes and unreliable narrators, contemporary adaptations of gothic fiction, and films and novels about uncanny monsters and doubles. Together, these works help us see outcasts and outsiders as figures who are central to how we make sense of individuality, identity, and community.

PAGE TO STAGE

(academic; semester; grades 11 and 12)

Students in this interdisciplinary course learn and practice the two essential approaches to drama – close reading of text and performance on stage. Using a different play each quarter (Shakespeare in the first quarter, a more recent play in the second quarter), students begin with the traditional work of literary analysis, reading the play closely in the classroom. Then students become actors, memorizing lines, blocking scenes and exploring possibilities while working together to stage a pared-down production. The course is designed for both the experienced actor and the student who likes plays but has not yet performed in one.

POETRY: Past, Present and Future

(academic; semester; grades 11 and 12)

Poetry isn't a dead art – it's a vibrant, living craft that, like music and film, has undergone surprising evolutions thanks to the digital age. This course introduces students to modern and

contemporary poetry in all its forms while paying heed to the great poets and poems of the past. Using a modern anthology, we begin by exploring the last century of American poetry (Pound, Eliot, Stevens, Armantrout, Moore, Ryan, and more). We then move on to single-author collections of contemporary poetry, one of which is the work of our annual visiting poet, who will meet with the class to discuss our responses to their book and offer writing advice. Students write analytical essays, but this course also functions as an incubator for students' own creative work. Students can expect to workshop eight to ten of their own poems over the course of the semester.

PSYCHOPATHS IN LITERATURE AND FILM

(academic; semester; grades 11 and 12)

Most of us have harbored fantasies of revenge at one time or another, but few of us act on these momentary whims of vengeance or transgress the basic moral fabric of our society. And that's precisely why the Hannibal Lecters and the Annie Wilkes of the world intrigue us. Such deviants appear to navigate their lives unencumbered by the guilt, anxiety and fear that most of us accept as part of our shared humanity. This course focuses its lens not on the upstanding heroes who permeate literature but rather on the unsavory characters in the books we love, the psychopaths who simultaneously draw and repel us. We study supplementary readings on psychopathy to give us a shared conceptual framework for examining character development and motivation as we consider some well-known archetypes – the deranged serial killer, the successful corporate psychopath, the psychopathic antihero, and the female psychopath – if only to complicate and deepen our understanding of the dark musings of the human psyche. The provisional reading list includes *American Psycho* (excerpts), *No Country for Old Men*, *A Clockwork Orange*, *When You Comin Back, Red Ryder?* and *Misery*. Provisional films include *There Will Be Blood*, *Sexy Beast*, *M*, and *2001: A Space Odyssey*.

SHAKESPEARE

(academic; semester; grades 11 and 12)

Four hundred years after William Shakespeare's death, his work endures. We see the Bard's plays continually reinvented and reinterpreted around the globe (and at The Globe). But why? For students who have a love of, interest in, or curiosity about language, this inquiry-based course attempts to answer that question. We consider Shakespeare's plays for their philosophical value, ethical ambiguity, political prescience, and the probing of themes such as leadership and loyalty, race and gender, love and friendship. Together we explore and be enchanted by Shakespeare's storytelling and characters. We read at least four of his plays, including one comedy, one history, one tragedy and one romance. We also engage in performance, analysis and discussion of the plays. Activities include writing analytical and creative papers; composing original scripts; reading, rehearsing and "staging" Shakespeare's and students' work; and watching and analyzing film adaptations of Shakespeare's plays.

WOMEN WRITERS

(academic; semester; grades 11 and 12)

Women writers are a crucial, though often neglected, cornerstone of the Western literary canon. This course provides an opportunity to question what it means to write as a woman and to celebrate expression and voice in the female literary tradition from the 19th century to today.

Seeking a global understanding of what it means to write from a feminine perspective, this course aims to foster a dialogue of diverse student voices about significant works by women, questioning to what extent a woman's writings are acts of claiming personal identity, vessels of defiance and liberation in themselves. Formal and informal writing is central to the course; students approach writing as a process and platform for analysis, discovery and personal reflection. Provisional readings include *The Woman Warrior* by Maxine Hong Kingston, *The Awakening* by Kate Chopin, *Persepolis* by Marjane Satrapi, *The Bell Jar* by Sylvia Plath, and *Oranges Are Not the Only Fruit* by Jeanette Winterson. Additional readings in short fiction, poetry and nonfiction by authors such as Emily Dickinson, Charlotte Perkins Gilman, Margaret Atwood, and others are explored.

ADVANCED ENGLISH COURSES

Students must apply for the following courses. Students who enroll in these courses take them in lieu of the semester-long English III/IV courses listed in the section above.

HONORS ENGLISH III/IV: AMERICAN LITERATURE

(academic; year; grades 11 and 12; by application and departmental placement)

This accelerated, college-level, year-long course offers a survey of American literature organized thematically to assure student exposure to a variety of voices, styles, and genres. Through Harkness discussions, students analyze literary works on both the micro level (a close reading of content and structure) and the macro level (a consideration of the larger historical milieu). Although the assigned writing both in and outside of class is primarily analytical, students write in a variety of forms that emphasize voice, creativity, clarity, and vision. Representative authors include Ta-Nehisi Coates, Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Maxine Hong Kingston, Ralph Waldo Emerson, Harriet Jacobs, Walt Whitman, Kate Chopin, James Baldwin, William Faulkner, Wallace Stevens, Flannery O'Connor, Toni Morrison, Tommy Orange, Raymond Carver, and Sylvia Plath.

HONORS ENGLISH III/IV: WRITING

(academic; year; grades 11 and 12; by application and departmental placement)

This accelerated, college-level, year-long writing course explores how literature and rhetoric work, collectively and respectively. Through extensive inquiry-based writing, students engage with challenging readings from a variety of time periods and genres and begin putting others' ideas into conversation with their own. Students focus initially on personal writing, genre distinctions, literary elements and techniques, and then later explore exposition and argument, focusing on close reading, methods of composition and the link between form and function. Students also hone their analytical skills in seeing the ways that authors use specific rhetorical strategies and devices to sway an audience. By the year's end, students have tried their hand at varied modes of analytical and creative writing, all while having engaged – in both an intellectual and mechanical sense – with a rich and diverse selection of literature, from writers such as James Baldwin, Italo Calvino, Anne Carson, Joan Didion, David Mamet, George Orwell, Claudia Rankine, and Rebecca Solnit.

ADVANCED HONORS ENGLISH

(academic; year; grade 12; by application and departmental placement)

This course offers the most accomplished seniors advanced literary analysis of representative works of poetry, fiction and drama by such writers as Aeschylus, Blake, Calvino, Cha, Coetzee, Díaz, Eliot, Faulkner, Frayn, Kushner, Levertov, Milton, Morrison, Rankine, Rich, Shakespeare, Woolf, Wright and others. In addition, students exercise both their analytical writing skills and their power of invention in assignments that range from writing sophisticated literary criticism to composing and delivering a personal meditation.

HISTORY & SOCIAL SCIENCES

The History & Social Sciences department seeks to inspire a passion for investigating our past and making sense of human behavior. We seek to help students become strong critical thinkers, effective communicators, globally minded, and civically engaged. In order to do this, we have designed courses that actively develop our students' abilities to read critically, compare sources, analyze and distinguish theories, and create arguments based on solid evidence. Research and writing skills are reviewed and reinforced at each grade level, allowing our students to become increasingly comfortable and confident in their ability to conduct research, craft compelling arguments, and engage in nuanced discussions about complex ideas and challenges we face in our world today.

Graduation requirement:

Three years including one year of world history in grade 9 and one year of U.S. history in grade 10.

MIDDLE SCHOOL

HISTORY 6

(year; grade 6)

The sixth grade history curriculum is designed to foster curiosity for the ancient world through inquiry-based learning. Students ask questions arising from political, economic, social or moral issues in society, past or present. They develop the ability to read, interpret and evaluate the features of nonfiction text, in addition to maps, artifacts, artwork, architecture, primary and secondary sources, and literature. Students explore several of the world's oldest civilizations in depth, examining their rise and decline, the beliefs and values at the heart of each culture, and the lasting impact these civilizations have had on world history.

SOCIAL STUDIES 7

(year; grade 7)

Social Studies 7 is designed to help students learn to think like social scientists and geographers as they develop 21st century skills that help them investigate our world. Beginning with the study of migration, students investigate patterns of movement that have shaped human history and explore the historical roots of present-day debates about migration. From the movement of people, students turn to the movement of goods and ideas, as they explore patterns of trade and technological innovations that have contributed to Globalization. Finally, in a unit on Environment and Resources, students explore the effects of contemporary consumption patterns, while considering natural resource needs and use. Throughout the year, students continue to develop their reading, note-taking, research, writing, and discussion skills. As a culminating project, all students complete a research paper focusing on an environmental issue that is important to them. Throughout the course, students focus on reaching their own answers to key questions that confront all of us today as global citizens, such as *What does responsible citizenship mean to you?*

AMERICAN HISTORY 8

(year; grade 8)

This course provides students a foundational understanding of early American history. The coursework begins with an exploration of the events leading up to and through the Revolutionary War. The focus then shifts to civics and the establishment of the United States of America under a constitution and its new institutions. In the second semester, we explore the geographic, social, and economic transformations of the United States, regionalism, and the great crisis of the 19th century. The year culminates with an investigation into the nation's growing sectionalism and the causes of the Civil War. This course emphasizes students' research, primary source analysis, note-taking, and discussion skills. Students focus on various independent and group projects, including a multimedia project connecting our governing principles to current events, a live debate, and a 2-3 page research paper.

UPPER SCHOOL

Upper School History & Social Science course progression:

Grade 9: Modern World History

Grade 10: US History or Honors US History

Grade 11: 1 year required; different courses available

Grade 12: Optional; different courses available

Note: In general, Honors and Advanced Honors courses require teacher recommendation

MODERN WORLD HISTORY

(academic; year; required; grade 9)

This survey course examines the history of Africa, the Americas, Asia and Europe from the 19th century to the present day. Students investigate historical continuity and change from imperialism in the 19th century, through the world wars, revolutions and ideological conflicts of the 20th century, to the new opportunities and challenges of the 21st century. As they develop their understanding and awareness of modern world history, students also research contemporary problems that demand creative and thoughtful solutions. Students analyze a variety of primary and secondary sources, write a research paper and participate in seminar work. Skills emphasized include analytical writing, research techniques, analysis and synthesis of conflicting viewpoints, collaborative learning and problem solving. *Required: a five to six page research paper using primary and secondary sources.*

UNITED STATES HISTORY

(academic; year; satisfies the U.S. history requirement; grades 10-11; prerequisite: successful completion of Modern World History)

This course examines the political, economic, social, and cultural developments that have shaped our nation. It is centered around the following questions: *What is the American experience? Who are Americans? Who gets to participate in American society?* Through analyzing documents that help to sharpen reading, writing, and critical thinking skills, students will come to understand that Americans were not given their civil rights freely at any time in the nation's history. Rather, Americans have fought and died in wars, challenged unjust laws in courtrooms across the country, and organized protests in the streets to gain equality and demand justice. Current

political events will be interwoven in discussion throughout the school year as students will be encouraged to become aware of contemporary political issues while highlighting the importance of their own civic duty and participation in the democratic process. *Required: a five to seven page research paper using primary and secondary sources.*

HONORS UNITED STATES HISTORY (Grade 10)

(academic; year; grade 10; satisfies the U.S. history requirement; prerequisite: successful completion of Modern World History and departmental placement)

This college-level course explores United States history from precolonial times to the modern era with an emphasis on the political, economic, social and cultural forces that have given shape to the nation. In addition to gaining a deeper understanding of American history, students will develop critical skills in interpreting primary and secondary sources in order to better comprehend the past and make meaningful connections to the present. Students will also construct substantive arguments related to key concepts of American identity, including equality, justice, diversity and citizenship. By the end of the course, students will have gained a solid command of US history, and will have thoroughly explored and grappled with the nation's ongoing struggle to live up to its ideals of "life, liberty, and the pursuit of happiness" for all. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: A research paper of five to seven pages using college-level source materials.*

HONORS UNITED STATES HISTORY (Class of 2024)

(academic; year; grade 11; satisfies the U.S. history requirement; prerequisite: departmental placement)

This college-level course explores United States history from precolonial times to the modern era with an emphasis on the political, economic, social and cultural forces that have given shape to the nation. In addition to gaining a deeper understanding of American history, students will develop critical skills in interpreting primary and secondary sources in order to better comprehend the past and make meaningful connections to the present. Students will also construct substantive arguments related to key concepts of American identity, including equality, justice, diversity and citizenship. By the end of the course, students will have gained a solid command of US history, and will have thoroughly explored and grappled with the nation's ongoing struggle to live up to its ideals of "life, liberty, and the pursuit of happiness" for all. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: A research paper of five to seven pages using college-level source materials.*

GRADES 11-12 HISTORY & SOCIAL SCIENCES COURSES

BIG HISTORY

(academic; semester; grades 10-12)

Where did everything come from? How did the world come to be as it is? How do humans fit into all of this? Where are things heading? These are the "big" questions that humans have wrestled

with for thousands of years. Big History attempts to answer these questions by surveying the entirety of history from the beginning of the universe to the present day and even predictions about the future. As part of this investigation, the course employs the best available research from a variety of disciplines, including astronomy, chemistry, biology, physics, anthropology, archaeology, and history. Throughout the course, we will explore different scales of time and space and view human history from various perspectives. We will also look at what we know, how we know it and what we don't know. Finally, we consider our place in the universe and develop ideas for what the future may hold and how we, as humans, might help shape a better future for all. *Required: a five to seven page research paper using primary and secondary sources.*

GLOBAL ISSUES

(academic; semester; grades 10-12)

This semester-long study of major issues affecting the world today offers students a global overview of political, economic, social and cultural issues that are shaping their future. The course affords students time and space to investigate two to three major issues facing our world today, such as border security, immigration policy, climate change justice, water scarcity, and global pandemics. In this predominantly discussion-based course, assessments include student-led simulations, debates, analytical writing, and a research project. *Required: a five to seven page research paper using primary and secondary sources.*

RACISM, GENOCIDE, AND THE HOLOCAUST

(academic; semester; grades 10-12)

This seminar style course delves into enduring questions surrounding the darkest chapters in human history. *What are the origins of racism and anti-Semitism? Why did one of the most enlightened nations in the world descend so quickly into the madness of Nazism? How were the mechanisms of industrial society turned toward the destruction of the undesirable? How can we address the specter of further genocides?* Students will hone their ability to examine history in all of its complexities, including its legacies of prejudice and discrimination. We use the Holocaust and other events in history such as the Armenian Genocide, the mistreatment of racial minorities in the United States, and the Rwandan Genocide as case studies for a deeper understanding of these considerations. The course provides opportunities for students to discuss videos, readings, and when possible, an interview with a local Holocaust survivor. *Required: a five to seven page research paper using primary and secondary sources.*

UNITED STATES SOCIAL HISTORY

(academic; semester; grades 10-12; not offered in 2022-2023)

The lives, struggles and contributions of ordinary Americans are examined in this course. Among the people to be studied are such groups as Native Americans, African Americans, women and immigrants. The themes include reform movements, slavery, and the social movements of the 1960s and 1970s. The major aim of the course is to develop an understanding of the diversity that created and continues to influence the United States. *Required: a five to seven page research paper using primary and secondary sources.*

ECONOMICS

(academic; semester; grades 11-12)

Economics is the study of choice. This course is designed to explore decision making at all levels as students explore how individuals and societies manage scarce resources in an attempt to satisfy unlimited wants. This course covers several topics designed to introduce students to basic microeconomic theories, but also covers some historical economics, personal finance, business ethics, and behavioral economics. Students are encouraged to apply micro and behavioral economic theories and principles to real world examples through simulations and position papers. The broad coverage of economic behavior in this course prepares students to be more knowledgeable participants in the world around them.

ADVANCED HISTORY & SOCIAL SCIENCES COURSES

HONORS EUROPEAN HISTORY

(academic; year; grades 10-12; prerequisite: departmental placement; not offered in 2022-2023)

This college-level survey course traces the rise of European modern nation-states beginning from the Renaissance to the present day. Europe's role in the world is an overarching theme of the course, as we analyze the various impacts of Western civilization, both constructive and destructive, on global history. Focal themes are drawn from the political, economic, intellectual, social and cultural spheres. Students acquire the skills of historical analysis and expression, including critical reading of primary and secondary sources, persuasive writing and discussion tools, as well as multiple-choice test-taking techniques. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper of five to seven pages, using college-level source materials.*

HONORS COMPARATIVE GOVERNMENT AND POLITICS

(academic; semester; grades 11-12; grade 12 prerequisite: completion of, or concurrent enrollment in, a standard or advanced level U.S. history course; grade 11 prerequisites: successful completion of, concurrent enrollment in, or recommendation for an advanced-level U.S. History course, or departmental placement. Preference is given to students in grade 12)

What are the root causes of regional and global conflict? What factors contribute to the rise of authoritarian regimes and the repression of human rights? Is an open and democratic society always the best form of government? In pursuing the answers to these and other essential questions, Honors Comparative Government and Politics explores the rich diversity of political systems in our world. As part of this exploration, students are introduced to the essential theories and concepts used by political scientists and historians to assess the various strengths and weaknesses of differing governmental structures. To provide students with an in-depth understanding of these structures, this course focuses on the history and politics of six core countries: Great Britain, China, Russia, Mexico, Iran, and Nigeria. By using these countries as models for analysis, this course moves the discussion of political concepts from abstract definitions to concrete examples. By the end of the course, students will be thoroughly familiar with our world's diverse governmental systems and be able to propose viable solutions to real-world problems. Although this course is not specifically designed to prepare students for the

AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper of five to seven pages using college-level source materials.*

HONORS U.S. GOVERNMENT AND POLITICS

(academic; year; grades 11-12; prerequisites: completion of, or concurrent enrollment in, a standard or advanced level U.S. History course)

This course examines the constitutional background of the United States government, as well as its institutions, political beliefs, political parties, interest groups, and civil rights issues. General concepts and specific case studies are explored, particularly with regard to national politics. Students will read and discuss a variety of foundational texts, including Federalist Papers, the U.S. Constitution, and excerpts of Supreme Court opinions. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper of five to seven pages using college-level source materials.*

HONORS U.S. GOVERNMENT AND POLITICS & MOCK TRIAL

(academic; year; grades 11-12; prerequisites: completion of, or concurrent enrollment in, a standard or advanced level U.S. history course and departmental placement; by application)

This course examines the constitutional background of the United States government, as well as its institutions, political beliefs, political parties, interest groups and civil rights issues. General concepts and specific case studies are explored, particularly with regard to national politics. Students will read and discuss a variety of foundational texts, including Federalist Papers, the U.S. Constitution, and excerpts of Supreme Court opinions. Potential students must apply to take this course, as it involves a commitment to the county of San Diego Mock Trial competition held in the second semester. Students are able to complete a portion of the preparation for the mock trial project in class, but Saturday morning practices and other rehearsals are also required. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper of five to seven pages using college-level source materials.*

HONORS PSYCHOLOGY

(academic; year; grades 11-12; grade 12 recommendation: completion of advanced-level Biology and advanced-level US History; grade 11 prerequisites: concurrent enrollment in Honors Biology and recommendation for advanced-level U.S. history. Preference is given to students in grade 12)

This course explores the behavior and mental processes of human beings through the lens of various subfields of psychology. Students actively consider how biology, psychology and culture intersect during our investigation of human behavior, and consider the strengths and limitations of psychological research methods. Threaded throughout the course is a rich historical narrative about how thinkers and scientists have tried to make sense of the mind-body connection, both before and after psychology was established as a scientific discipline in the 19th century.

Participants learn primarily through student-generated discussion, and they are asked to read a variety of books and studies, listen to podcasts, and watch videos in preparation for these conversations. Assessments include both short and long analytical writing assignments, a midterm paper, a research paper, and tests. Students acquire a broad foundation of both psychological content and analytical skills, paving the way for success in subsequent college-level psychology courses. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper of five to seven pages using college-level source materials.*

HONORS ECONOMICS: MICROECONOMICS & MACROECONOMICS

(academic; year; grades 11-12; grade 12 prerequisites: completion of precalculus; grade 11 prerequisites: successful completion of, concurrent enrollment in precalculus and recommendation for advanced-level U.S. History. Preference is given to students in grade 12)

This course is designed to give the students an opportunity to gain a deeper understanding of the science of decision making. They will first analyze the behavior of households and firms, and then build upon those foundations to develop a broader perspective of the institutions and policies that affect the economy as a whole. This course takes an integrated approach to the study of microeconomics and macroeconomics. Students learn how to analyze the big picture of the economy by interpreting macroeconomic statistics as they relate to economic growth and economic fluctuations. Upon gaining an understanding of how the broader economy works, students evaluate policies for economic growth and macroeconomic stabilization. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper of five to seven pages using college-level source materials.*

ADVANCED HONORS ECONOMICS: MICROECONOMICS & MACROECONOMICS

(academic; year; grades 11-12; prerequisites: successful completion of or concurrent enrollment in Honors Calculus AB or BC or by departmental placement)

Students taking the Advanced Honors Economics are enrolled in one of the sections of Honors Economics: Microeconomics and Macroeconomics; they additionally meet twice a cycle for a seminar-style lab period. In the Advanced Honors lab sessions, students explore advanced economic concepts and prepare for and participate in competitions.

HONORS SEMINAR IN HISTORICAL RESEARCH

(academic; semester; grade 12)

Do you want to learn more about La Jolla or San Diego history? Do you want to “do history” and conduct primary research? This course offers students an opportunity to “do history” by piecing together evidence in order to gain a better understanding of the past. Students engage in a semester-long inquiry into twentieth-century San Diego history, sharpening their research and writing skills along the way. We start the research process by asking questions about local history that interest us and learning how to conduct primary source research at local archives, including the La Jolla Historical Society. This course takes a workshop approach to the writing process, with checkpoints built in throughout the semester for students to receive feedback on their drafts. Each student’s investigation will culminate in a 10-15 page research paper using college-level

primary and secondary source materials. Highlights from their findings will be exhibited in the school library for the school community to enjoy.

MATHEMATICS

The mathematics curriculum teaches Bishop's students to think logically, critically and analytically, and maintain a positive, open attitude toward solving unfamiliar problems. Students learn to work with resourcefulness and creativity, both independently and in collaborative settings. They learn to communicate math concepts effectively, to assess correctness and appropriateness of solutions, and to use technology as an aid to understanding while appreciating its power and limitations.

All new students take a mathematics placement test to assist with placement in an appropriate course and track. Most students are placed in the standard track. All three tracks (Core, Standard, Enriched) provide an excellent foundation for college and for standardized college admission tests such as the ACT and SAT.

All middle school students must take mathematics. Upper school students must take three additional years of mathematics, including Core Mathematics 5, Mathematics 5 or Mathematics 5 Enriched, though it is typical for a Bishop's student to take math every year of upper school.

We participate in the California Mathematics League (six contests per year), American Mathematics Competitions (AMC 8, AMC 10, AMC 12, AIME, etc.) and the UCSD Honors Mathematics contest.

Graduation requirement: *Three years and through Math 5 Core, Math 5 or Math 5 Enriched*

Enriched or Honors courses are offered at all levels beginning with Math 1 Enriched. These classes cover more material in greater depth than standard classes. Students should note that an Honors calculus course is part of both the standard and enriched tracks and that Honors Statistics is available to students in both tracks. Most students are placed in the standard track. Only those students who have demonstrated exceptional motivation, ability and achievement in mathematics are considered for placement in the enriched track. To continue in the enriched track, students generally need to earn grades of at least B.

A TI-84+ graphing calculator is required in all of Bishop's mathematics courses.

Standard Track A

Math 1
Math 2
Math 3
Math 4 Core
Math 5 Core
Precalculus Core
Calculus

Standard Track B

Math 1
Math 2
Math 3
Math 4
Math 5
Precalculus
Honors Calculus AB

Enriched Track

Math 1 Enriched
Math 2 Enriched
Math 3 Enriched
Math 4 Enriched
Math 5 Enriched
Precalculus Honors
Honors Calculus BC
Advanced Honors Math

MIDDLE & UPPER SCHOOLS

MATHEMATICS 1

(year)

This course is designed to consolidate student understanding of arithmetic while developing the organization, communication, and problem-solving skills necessary for further study of mathematics. Students are expected to consider multiple approaches to each problem. Beginning with the order of operations, properties of arithmetic, and observations and classifications of numbers and patterns, the class progresses to ratios, proportions, percents, and solving multi-step linear equations. The course continues with a study of two and three-dimensional geometry and finishes with a focus on introductory combinatorics, probability, and statistics. Technology, hands-on activities, puzzles, games, and Math Olympiad contest problems are used to further develop students' understanding of the concepts and their applications.

MATHEMATICS 1 ENRICHED

(year; prerequisite: departmental placement)

This course emphasizes problem solving and is designed to prepare students for success in the enriched track in subsequent years. Its content includes all that is covered in Mathematics 1, but in greater depth and at a faster pace. Further emphasis includes algebraic notation, sequences and series, graphing linear equations, and preparation for math contests like the AMC 8. Students are expected to be self-starters and risk-takers who assume greater responsibility for their own learning. Strong oral and written communication of mathematics is a focus, as is familiarity with multiple problem-solving processes.

MATHEMATICS 2

(year)

This course prepares students for the study of algebra and is designed to nurture the growth of an individual as a problem solver as well as to help them become comfortable and confident with the tools and techniques that are needed to master algebra. Starting with the properties of arithmetic, the class progresses to examine the rules of exponents, elementary number theory, operations with fractions and decimals, solving multi-step linear equations and inequalities, ratios, proportions, percents, square and cube roots, geometry involving angles, perimeter, and area, along with a detailed exploration of the process of graphing linear equations, inequalities, systems of equations, and factoring trinomials.

MATHEMATICS 2 ENRICHED

(year; prerequisite: departmental placement)

Like Math 2, this course prepares students for the study of algebra, but it is more demanding, considering a greater number of problem types, and providing less instruction and support before homework is assigned. This course emphasizes problem solving and is designed to prepare students for success in the enriched track. Math 2E is problem-centered and uses a spiraling curriculum, meaning that students study a number of concepts simultaneously. Pre-algebra and algebra skills and knowledge are developed in the context of problem solving as the course progresses. Students should be self-starters, willing to take risks, and interested in studying and

attempting multiple approaches to a given problem. There is an emphasis on communication, both written and verbal.

MATHEMATICS 3

(academic; year)

Math 3 is the first course in the integrated Algebra I/Geometry/Algebra II sequence. The content is predominantly introductory algebra with additional work in representing and interpreting data, geometric constructions, rigid motion transformations and congruence. Students are introduced to functions and function notation as they explore linear equations, inequalities, and systems as well as exponential functions both graphically and algebraically. Problem solving skills are developed systematically through textbook examples and problem sets, and student projects reinforce course concepts through real world applications.

MATHEMATICS 3 ENRICHED

(academic; year; prerequisite: departmental placement)

Like Math 3, Math 3E is problem-centered, but is more demanding than Math 3, considering a greater number of problem types, moving at a faster pace, and providing less instruction and support before homework on any given topic is assigned. Students should be self-starters, prepared to generalize and apply previously encountered concepts and problem-solving techniques to novel situations, should welcome challenging problems and should be comfortable with abstraction. The course uses problem sets from Phillips Exeter Academy along with selected problems from supplementary texts. Algebra and geometry skills and knowledge are developed in the context of problem solving as the course progresses.

MATHEMATICS 4 CORE

(academic; year)

This is a more methodical and deliberate approach to the general topics of Math 4.

MATHEMATICS 4

(academic; year)

Math 4 is the second course in the integrated Algebra I/Geometry/Algebra II sequence. The content includes algebra and geometry, along with introductory work in probability and trigonometry. In algebra, students gain facility with linear and quadratic expressions and equations, including applications related to the acceleration of gravity. In geometry, students study transformations, congruence, similarity, parallel lines and transversals, and are introduced to two-column geometric proofs. Problem solving skills are developed systematically through textbook examples, problem sets, worksheets and class activities.

MATHEMATICS 4 ENRICHED

(academic; year; prerequisite: departmental placement)

The unifying subjects for this course of advanced algebra and geometry are straight lines and the figures they produce – polygons and polyhedra. From the beginning of the course, vectors and parametric equations are used to model motion in two and three dimensions. This course uses problem sets from Phillips Exeter Academy with a course format modeled after the Harkness style. Math 2E and 3E used a format designed to prepare students for this approach. Students are

expected to spend the majority of class time discussing and verifying their solutions to exercises from the problem sets. They routinely encounter problems for which they do not have a model solution and are expected to work both independently and collaboratively toward their answers.

MATHEMATICS 5 CORE

(academic; year)

This is a more methodical and deliberate approach to the general topics of Math 5.

MATHEMATICS 5

(academic; year)

Math 5 is the third course in the integrated Algebra I/Geometry/Algebra II sequence. The content is predominantly advanced algebra, with additional work in statistics and decision making, constructions, coordinate proof, and solid and circle geometry. Students gain facility with linear, quadratic, polynomial, radical, exponential, logarithmic, and trigonometric functions and equations approached both graphically and algebraically. Problem solving skills are developed systematically through textbook examples and problem sets, and quarterly student projects reinforce course concepts through real world applications.

MATHEMATICS 5 ENRICHED

(academic; year; prerequisite: departmental placement)

This course completes the study of advanced algebra and geometry begun in Mathematics 4 Enriched and prepares the students for Precalculus Honors. As in Mathematics 4 Enriched, this course uses the problem sets from Phillips Exeter Academy with a course format modeled after the Harkness style. Students are expected to spend the majority of class time discussing and verifying their solutions to exercises from the problem sets. They routinely encounter problems for which they do not have a model solution and are expected to work both independently and collaboratively toward their answers.

PRECALCULUS CORE

(academic; year)

This course prepares students for the Calculus course by continuing the concepts from Core Mathematics 5 through the study of functions and logarithms. It also presents a more thorough investigation of trigonometry and statistics and is a good preparation for the Honors Statistics course.

PRECALCULUS

(academic; year; prerequisite: departmental placement)

This course prepares students for the Honors Calculus AB course. Topics include circle and triangle trigonometry, elementary functions (polynomial, exponential, logarithmic, inverse functions), coordinate geometry, graphing techniques, and sequences and series.

PRECALCULUS HONORS

(academic; year; prerequisite: departmental placement)

This honors version of Precalculus completes the study of advanced algebra topics begun in Mathematics 5 Enriched; it includes an introduction to the study of calculus and prepares the

students for the Honors Calculus BC course. This course uses problem sets from Phillips Exeter Academy with a course format modeled after the Harkness style. Students are expected to spend the majority of class time discussing and verifying their solutions to exercises from the problem sets. They routinely encounter problems for which they do not have a model solution and are expected to work both independently and collaboratively toward their answers.

CALCULUS

(academic; year)

This course explores limits, derivatives and integrals through, whenever possible, applications and problem solving. Students work directly with calculus and gain an understanding of how calculus can be used to analyze situations and relationships.

HONORS CALCULUS AB

(academic; year; prerequisite: departmental placement; this course includes two additional class periods for labs)

This is a college-level course on differential and integral calculus, but not including power series. Students who take this course will be prepared for the AB version of the AP Calculus examination.

HONORS CALCULUS BC

(academic; year; prerequisite: departmental placement; this course includes two additional class periods for labs)

This is a college-level course on differential and integral calculus including power series and topics, such as the calculus of polar graphs, that go beyond the scope of the AB syllabus. Students who take this course will be prepared for the BC version of the AP Calculus examination.

ADVANCED HONORS MATHEMATICS: Linear Algebra and Differential Equations

(academic; year; prerequisite: departmental placement; not offered in 2022-2023)

Recommended students may take this course after completing AP Calculus BC. This course alternates with Multivariable Calculus and is taught every other year. This course focuses on differential equations and develops that topic by using techniques from Linear Algebra. Topics include first order and higher-order differential equations, linearity, non-linearity, linear algebra and matrices, linear transformations, linear and non-linear systems of differential equations, and Laplace Transforms.

ADVANCED HONORS MATHEMATICS: Number Theory

(academic; year; prerequisite: departmental placement)

Recommended students may take this course after completing Honors Calculus BC. In this course, students begin by studying the following topics in elementary number theory: Pythagorean triples, sum of powers of integers using Bernoulli numbers, Fermat's little theorem, Euler's theorem and congruences. Then students move on to more advanced topics in the area of multiple zeta and multiple polylogarithm functions. After learning the foundations, students work on various research projects by utilizing diverse tools from algebra, geometry, calculus, and elementary number theory. Through these projects, the students not only get a glimpse of the

current mathematical research in number theory but also gain some invaluable research experience by working with other mathematicians and their peers.

ADVANCED HONORS MATHEMATICS: Multivariable Calculus

(academic; year; prerequisite: departmental placement)

Recommended students may take this course after completing Honors Calculus BC. This course alternates with Linear Algebra/Differential Equations and is taught every other year.

Multivariable Calculus takes the concepts covered in single variable calculus and extends them to multiple dimensions. Topics include dot and cross product, conversions to polar, cylindrical, and spherical coordinates, continuity, differentiation and integration of vector valued functions with applications that include volume, surface area, mass, and moments of inertia. The study of vector fields includes line integrals, divergence, curl, and flux. Stokes' Theorem and the Divergence Theorem are both treated in this course.

MATHEMATICS ELECTIVES

HONORS STATISTICS

(academic; year; prerequisite: A in Core Precalculus, B in Math 5, B- in Math 5 Enriched, B- in Precalculus, C+ in Precalculus Honors or departmental placement)

This is an introductory course on modern statistics and its primary methods. This course focuses on descriptive statistics, elementary probability, inferential statistics and the design of experiments. Students learn how to explore univariate and bivariate data using graphical displays, how to use the standard measures of average and deviation in sample populations, regression techniques, chi-square tests and other tests of significance. This course also examines methods of data collection and surveys and the use of control groups and randomized design in the set-up of experiments. Students who take this course will be prepared for the AP Statistics examination.

PERFORMING ARTS

The Performing Arts Department strives to provide the entire School community with a well-rounded arts education – one that exposes every student to performances and to a personal exploration of the creative process. We believe that the performing arts are an essential part of a complete education and that they contribute to a rewarding life.

Classes in the performing arts are available from grades 6 to 12, and the program offers classes at introductory, intermediate and advanced levels. Students who participate in the performing arts are encouraged to sing, act, dance, play, and design. Students in all areas of the arts are encouraged to grow and create in their ensembles, with the goal of being given the opportunity to conduct, choreograph or direct during their advanced level participation.

In addition to scheduled class time, advanced ensembles meet once a week in the evening:

Monday 5:30-7:40 p.m. Acting Workshop & Advanced Theater Production

Tuesday 4:30-7:00 p.m. Performing Dance Group

Wednesday 5:30-7:30 p.m. Bishop's Singers

Thursday 5:30-7:30 p.m. Bishop's Symphonic Orchestra

Graduation requirement: *One year in the same sub-discipline of visual OR performing arts; may be two consecutive OR non-consecutive one-semester courses, or a single yearlong course.*

Notes:

- Honors Music Theory does not fulfill the Bishop's graduation requirement for art.
- Most but not all visual and performing arts courses are UC-approved. Some courses listed receive art credit for Bishop's but not for UC application purposes.
- Not all courses listed are offered annually.

University of California-Approved Visual and Performing Arts Courses

Dance: Jazz Dance I/II; Studio Dance Group; Performing Dance Group

Drama: Theater Arts I/II; Acting Workshop

Technical Theater: Theater Design & Production I/II; Costume Design & Construction I/II

Choral Music: Bishop's Chorus I/II; Bishop's Chorus III/IV; Bishop's Singers

Instrumental Music: Jazz Band I/II; Jazz Band III/IV; Music Production I/II

Visual Arts: Ceramics I/II; Drawing & Painting I/II; Photography I/II; Stained Glass I/II; Film & Digital Media I/II

MIDDLE SCHOOL

SIXTH GRADE ART ROTATION

(year; grade 6)

The purpose of the grade 6 Art Rotation is to introduce students to varied means of artistic expression in a safe and exploratory environment. With an assortment of offerings in both Visual

and Performing Arts, students will have opportunities to both literally and metaphorically "roll up their sleeves," to get creative, and get their hands dirty! Grade 6 artists are encouraged to step out of their comfort zone, take risks, and work collaboratively to create original pieces of art. The Art Rotation is a place for students to discover new passions while further developing their social and emotional skills. Emphasis is placed on self-identity and expression through tapping into one's imagination through the arts.

SEVENTH GRADE ART ROTATION

(year; grade 7)

The grade 7 Art Rotation emphasizes joyful skill building and creative expression in all of our art disciplines. Students get to know teachers from the creative sciences, performing and visual arts, while showcasing their work, and building a sense of belonging within the various studios and art making spaces. This unique offering encourages students to step out of their comfort zone, take risks, and work collaboratively, while digging into deeper concepts of artistic creation. The teachers work together to know the students and support their appreciation of art. This time becomes a memorable, shared experience where confidence and belonging are found.

MUSICAL THEATER 8: Performance Section

(semester; grade 8)

The focus of this semester course, which is team-taught by the music, theater, and dance departments, is the production of a musical revue. Students develop and hone their singing, acting, and dancing skills in preparing a musical theater performance in the Taylor Performing Arts Center with staging, lights, and costumes. This course involves some after-school rehearsals, including a week of tech rehearsals and evening performances in the last week of the fall semester.

MUSICAL THEATER 8: Technical Section

(semester; grade 8)

Students learn skills necessary to build stage sets and props, create stage lighting and serve as the production crew for the final Musical Theater 8 Performance class production. This course involves some after-school rehearsals, especially right before the performance.

DANCE 8

(semester; grade 8)

This semester course offers eighth grade students the opportunity to explore the elementary level of modern and jazz techniques. Daily classes include a warm-up for stretch and strength, locomotor exercises across the floor and combination work. Students perform a choreographed dance in the semester-end enrichment periods and at the Eighth Grade Night of Achievement.

DRAMA 8

(semester; grade 8)

This course is focused on improvisation and an in-depth exploration of character development. Students will have the opportunity to explore ensemble scene preparation and performance, with an exploration of comedy tropes, character archetypes, and Commedia del'arte. Students will explore physical and vocal techniques from the teachings of Viola Spolin.

TECHNICAL THEATER 8

(semester; grade 8)

Students learn skills necessary to build stage sets and props, create stage lighting, and serve as the production crew for the middle school play/musical and additional middle school productions. This course involves some after-school rehearsals, especially right before the performance, but does not interfere with the middle school athletic program.

SINGERS 8

(semester; grade 8)

At the end of grade 7, students can audition to participate in Singers 8 in grade 8. This second-semester course builds upon skills learned in Middle School Singers, sixth and seventh grade vocal music and Musical Theater 8. Students participate in the spring choral concert and, at the discretion of the director, take an overnight trip to a choir festival and competition. They are introduced to a broad range of choral repertoire, including gospel, pop, show choir and traditional choral music. Students learn to be more literate and independent singers, preparing them for ensemble singing at the upper school level.

X PERIOD ACTIVITIES

X period activities are activities that students in grades 6-8 may choose to participate in. They do not appear on the report card.

MIDDLE SCHOOL SINGERS

This course is designed to introduce singers to the basics of choral music singing. Students learn elements of healthy vocal production, singing harmonies and music reading skills. Most important, students discover the joy of performing in a choir, with performances in the annual winter and spring choral concerts.

BISHOP'S ROCKS (MIDDLE SCHOOL INSTRUMENTAL ENSEMBLE)

“Bishop’s Rocks” is an introduction to contemporary popular music and creative music making. It is designed to help students express themselves creatively through music and spend time “jamming” with friends in small groups. Repertoire will be drawn from the rock and pop musical traditions. Students are introduced to basic skills used in creative music making, including scales, musical structure, storytelling, sight-reading, and beginning music theory. This ensemble is recommended for students of all instruments with one or more years of in-school or private instruction. There is no audition for this ensemble, and prior experience with contemporary styles or improvisation is not required.

UPPER SCHOOL

DANCE

The school's belief that dance, as with all arts, is first and foremost an ancient and prolific form of communication, informs all aspects of this curriculum. Students apply their technical development towards choreographic, thematic messaging, working towards the goal of artistic and aesthetic communication and expression. At each level, students are challenged to connect intellectual concepts from other areas of study (science, history, literature, etc.) to their artistic creation. In addition to dance techniques, Bishop's dance students also have the opportunity to delve into choreographic composition, improvisation, somatic integration, dance history, costuming, and lighting.

Upper school dance classes receive both arts and physical education credit.

DANCE I

(arts; semester; grades 9-12)

This course focuses on the development of introductory theatrical dance vocabulary. Students begin each class with a set warm-up that emphasizes correct body placement, strength, stretch, and control. The process of combining skill with theatrical aesthetics is addressed and constantly reiterated. This course progresses with movement phrases utilizing full body motion and musicality. This semester course ends with a final enrichment performance.

DANCE II

(arts; semester; grades 9-12; prerequisite: Dance I or departmental placement; offered in alternating years with Tap Dance I; not offered in 2022-2023)

This is an intermediate level continuation of Dance I. Students move through a more technical warm-up as the pace of the class accelerates. Emphasis is placed on balance, increased flexibility, extension, movement/performance quality, and performance artistry. This course culminates in a final recital performance.

DANCE II: TAP DANCE

(arts; semester; grades 9-12; no prerequisite; offered in alternating years with Dance II)

This course focuses on the development of introductory/intermediate theatrical tap dance vocabulary. Students begin each class with a set warm-up that emphasizes correct body placement, coordination, musicality and control. The process of combining skill with theatrical aesthetics is addressed and constantly reiterated. This semester course ends with a final recital performance.

STUDIO DANCE GROUP

(arts; year; grades 9-12; audition only)

This performance-based course is a continuation of dance technique work. This course is designed for students who want more performance opportunities, while still working on the techniques needed to perform at the highest levels available at The Bishop's School. Students in this course perform in the fall recital series and have a one hour-long, culminating performance

in second semester. Entrance into this course does not ensure future entrance into Performing Dance Group.

Audition information for Studio Dance Group

Students are required to attend a two-hour audition consisting of a group warm-up and a series of intermediate-level locomotor jazz exercises performed across the floor (kicks, turns and jumps).

They are then taught two combinations (each approximately five sets of eight counts in length) in contrasting dance styles and given approximately 15-20 minutes to polish them. They then choose the one they are most comfortable presenting at that time, and present the chosen combination in various small groupings.

PERFORMING DANCE GROUP

(arts; year; grades 10-12; audition only; prerequisite: a Bishop's dance class)

This is the most advanced dance class in the program and, fundamentally, operates as an adolescent theatrical dance company. Students continue to develop advanced technique and artistry while rehearsing/performing several different theatrical dance foundations (ballet, jazz, modern, ethnic). Emphasis is placed on depth of movement quality, requiring students to connect with an internal motivation as a source of expression. This course is designed for advanced students, passionate about dance and interested in developing pre-professional performance skills. Students have the opportunity to study movement composition as well as costuming and theatrical lighting. Rehearsals outside of class time are required.

Audition information for Performing Dance Group

Students auditioning for Performing Dance Group must be entering grades 10-12. They are required to attend a two-hour audition consisting of a group warm-up and a series of intermediate-level locomotor jazz exercises performed across the floor (kicks, turns and jumps).

They are then taught two combinations (each approximately five sets of eight counts long) in contrasting dance styles and given approximately 15-20 minutes to polish them. They then choose the one they are most comfortable presenting at that time, and present the chosen combination in various small groupings.

To gain a callback a student must perform at a high-intermediate technical level as well as demonstrate some grasp of performance/artistry ability.

If called back, students must return for a second two-hour block (on a subsequent day), prepared to perform both previously learned combinations, take direction(s)/adjustments suggestions from the audition panel, and improvise some of their own movement/choreography.

Halfway through the callback, some auditionees are “cut” and depart, along with those only auditioning for Studio Dance Group. Those remaining are given further direction and more advanced improvising opportunities.

The audition panel consists of the program director and resident instructor, an adult guest professional dancer, and the current seniors of Performing Dance Group.

DRAMA

A variety of theater courses in both performance and technical theater are available. Acting Workshop, the most advanced theater performance class, gives students a more in-depth exploration of theater arts. Its technical theater/design counterpart is Advanced Theater Production. Co-curricular plays are produced throughout the year, with auditions open to all grades. An upper school musical is produced every other year.

THEATER ART I

(arts; semester; grades 9-12)

This course is the basic requirement for the more advanced high school theater performance courses. The focus of this class is on performance technique, with the specific goal of developing vocal and physical character through a Stanislavski-based actor training approach to monologue and scene study. Emphasis is also placed on text analysis and explorations of style, genre, and historical influence on performance. Attendance is required at the Bishop's Upper School theater production during the term.

The following three semester courses are offered, in alternating years, as a continuation of Theater Arts I. Students in grades 9-11 must take Theater Arts I as a prerequisite unless given special permission by the instructor. Grade 12 students with practical performance experience are admitted without prerequisite.

THEATER ART II: Acting and Directing

(arts; semester; grades 9-12; prerequisite: see above)

This course continues the acting work begun with Theater Arts I with a more in-depth and freeform approach to technique both in text work and in building the ensemble. It includes an exploration of various theatrical styles and forms. The second half of the course is focused on an exploration of directorial concepts and skills. Students will serve as both actors and directors of short plays, with a focus on directorial analysis, thematic exploration on stage, and exploring the production process. Attendance at one professional production is required.

THEATER ART II: Improvisation

(arts; semester; grades 9-12; prerequisite: see above)

This course explores the fundamentals of acting and improvisation, offering students who have a theatrical background an opportunity to further develop their acting and improvisation skills at a more advanced level. Small and large group activities explore and express the balance of exterior and interior life through the development of basic body and vocal techniques, sensory awareness, pantomime, public speaking and improvisation. Students build upon the skills learned in Theater Arts I in the hope of creating a spontaneous life on stage through a variety of short- and long-form improvisations modeled after the Upright Citizen's Brigade, Second City, and improvisational groups like Baby Wants Candy and Comedy Sportz.

THEATER ART II: Movement

(arts; semester; grades 9-12; prerequisite: see above)

This course focuses primarily on creating theatrical productions through use of the body. Students explore physical theater topics such as high comedy/comedy of manners, stage combat, mime, mask, clowning, and devised theater from Lecoq and Delsarte, to Oscar Wilde and Noel Coward, to the Frantic Assembly. The semester culminates in a performance for the public of devised pieces and stage combat and requires some rehearsal outside of class time.

ACTING WORKSHOP

(arts; year; grades 10-12; prerequisite: Theater I and an audition; however, students with significant show experience may waive the semester of drama with teacher approval)

This is a course for the serious acting student and includes advanced work on characterization, improvisation, scene study, directing, and other areas of study that vary from year to year. This course may be continued over the three-year period. Attendance at professional performances is required as is rehearsal time outside of class.

Audition information for Acting Workshop

Students auditioning for Acting Workshop should have taken Theater I or have significant show experience at or outside The Bishop's School. The student should consult the theater teacher, but usually if a student has been in two shows, the student can audition. With two equally qualified auditions, students who have taken Theater I/II at Bishop's are given preference. The audition consists of a monologue and a personal interview. Current Acting Workshop seniors are invited to observe and comment on auditions and may serve on the interview panel. Students' reliability and maturity is considered along with talent.

TECHNICAL THEATER AND DESIGN

THEATER DESIGN & PRODUCTION I

(arts; semester; grades 9-12)

This course offers the students hands-on training in the behind-the-scenes world of performing arts productions. Primary emphasis is on basic tool usage and stagecraft, along with basic understanding of lighting and painting techniques. Students gain practical knowledge and experience in set and props construction, basic scenic techniques, stage lighting, and theatrical painting techniques. This class follows USITT standards and procedures. Attending a Bishop's Performing Arts production is required, as is running crew for one production before the end of the semester.

THEATER DESIGN & PRODUCTION II

(arts; semester; grades 9-12; prerequisites: Theater Design and Production I)

This course continues the hands-on element of Theater Design and Production I, with students continuing to further their knowledge and expertise in all areas of theatrical production. In addition, they are introduced to the process of set, audio, and lighting design. They learn the beginnings of both lighting and sound design and complete both an audio design and lighting design project near the end of the semester. Students also learn stage management responsibilities and practices. This class follows USITT standards and procedures. Attending a

Bishop's Performing Arts production is required. This course is designed to be taken with Theater Design and Production I to complete one full year of arts credit. Students are required to run crew for one production.

COSTUME DESIGN & CONSTRUCTION I

(arts; semester; grades 9-12; maximum 6 students)

This class is designed to introduce students to basic construction techniques and elements of costume design. Students learn the tools of clothing construction, including sewing machines. They also learn stitching techniques for both hand-sewing and machine-sewing. Throughout the course, students construct clothing items and/or other basic sewing projects, learn how to use patterns, and assist with a staged production. Students learn about the costuming process, the people involved, and how these roles translate to the stage, as well as backstage procedures and wardrobe care. A final project includes designing costumes for a play or musical, including fabric choices, colors, pictures, and presenting this to the class. Attendance at one Bishop's performance is required.

COSTUME DESIGN & CONSTRUCTION II

(arts; semester; grades 9-12; prerequisite: Costume Design & Construction I; maximum 6 students)

This course builds on the construction techniques and information learned in Costume Design and Production I. Adding to the Procedures Notebook started in the previous class, the students are introduced to zipper applications and other advanced closures such as buttonholes. Advanced fabric manipulation such as gathers, pleats, and ruffles are taught for shaping garments and adding design details. Students are also introduced to the use of the serger and industrial sewing machine. Building on the previous class's background in fabric, students learn to work with some of the more difficult fabrics used in costuming, including sewing with velvets and satins, making machine changes for these fabrics, and matching patterns and plaids. The design portion of the course concentrates on historical dress and how these shapes can be put on stage. Students also explore techniques for fitting actors (i.e. making muslins), and techniques that are used in fashion sewing and also used in making costume pieces for the stage that do not have to last forever.

ADVANCED THEATER PRODUCTION

(arts; year; grades 10-12; prerequisite: Theater Design and Production I or running crew for two major productions; by application/audition)(this course receives both arts and physical education credit)

This course is for serious technical theater students who wish to continue their development as theater technicians and artisans. Continued hands-on work in all facets of theater production as well as design projects prepare them for leadership roles in major productions. Students may focus more heavily on one or more of the following areas: stage management, set design, lighting design, costume design, props design, sound design/engineering and technical direction, but they continue to work in all areas. Note: Students are required to participate in the run crew for two productions during the year: one stage management role and one designer/operator role.

Application/audition information for Advanced Theater Production

Students applying/auditioning for the ATP class must complete Theater Design and Production I. The audition for ATP includes a demonstration of basic carpentry, painting, electrical, sound, and design skills. For carpentry, students build a flat which is painted in an advanced scenic texture (i.e., marble, laid brick, etc.). For the lighting section, students are required to hang, focus, and patch a lighting instrument. For the sound section, students are required to identify the components and patch a basic sound system. If students are able to pass the basic competency examinations, they are offered an interview which is set for a later date. During the interview, students are asked to share their design aspirations as well as show a body of work from previous class projects and/or show related work. This interview is 15-20 minutes in length.

CHORAL MUSIC

A variety of choirs are available. Choral students may also choose to audition for the SCVA Region Honor Choir and California All-State Honor Choir each year. The Bishop's Singers and Bel Canto have participated in choral festivals around the country, including in Hawaii and Carnegie Hall in New York.

BISHOP'S CHORUS I/II

(arts; semester or year; grades 9-12; non-audition)

This introductory choral performance group is open to all upper school students who enjoy singing and would like to improve their singing technique. Singers build foundational skills, including healthy vocal production, music theory, reading and developing aural skills for multi-part singing. This chorus performs in the winter and spring choral concerts. Students are expected to attend after school rehearsals for one week in December and one week in late April or early May to prepare for concerts. Teachers and coaches work together around sports or other after school commitments that may present a conflict. Students are prepared to audition for the Bishop's Singers Mixed Choir.

BISHOP'S CHORUS III/IV

(arts; year; grades 9-12; can be repeated; by audition)

This course is an advanced, audition-only choral ensemble for more serious singers who already read music, have had experience with singing in a choral ensemble, and wish to expand their experiences by learning and performing more advanced repertoire. This course is designed to develop more advanced musical and performance skills through singing choral literature from a variety of periods and musical styles. Students must demonstrate competency in reading music, singing in an ensemble, and advanced vocal projection and development. This ensemble represents the school community at a wide variety of events throughout the year. Numerous performances are scheduled throughout the year, including participation in choral festivals and trips. Rehearsals outside of class time are required one evening a week, and after school for one week in December and one week in late April or early May leading up to the concerts.

Audition information for Bishop's Chorus III/IV and Bishop's Singers

Students interested in auditioning for advanced choral ensembles may contact the choir director in early March for an audition appointment. Students who take Bishop's Chorus I/II will be prepared for the audition in class. The audition consists of singing a major scale, a minor scale, and chromatic scale, as well as an Italian art song or aria. Students will also be asked to sight-sing a short excerpt of music.

BISHOP'S SINGERS MIXED CHOIR

(arts; year; grades 9-12; by audition)

This course is an audition-only mixed choral ensemble for the more serious singers who already read music, have had experience with singing in a choral ensemble, and wish to expand their experiences by learning and performing more advanced repertoire. This course is designed to develop more advanced musical and performance skills through singing choral literature from a variety of periods and musical styles. Students must demonstrate competency in reading music, singing in an ensemble, and advanced vocal production and development. This ensemble represents the school community at a wide variety of events throughout the year. Numerous performances are scheduled throughout the year, including participation in choral festivals and trips. Rehearsals outside of class time occur one evening per week, and for one week after school in December and in late April/early May leading up to the choral concerts.

Audition information for Bishop's Chorus III/IV and Bishop's Singers

Students interested in auditioning for advanced choral ensembles may contact the choir director in early March for an audition appointment. Students who take Bishop's Chorus I/II will be prepared for the audition in class. The audition consists of singing a major scale, a minor scale, and chromatic scale, as well as an Italian art song or aria. Students will also be asked to sight-sing a short excerpt of music.

HONORS MUSIC THEORY

(academic; year; grades 9-12; prerequisite: teacher recommendation; does not fulfill Bishop's graduation requirement for art)

This course offers students an opportunity to delve deeper into musical understanding through exploring music through the components of reading (sight-singing), writing (composition), analysis, and performance. The goal is to develop students' abilities to recognize, understand, and describe the materials and processes of music that are heard and presented in score. Aural, analytical, and compositional skills are enhanced through written and listening exercises. Building upon this foundation, this course includes more creative tasks, such as the harmonization of melody by selecting appropriate chords in composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students are encouraged to compose original works based on their knowledge of music theory. Through the work completed in this course, students will be prepared for the AP Music Theory examination.

INSTRUMENTAL MUSIC

Bishop's instrumental ensembles are open to all Bishop's students with at least one year of private lesson experience. The curriculum emphasizes musical and technical development and

includes elements of music history, theory, composition, and improvisation. Offerings include jazz ensembles, chamber music, chamber orchestra, and “Bishop’s Rocks,” a middle school rock band. All classes are featured in one formal concert per semester in the Taylor Performing Arts Center, with additional performance opportunities – both on and off campus – throughout the year.

MUSIC PRODUCTION I/II

(arts; year; grades 9-12; no prerequisites)

Music Production I/II introduces students to the basics of electronic music production using Logic Pro X, an industry-standard DAW. Topics covered include Live Loops, virtual drum tracks, effect plug-ins, recording audio and MIDI, sampling audio, performing with MIDI controllers, and mixing. Students collaborate with theater production students to share original compositions in showcases throughout the year and produce a class EP with original music in the spring.

BISHOP’S CHAMBER ORCHESTRA (INTERMEDIATE/ADVANCED)

(fine arts; semester or year; grades 6-12; prerequisite: audition or departmental placement)

*Note: This is a **non-credit** activity which meets only on Thursday evenings. It is not listed on the transcript.*

Bishop’s Chamber Orchestra is open to all Bishop’s students by audition. The orchestra rehearses on Thursday evenings throughout the semester. Concerts are held in the winter and spring in the Taylor Performing Arts Center. Orchestra members are encouraged to form small groups to receive coaching and perform chamber music in the concerts; select ensembles are invited to perform at various on-campus events.

Audition information for Bishop’s Chamber Orchestra

This is an intermediate/advanced level ensemble. New students may contact Mr. Anderson in August and January to schedule an audition. The audition includes a brief solo excerpt, major and minor scales, two orchestral excerpts, and sight-reading.

JAZZ BAND I/II

(arts; semester or year; grades 6-12; audition recommended)

Students with three or more years of experience on saxophone, trumpet, trombone, guitar, piano, bass, drums, and string instruments with an interest in jazz and contemporary repertoire and improvisation are encouraged to enroll in Jazz I/II. In this class students perform and improvise over standard repertoire with a focus on scales and rhythmic devices, chord/scale relationships, standard harmonic progressions, and fluency in reading rhythm. No experience with improvisation is necessary.

Audition information for Jazz Band II

This is an intermediate level class. New students may be asked to take a short audition prior to enrolling.

JAZZ BAND III/IV

(arts; semester or year; grades 6-12; prerequisite: audition or departmental placement)

Students with four or more years of experience on saxophone, trumpet, trombone, guitar, piano, bass, drums, or strings with an interest in jazz, contemporary repertoire, and improvisation are encouraged to enroll in Jazz III/IV. Musicians are expected to have taken Jazz I/II or have experience performing and improvising over standard and contemporary jazz repertoire. Jazz III/IV students perform advanced arrangements with an emphasis on standard jazz repertoire and improvisation. Students study chord/scale relationships, voice leading, motivic development, and fluency in reading rhythm. Our most advanced students are invited to join our advanced jazz combo, which performs throughout the year at on and off-campus events.

Audition information for Jazz Band III/IV

New students will be asked to take a short audition prior to enrollment. Students are asked to perform a blues and a jazz standard. Pianists and Guitarists should demonstrate an ability to comp and solo over standard changes; Drummers: medium swing, bossa, and funk excerpts.

HONORS MUSIC THEORY

(academic; year; grades 9-12; prerequisite: teacher recommendation; does not fulfill Bishop's graduation requirement for art)

This course offers students an opportunity to delve deeper into musical understanding through exploring music through the components of reading (sight-singing), writing (composition), analysis, and performance. The goal is to develop students' abilities to recognize, understand, and describe the materials and processes of music that are heard and presented in score. Aural, analytical, and compositional skills are enhanced through written and listening exercises. Building upon this foundation, this course includes more creative tasks, such as the harmonization of melody by selecting appropriate chords in composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students are encouraged to compose original works based on their knowledge of music theory. Through the work completed in this course, students will be prepared for the AP Music Theory examination.

PHYSICAL EDUCATION & HEALTH

Bishop’s varied physical education and health program promotes the enjoyment of physical activity while helping students improve their fitness level, develop their athleticism, and increase their body awareness. The curriculum strives to build a sense of pride and self-discipline and encourages each student to reach his or her potential, regardless of natural ability. The instructional course in health provides students with information and activities that have a lifelong, positive impact on students' attitudes, behaviors, and choices in health matters.

Graduation requirement: *Two trimesters of PE/athletics per year in grades 9-11 and one trimester in grade 12 AND completion of Health in grade 9 (or 10 for students new to Bishop’s in tenth grade who have not completed a high school health class)*

MIDDLE SCHOOL

PE 6 / PE 7 / PE 8

(year; grades 6-8)

The department presents a varied and flexible program in which students develop physical fitness, physical skills and socially desirable habits of good sportsmanship and teamwork, as well as an interest in recreational activities. This program, scheduled by grade and gender, consists of varied “activity units” that include both team and individual sports. Those “units” may include, but are not limited to aerobics, baseball, basketball, field hockey, flag football, indoor hockey, lacrosse, soccer, softball, swimming, tennis, volleyball, and water polo.

MIDDLE SCHOOL SPORTS during Period X (Optional)

In addition to PE class, students may choose to do one of the following during their X period: sport, study hall, or arts class. Some students are able to participate both in a sport and arts. The sports offerings are as follows:

<u><i>Fall Season</i></u>	<u><i>Winter Season</i></u>	<u><i>Spring Season</i></u>
B/G Cross-Country	B Basketball	B Baseball
B Flag Football	G Field Hockey	G Basketball
G Lacrosse	B Soccer	B Lacrosse
G Volleyball	G Soccer	B/G Tennis
	G Softball	B/G Water Polo
		B/G Track

UPPER SCHOOL

HEALTH

(non-academic; semester; required; grades 9 (or 10 for students new to Bishop's in tenth grade who have not completed a high school health class)(this course is not included in the Bishop's GPA)

The health curriculum is designed to encourage active student involvement in the development of a healthy lifestyle. The formal units studied are: Who am I, the adolescent brain, nutrition, first aid and CPR, alcohol and drugs, and sexuality. All of the units encourage taking responsibility for one's own actions through the practice of skills in the areas of communication, decision-making, and conflict resolution.

PHYSICAL EDUCATION

The physical education portion of the upper school PE and Health requirement can be met in many ways. The requirement follows the three seasons of sports (fall trimester, winter trimester, spring trimester). PE courses do not count towards the total minimum and maximum course thresholds for full-time students.

Requirements:

- **Grade 9:** two trimesters of on-campus physical activity (see options below)
- **Grades 10-11:** two trimesters of physical activity on- or off-campus (see options below). Note: if a sport is offered on campus, students must play for the Bishop's team in order to earn a second credit for the same sport.
- **Grade 12:** one trimester of physical activity (see options below). Note: if a sport is offered on campus, students must play for the Bishop's team.

All questions regarding the upper school PE requirement and options to fulfill it should be directed to the department chair for PE.

OPTION 1: General Fitness

These classes meet four days per week after school during the fall, winter, and spring trimesters (Monday - Thursday 3:30 - 4:15 p.m.). This curriculum includes various introductory level activities related to fitness. Sign-ups for this course are announced in the daily bulletin shortly after the start of each trimester.

OPTION 2: Optimal Performance

Optimal Performance is an in-depth functional training program designed to improve strength, speed, flexibility/mobility, agility, and overall health and well-being for any student regardless of their sport, activity or ability. These classes meet three days per week during a regular class period in the Coleman Fitness Center and two days per week after school on the Hunte Athletic Fields for speed development.

OPTION 3: Bishop's Athletics

Practices and games are five to six days per week for approximately two hours each day. Tryout and practice information is available prior to the start of each season. Varsity, junior varsity, freshman, and novice team participation may be offered during the following seasons:

<u>Fall Season</u>	<u>Winter Season</u>	<u>Spring Season</u>
B/G Cross-Country	B/G Basketball	B/G Baseball/Softball
G Golf	B/G Soccer	B Golf
B Football	G Water Polo	B/G Lacrosse
B Water Polo	B/G Equestrian*	B/G Swimming
G Tennis	B/G Sailing*	B Tennis
G Volleyball	B/G Squash*	B Volleyball
G Field Hockey	B/G Surfing*	B/G Track and Field

**Club-sanctioned sports/activity with Bishop's affiliation that may or may not run depending on student interest. Students and their families are responsible for club fees and other associated costs.*

OPTION 4: Bishop's Dance Classes or Advanced Theater Production

Bishop's dance classes and the ATP class earn both physical education and art credit. 1 semester of dance or ATP = 1 PE credit; 2 semesters of dance or ATP = 2 PE credits.

OPTION 5: Grades 10-12 Independent Off-Campus PE Activity

- Off-Campus Independent PE is allowed in grades 10-12 for sports not offered on campus, such as rowing.
- Students may also earn one credit in grades 10-12 for a club sport, but they must participate on the Bishop's team in that same sport to receive credit.
- All off-campus activities require an approved application with the understanding that the student meets the minimum requirement of four hours a week on three different days.

OPTION 6: Grade 9 Waiver for PE and/or a Combination PE Credit

The Waiver applies to students who meet the criteria for one or both of the following:

- For students participating at the highest level of their sport, which may include competing as a member of a national team and/or a national ranking at the elite level.
- For students competing at a high level in a sport not offered at Bishop's, where participation in that sport is combined with a modified Optimal Performance class (e.g., three days of Optimal Performance class per week, a fourth cardiovascular session during the school day or after school sports participation).

All questions regarding the upper school PE requirement and options to fulfill it should be directed to the department chair for PE.

RELIGION & ETHICS

The goal of Bishop’s Religion & Ethics department is the development of “religious literacy” – to nurture students who can understand and think intelligently and critically about the nature and role of religion in human experience. The word “religion” comes from a Latin verb which means to bind or tie together – the same root as the word “ligament.” So often we think of religion dividing and separating people from one another, but religion is also about what unites us in our common humanity and within communities, both locally and globally.

More than four-fifths of people around the world turn to religion as the primary way of making sense of their experience of life. In many ways, the study of religion is the academic discipline par excellence because it integrates all other spheres of human existence and experience – history, mythology, art and music, literature, culture, anthropology, psychology, politics, sociology and even science. The study of religion and religious beliefs allows you to seek out connections and linkages across multiple disciplines.

Because religious ideas form the basis of many cultures, the study of various religions’ traditions enables students to form a better understanding of not only their own but also other cultures. As our students become citizens in a globalized world, an intelligent understanding of diverse religious traditions and the ability to approach issues of religious conflict in a sophisticated way are vital tools in bridging cultural divides. It is ignorance and misunderstanding that build walls between people.

Students in Religion & Ethics courses are enabled to strengthen their foundational studies in the humanities, with a special emphasis in upper school on familiarity with the Judeo-Christian tradition. Bishop’s looks at the Scriptures and religion through a critical-historical lens, which gives students a broader context about the nature of religion, but also a deeper appreciation for what the significance of religion is in a wider sense: part of the human quest for meaning and fulfillment. Students raise valuable and stimulating questions and concerns in lively class discussions. Our courses allow students to appreciate the value and values of religion, and to develop both a questioning and critical approach to the discipline.

Graduation requirement: *Two semesters: one semester of Introduction to Biblical Literature taken before the beginning of eleventh grade and one other semester course from the Religion and Ethics Department taken after Introduction to Biblical Literature*

MIDDLE SCHOOL

WORLD RELIGIONS 8

(semester; grade 8; course must be completed by the end of eighth grade)

This course introduces students to the origins of five of the world’s major religious and philosophical traditions and the cultures that produced them. The class examines the ways in which religious and philosophical thought may evolve and creates a dialogue between the ways in which religion may help to shape culture and culture may help to shape religion. The religions studied are Hinduism, Buddhism, Judaism, Christianity, and Islam. Among the themes discussed

are sacred images, scriptural texts, ethics, the three life-cycle rituals of birth, marriage and death, food and clothing customs, the calendar, religious architecture, worship, and pilgrimage. A range of reading materials and writing assignments have been chosen to provide a framework within which to engage a variety of religious issues and to understand the significance and relevance of religion in world history as well as in the 21st century.

UPPER SCHOOL

Upper School Religion & Ethics course progression:

Grade 9: Introduction to Biblical Literature

Grades 10-12: 1 semester of an additional religion course

INTRODUCTION TO BIBLICAL LITERATURE

(academic; semester; required; grades 9-10. Note: course may not be taken prior to the first semester of grade 9 and must be completed before the first semester of grade 11)

This course is an introduction to the many writings compiled into what is called the Bible. The literature found in the Bible was composed and edited over the course of more than a millennium. A semester is simply too short to read the Bible in its entirety, therefore selected texts and narrative themes are examined. Students are exposed to the literary genres, forms, and motifs which comprise these writings. The texts are placed in the historical, cultural and sociological milieu of their audience. Students learn a variety of techniques which are helpful in the analysis of biblical texts, including analysis of form and structure, as well as genre, historical, and redaction criticism (compiling and editing). Students are encouraged to put knowledge to use as they find biblical overtones and references in history, politics, ethics, art, literature, and film.

FEMINISM: A BIBLICAL PERSPECTIVE

(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)

In order to engage in conversations about gender and equality one must be skilled in reading and interpreting the stories that have shaped many of our views on women. By entering into dialogue with the biblical text as well as entering into dialogue with feminist scholars, this course helps students become better equipped to challenge the patriarchal voice that seeks to devalue the role of women in the 21st century. Students continue to develop critical thinking skills to recognize how the biblical text has shaped literature, politics, history, and their own moral and ethical view of the world. Additionally, by studying biblical women in the context of the world in which they lived, students become more sensitive to the power inequities that influence their own choices. Students are given a variety of feminist voices that are often at odds with one another in order to be better prepared to decipher competing voices and learn to develop their own well-informed views on biblical literature. Also, by bringing contemporary realities into the conversation, students are encouraged to recognize power differentials that are still present in the 21st century.

INTRODUCTION TO THE PHILOSOPHY OF HUMAN RIGHTS

(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)

This class is an applied philosophy course that uses the United Nations Universal Declaration of Human Rights of 1948 as a way of connecting pressing contemporary issues with a broad range of philosophical ideas and controversies, drawn from multiple traditions and many centuries. We

explore some of the most important, searching questions: *Who am I? Why am I here? What is the right thing to do? What does it mean to live a “good life”?* *Do I have rights and responsibilities? How can rights be enforced?* The topics explored in this class are at the center of great philosophical, political and ethical debates today concerning the role of government, the rights of the individual, national security in an age of terrorism and the competing interests of diverse cultures in a globalized world. Using the lens of philosophy to examine human rights, during the course students become acquainted with rudimentary aspects of philosophical analysis and acquire the intellectual skills and tools necessary for understanding some of the most pressing human rights issues facing the world today – issues that continue to shape public debate, nationally and globally, through the early decades of the 21st century. This course aims to be richly interdisciplinary, introducing not only basic philosophical concepts and forms of reasoning and argumentation, but also incorporating models and methods from diverse fields including history, journalism, literary criticism, media and cultural studies, biology, anthropology, psychology and religious studies.

THE PROPHETIC VOICE

(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature; offered summer 2023)

According to Abraham Joshua Heschel, author of one of the most authoritative scholarly works on the biblical prophets, the prophet is one who “sees the world with the eyes of God,” whose major activity is interference with the status quo for the sake of justice and righteousness, and who “speaks one octave too high” for the comfortable listening of most. This course begins with an exploration of the biblical model of prophecy, quickly moving to readings (primary and secondary) of contemporary prophetic voices in our world, and an examination of the violation of human rights they address, including but not limited to economic justice, hunger, and oppression. Among the voices to be heard are those of Mohandas Gandhi, Desmond Tutu, and Malala Yousafzai.

RACE AND RELIGION IN AMERICA

(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)

Jim Wallace, the author of *America’s Original Sin: Racism, White Privilege, and the Bridge to the New America* says: “America’s problem with race has deep roots, with the country’s foundation tied to the near extermination of one race of people and the enslavement of another. Racism is truly our nation’s original sin.” In this course, we will explore the religious and theological foundations of racial categories and racist ideology across various American congregational communities, as well as the role of religion in propagating racist ideas in order to understand debates on American identity and belonging.

SOCIAL JUSTICE IN AMERICAN SOCIETY

(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)

Transformative justice is fundamental to the nature of God; it seeks to restore relationships and community and to ensure that every human being has what they need to live a dignified life. Ultimately, it is measured by how well the most vulnerable fare in society. This course is about discovering how you can be engaged in the work of transformative justice, using your “power for good in the world” to be a voice for the voiceless, to advocate for human rights, to engage in works of

mercy, compassion and justice and to do your part to create a sustainable global society founded on respect for nature, universal human rights, economic justice and a culture of peace. The course focuses on three justice issues: extreme poverty, hunger, and homelessness; the global refugee crisis; and race, the criminal justice system and the death penalty. For the final project, students research a human rights issue and design a nonviolent direct-action campaign to raise awareness and educate our community as well as work for change. Throughout the course, through assigned readings and journal reflections, students engage in these fundamental questions: *What does it mean to be both “human and humane?” What is my personal responsibility to critique and challenge systemic structures that create and perpetuate poverty and injustice? What is the difference between charity and justice and how can I be involved in both types of activism? How do encounters with “the other” increase my compassion for the suffering of others? How do these experiences challenge and change me? What is my personal code of ethics? How can I embrace my responsibility to create a socially just world?*

THE HOLOCAUST: RELIGIOUS QUESTIONS

(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians. Nearly 75 years have passed since the end of World War II and the liberation of Auschwitz. Yet, the Holocaust continues to raise complex moral and theological questions for which there are no facile answers: *How did this happen? What effects has the Holocaust had upon Jewish and Christian ethics and beliefs? And, why do our framings of this history matter today?* Using a range of sources, this course investigates these and other questions.

NOTE: This course includes content that is emotionally, psychologically, and ethically challenging. Students should not underestimate the power of this material.

ADVANCED RELIGION & ETHICS COURSES

The following elective is offered to students in grades 11-12 who have completed the upper school graduation requirement in religion and ethics.

HONORS PHILOSOPHY OF RELIGION

(academic; semester; grades 11-12; prerequisite: completion of the religion and ethics graduation requirement)

The questions *What is God? Does God exist? What does it mean to believe in God?* are investigated against the background of modern philosophy and theology through instruction in a variety of media. This class introduces students to basic philosophical concepts and forms of argumentation. Particular emphasis is placed on the problem of suffering and evil and how that affects belief in the existence and nature of God (Theodicy). This class provides as much opportunity as possible for multimedia learning – not just through class lectures and Socratic discussion on selected philosophical and theological texts, including novels and plays, but also through movies, art, and music that illustrate and express the central themes of the class.

SCIENCE

The Bishop's School's Science department believes that all students should experience an environment that promotes intellectual growth and fosters imagination, curiosity, and responsibility. These goals can be achieved within the context of developing scientific skills and understanding scientific principles.

As a function of studying science at Bishop's, students will be confident using the scientific method, as defined by the practices below.

Students will be able to:

- **Apply what is known** about the fundamental processes and phenomena that rule the natural world, and know that the prevailing understanding of those processes changes over time
- **Actively question** the world around them, and feel empowered to investigate answers to those questions
- **Feel confident approaching the unknown**, both independently and collaboratively
- **Remain open-minded** to further investigation and alternate solutions as new data comes to light
- **Appreciate failed hypotheses** and experiments as essential components of learning
- **Evaluate evidence and arguments** in the lab setting and in their broader lives as citizens
- **Communicate effectively** in multiple modalities, and support their ideas appropriately with data

Graduation requirement: Three years: conceptual physics or conceptual physics enriched in grade 9 and two lab sciences (chemistry followed by biology) in grades 10 through 12

MIDDLE SCHOOL

SCIENCE 6

(year; grade 6)

The sixth grade science curriculum is designed to lay the foundation of intellectual character and academic skills that students need to productively engage with questions, problems, uncertainties and enigmas through science and engineering. Students design experiments, hone their logic through argument, and practice design thinking to engineer effective and innovative solutions. The primary focus of the course is to increase students' scientific literacy by challenging them to imagine, explore, question, and ultimately navigate the increasingly complex and changing world around them with intelligence, appreciation, and wonder.

SCIENCE 7

(year; grade 7)

The seventh-grade science curriculum focuses on life science as it relates to humans and the environment. Students learn fundamental scientific principles through engaging inquiry-based activities that are rooted in science and engineering practices. Topics covered include the human body, cell biology, genetics, ecology, and evolution. Basic laboratory techniques are introduced

and practiced throughout the course. Students are encouraged to develop responsible independence using scientific processes to explore phenomena and develop possible solutions to real-world problems. Students leave Science 7 with a respect for the natural world and a solid foundation of scientific practices and skills.

SCIENCE 8

(year; grade 8)

This course explores the question: How are we connected to the natural world? This course is the final year for the middle school science program. The program goals outlined for Science 7 continue with an emphasis on the physical sciences in an environmental context. Science 8 offers a hands-on science experience through inquiry-based lab activities, field experiences and engineering challenges. Encouraged to use critical thinking skills as well as the design thinking process, students are expected to actively engage in the problem-solving process in order to develop possible solutions to the problems posed. While exploring universal principles of physical science, students will also gain a deeper understanding of their proximate natural world.

UPPER SCHOOL

Upper Science course progression:

Grade 9: Conceptual Physics or Conceptual Physics Enriched

Grade 10: Chemistry or Honors Chemistry

Grade 11: Biology or Honors Biology

Grade 12: Optional; different courses available

Note: Enriched, Honors and Advanced Honors courses require teacher recommendation

CONCEPTUAL PHYSICS and CONCEPTUAL PHYSICS ENRICHED

(academic; year; grade 9; prerequisites: Conceptual Physics: none; Conceptual Physics Enriched: lab practical exam, departmental placement, mathematics background)

All ninth grade students are placed into Conceptual Physics or Conceptual Physics Enriched. The content in both courses is similar; both courses introduce students to the basic physical mechanisms that govern our universe. Students in both courses investigate light, waves, motion, forces and energy. Both courses emphasize laboratory investigation. Through lab work, students collect results that can be used to build models of the physical world.

Compared to Conceptual Physics, Conceptual Physics Enriched covers each topic in more depth and requires a greater degree of student independence. Students in the enriched science course must be confident observers and reasoners and are expected to learn from their peers at least as much as from their teacher.

Most students are placed into Conceptual Physics. Only those students who have demonstrated exceptional motivation, ability and achievement in science are considered for placement in Conceptual Physics Enriched. Several factors are considered when placing students: performance in Science 8, performance on the lab practical placement exam, eighth grade teacher recommendations, mathematics level and performance in mathematics.

Completion of Conceptual Physics Enriched is not a prerequisite for Honors Chemistry in tenth grade. All ninth grade students are recommended for either Honors Chemistry or Chemistry in tenth grade based on their performance in their ninth grade science course.

CHEMISTRY

(academic; year; grade 10; prerequisite: Conceptual Physics or Conceptual Physics Enriched; this course includes two additional class periods for labs)

This course familiarizes students with the underlying principles that govern the chemical reactions in our world. Through extensive laboratory experiments, lectures and discussions, students explore the answers to five fundamental questions regarding matter and the changes it undergoes. 1. What is matter? (structure of matter and atomic theory) 2. How does matter change? (chemical reactions) 3. Why does matter change? (thermodynamics) 4. How fast do reactions occur? (kinetics) 5. How far do reactions go? (equilibrium). In addition to the chemical principles covered in this course, a heavy emphasis is placed on the development of skills, including problem-solving, abstract modeling, experimental analysis, scientific writing, and critical thinking.

HONORS CHEMISTRY

(academic; year; grade 10; prerequisite: Conceptual Physics or Conceptual Physics Enriched, departmental placement; concurrent enrollment in Math 5 Enriched or higher is strongly recommended; this course includes two additional class periods for labs)

This course emphasizes laboratory investigation and making connections between seemingly disparate topics within chemistry, applying our students' understanding of the physical world formed in physics to chemistry, while refining a strong foundation in chemistry for application to biological systems. Students in this course apply rigorous mathematical models to chemical processes and are required to consistently work and learn independently. Topics covered include energy conservation, thermodynamics, atomic structure, intermolecular forces and bonding, stoichiometry, kinetics and equilibrium.

BIOLOGY

(academic; year; grade 11; prerequisite: Chemistry or Honors Chemistry; this course includes two additional class periods for labs)

This course provides a thorough introduction to the increasingly important field of biology, covering the core concepts of biochemistry, genetics, natural selection, and ecology. This challenging laboratory course allows students to experience biology as a scientific process involving inquiry-based work and collaborative activities. There is a strong emphasis on the development of skills, including experimental skills, critical thinking, cooperative learning, and study skills.

HONORS BIOLOGY

(academic; year; grade 11; prerequisite: Chemistry or Honors Chemistry with high achievement and departmental placement; this course includes two additional class periods for labs)

This advanced course is rigorous, fast-paced and equivalent to a first-year college biology course and is taught with a college textbook. Core concepts include evolution, cellular processes, genetics and ecology. Coursework requires advanced critical thinking and analysis and a great

deal of independent learning through an inquiry-based investigative laboratory component. This course is designed for students who have already demonstrated both a genuine interest in science and the requisite skills to confidently meet the challenges of an advanced course. With adequate and independent preparation and review, this course prepares students to tackle the AP examination in biology.

ELECTIVE COURSES

BIOTECHNOLOGY AND GENETIC ENGINEERING

(academic; semester; grades 11-12; prerequisite: concurrent enrollment in biology or higher)

Modern molecular tools have revolutionized the fields of medicine, forensics, agriculture, genetics, evolutionary biology, and anthropology. These techniques are the foundation of medical research and drug development performed at many local institutes and companies. This course provides students the opportunity to learn the DNA techniques and methods used in many biotechnology applications. Students use equipment in our biotechnology lab to perform both basic and advanced biotechnology techniques, including bacterial transformation; plasmid DNA purification; restriction digestion and electrophoresis of DNA; Polymerase Chain Reaction (PCR); gene editing; gene cloning and protein engineering. In addition, students discuss applications of these and other technologies, including the medical, ethical and societal implications of these advances. The class may also include one or more field experiences to local-area research labs.

ELECTRICAL ENGINEERING

(academic; semester; grades 10-12; prerequisite: Conceptual Physics or Conceptual Physics Enriched)

This course is a hands-on introduction to building and understanding electronic devices. The goal of this course is to teach students to work with breadboards and basic circuit elements to design circuits, and to provide a foundational understanding of why circuits work the way they do. Students in this course learn the fundamentals of circuit building on breadboards with resistors, capacitors, OP Amps, and other circuit elements. Both direct and alternating current sources are used, and students learn to use oscilloscopes and function generators to explore changes in circuit behavior over time. All students complete a final project in this course to design, build, and explain the operation of an electronic device of their choosing.

ENGINEERING PHYSICS

(academic; year; grades 11-12; prerequisites: Chemistry or Honors Chemistry and concurrent enrollment in Core Precalculus or higher; this course includes two additional class periods for labs)

In this project-based course, students apply knowledge of fundamental principles of physics to a variety of hands-on engineering projects designed to illustrate these principles. During the first semester, students learn and/or review basic concepts in mechanics, electricity, and magnetism and apply them to building assigned projects such as rockets and catapults. In the second semester, students branch out to focus on individual final projects in an area of interest. They are expected to do research beyond the fundamental concepts in order to present a final project that

is interesting from the perspective of engineering design and also as an illustration of relevant physics.

ENVIRONMENTAL SCIENCE

(academic; semester; grades 12; prerequisite: completion of a biology course)

In environmental science, students explore the importance of Earth's resources for humans, plants and animals, focusing upon humanity's collective responsibility to manage these resources sustainably. The course is presented in a case study format, in which students learn the major themes of environmental science through topics including the California wildfires, nuclear energy history and current innovations, construction of China's Three Gorges Dam, climate refugees and national policy, planned obsolescence, and composting for food waste. Woven into each case study are scientific concepts such as Earth's systems and resources, land and water use, energy sources and conversions, and pollution management. Students explore and discuss the interdisciplinary nature of environmental science including ideas from chemistry, biology, political science, economics, ethics, engineering, and sociology through discussions, guest speakers, lab investigations, presentations, and outside research.

FOOD SCIENCE: Why Food Matters to Us

(academic; semester; grades 11-12; prerequisite: chemistry and concurrent enrollment in biology or higher)

This course attempts to define why food matters to every one of us. We carefully look at food through the lenses of food and culture, food and the environment, and food and power (social justice). Topics to be considered include Food and Culture: What is the relationship between who we are and what we eat? Food and the Environment: How do our choices affect the planet? Food and Power: What larger forces influence our food system? Cooking and Science: An exploration of the science behind cooking through scientific and culinary methodology.

FORENSIC SCIENCE: Bugs, Bullets, and Blood

(academic; semester; grade 12; prerequisite: completion of a biology course)

The criminal trial is over: guilty or not guilty? The verdict finds many in disagreement with the jury's assessment of the physical evidence. From DNA typing and fiber and paint identification to the physical aspects of arson investigation, this course introduces students to areas of biology, chemistry, physics and geology that are applied in analyzing evidence found at a crime scene. Student participation and collaboration is stressed through a laboratory component, discussions of actual forensic case histories, and exploration of web sites relevant to forensic science and criminal investigation.

HUMAN ANATOMY AND PHYSIOLOGY

(academic; semester; grade 12; prerequisite: completion of a biology course)

This course explores the structure and function of the organs and organ systems of the human body. Two conceptual themes are emphasized: a) the complementary nature of structure and function and b) homeostasis. The forms of the specific cells, tissues, and organs within the body allow them to perform specific functions effectively, while the maintenance of an internal environment within a narrow range of values is necessary for survival. The organ systems covered include the integument (skin), skeletal, muscular, nervous, endocrine, cardiovascular,

respiratory, lymphatic, digestive, urinary, and reproductive. The lab component of the course includes a dissection. Human health issues are also addressed.

MARINE BIOLOGY

(academic; semester; grade 12; prerequisite: completion of a biology course)

This course provides a basic introduction to the patterns and processes found in marine systems and the relationships between living things and their marine environment. Topics emphasized are basic oceanography, structure and function of marine ecosystems, identification and classification of marine organisms, anatomical and physiological adaptations of marine organisms, and a survey of the human impact on the marine environment at local and global levels.

ADVANCED SCIENCE COURSES

HONORS PHYSICS

(academic; year; grades 11-12; prerequisites: Chemistry or Honors Chemistry and concurrent enrollment in Precalculus or higher; this course includes two additional class periods for labs)

Honors Physics is a challenging, college-level, non-calculus-based physics course which is designed to investigate fundamental principles of physics. While the description of many of the concepts in physics is mathematical, the approach is to tie these quantitative formalisms to their conceptual foundations. Much of the course focuses on the study of mechanics, with the latter part of the year covering waves, sound, and electrical phenomena. A variety of labs are conducted throughout the course to develop and augment understanding of the topics. Lectures, group work, and class discussions comprise a large part of the class process.

ADVANCED HONORS PHYSICS

(academic; year; grades 11-12; prerequisites: prior completion of Honors Chemistry or Chemistry is required and prior completion of Honors Calculus BC or AB is recommended. Students may enroll if co-enrolled in Honors Calculus BC but must expect to complete additional problem sets to learn calculus concepts used in physics. Department permission is also required for any student to enroll. With department permission, students are permitted to take this course concurrently with Honors Biology, Advanced Honors Biology, or Advanced Honors Chemistry. This course includes two additional class periods for labs.)

This is the department's most advanced physics course and explores topics in mechanics, electricity and magnetism from a calculus-based perspective. This course emphasizes problem solving and mathematical modeling of physical phenomena. Topics are explored experimentally using computer-based measurement probes that allow the collection of highly accurate data, allowing students to experimentally quantify the basic laws of energy conservation, linear and angular momentum, electric circuits and magnetism in their own data analysis.

ADVANCED HONORS BIOLOGY

(academic; year: grade 12; prerequisites: Biology or Honors Biology and departmental placement, including a reading assignment and interview; this course includes two additional class periods for labs)

This advanced level course builds on the topics from Biology and Honors Biology with a molecular and structural focus. The course features substantial independent and self-guided units. Students are taught to read and process primary research source material and are expected to become ‘experts’ on current topics in biology of their own choosing. The laboratory section of the course provides open-ended prompts in which the students design the experimental approach to the question being addressed. The content of this course is comparable to an introductory college-level course in cellular and molecular biology. However, it is taught more in the style of a graduate-level course with respect to the independence expected.

ADVANCED HONORS CHEMISTRY I (Organic) & II (Biochemistry)

(academic; first semester only or year; grades 11-12; prerequisite: Chemistry with recommendation or Honors Chemistry; this course includes two additional class periods for labs)

This course is taught as a second year of Advanced Chemistry. Students investigate topics relating to organic synthesis, drug design and natural products with applications to biochemistry, pharmacology and biotechnology. The course includes complex laboratory investigations related to organic synthesis and biochemistry, supporting advanced chemical and biological concepts covered. Guest lectures and field trips are incorporated throughout the year.

VISUAL ARTS

The Visual Arts department values each person as they discover their unique expression and interest in art. Every course is taught by experienced and talented professionals in the arts who, by their enthusiasm and expertise, not only inspire their students but also nurture lifelong creativity and innovation. The visual arts department provides student-centered, hands-on, and meaningful visual art curriculum. The school's facilities support art making in drawing, painting, printmaking, stained glass, photography, silk screening, ceramics, mixed media, airbrush, textiles, 3D printing, laser cutting, film making, animation, virtual reality, web-design, graphic design, illustration, and interdisciplinary approaches to art.

In Middle School, students receive a diverse foundation that introduces all of our art studios and facilities. They are given the opportunity to work in 2D, 3D, and time arts along with gaining a foundation in art history and art theory. Having fun and building confidence are also primary goals in all of the classes.

In the Upper School, students choose a primary studio practice for their level I course. Once that is completed, students are then encouraged to advance in other levels of art to create art portfolios, exhibitions, and projects that can be collaborative, interdisciplinary, and unique to their needs.

The Bishop's School partners with local art museums and galleries to provide in person and virtual exposure to visual art. Student art is displayed and shown both on and off campus in exhibitions, publications, and competitions. Art clubs are held after school, which provide open studio time, skill tutoring and a social atmosphere for art making. EVA (Eye on Visual Arts) is a student-run art publication, which provides a resource for art to be seen and ideas to be shared. Visiting artists are often selected by the visual arts faculty to meet students and bridge the concept of making art to professional careers. Alumni are also frequently welcomed back into the studios to share about their experiences in the visual arts and how Bishop's art education impacted their lives.

Graduation requirement: *One year in the same sub-discipline of visual OR performing arts; may be two consecutive OR non-consecutive one-semester courses or a single yearlong course.*

Notes:

- Honors Music Theory does not fulfill the Bishop's graduation requirement for art.
- Most but not all visual and performing arts courses are UC-approved. Some courses listed receive art credit for Bishop's but not for UC application purposes.
- Not all courses listed are offered annually.

University of California-Approved Visual and Performing Arts Courses

Dance: Jazz Dance I/II; Studio Dance Group; Performing Dance Group

Drama: Theater Arts I/II; Acting Workshop

Technical Theater: Theater Design & Production I/II; Costume Design & Construction I/II

Choral Music: Bishop’s Chorus I/II; Bishop’s Chorus III/IV; Bishop’s Singers

Instrumental Music: Jazz Band I/II; Jazz Band III/IV; Music Production I/II

Visual Arts: Ceramics I/II; Drawing & Painting I/II; Photography I/II; Stained Glass I/II; Film & Digital Media I/II

MIDDLE SCHOOL

SIXTH GRADE ART ROTATION

(year; grade 6)

The purpose of the grade 6 Art Rotation is to introduce students to varied means of artistic expression in a safe and exploratory environment. With an assortment of offerings in both Visual and Performing Arts, students will have opportunities to both literally and metaphorically "roll up their sleeves," to get creative, and get their hands dirty! Grade 6 artists are encouraged to step out of their comfort zone, take risks, and work collaboratively to create original pieces of art.

The Art Rotation is a place for students to discover new passions while further developing their social and emotional skills. Emphasis is placed on self-identity and expression through tapping into one's imagination through the arts.

The visual arts portion of the sixth grade arts rotation familiarizes students with the principles and elements of art and design. Through the exploration of concepts and theories in art, students are encouraged to make personal connections to the subject matter and to make creativity a part of their educational routine. The class covers traditional and non-traditional art making approaches. Students complete a variety of hands-on activities in two and three dimensions such as printmaking, painting, drawing, digital media, ceramics, and wire.

SEVENTH GRADE ART ROTATION

(year; grade 7)

The grade 7 Art Rotation emphasizes joyful skill building and creative expression in all of our art disciplines. Students get to know teachers from the creative sciences, performing and visual arts, while showcasing their work, and building a sense of belonging within the various studios and art making spaces. This unique offering encourages students to step out of their comfort zone, take risks, and work collaboratively, while digging into deeper concepts of artistic creation. The teachers work together to know the students and support their appreciation of art. This time becomes a memorable, shared experience where confidence and belonging are found.

In the visual arts portion of the seventh grade arts rotation, students are exposed to a number of different art mediums, concepts and themes to gain more exposure to all the mediums of the visual arts. Critical thinking and close observation is encouraged while looking at the work of contemporary and historic artists. Students create projects in 2D and 3D formats that utilize a variety of media from watercolor, stop-motion-animation, clay, and photography. Throughout the course, students build a portfolio of work in a daily sketchbook that documents the themes of the class.

CERAMICS 8

(semester; grade 8)

This course is designed to foster a basic understanding of ceramics materials with a hands-on approach. In this class the student learns clay construction techniques that include hand-building and learning to use the potter's wheel. Students learn vocabulary and basic chemistry in the context of a ceramic studio. Projects focus on pottery and sculptural form.

PHOTO DIGITAL 8

(semester; grade 8)

This course explores elements of digital photo, how it has developed as a tool to use from defined works of art to everyday use. Students receive an overview and introduction to digital photo editing tools and learn ways to manipulate images in digital media. Cameras are provided.

STREET ART 8

(semester; grade 8)

This is a unique and fun hands-on art class that introduces students to the concept of street art and how public art impacts local communities. This class empowers students to identify and create graffiti style art using stencils, aerosol spray painting, silk screening and 3D perspective lettering. Students have the opportunity to meet professional graffiti artists and create work in an off-campus graffiti park.

STUDIO ART 8

(semester; grade 8)

This course is designed to expose students to a variety of materials and techniques in art-making, allowing them to develop their drawing, painting and art-making skills. Students build a strong art practice and advance in their ability to make art. This course is personalized for students who excel in visual art and are interested in challenging their artistic expression. This class allows for both collaborative and personal expression. Tutoring and mentorship is available for students who wish to excel in drawing and painting during art club meetings.

UPPER SCHOOL

CERAMICS I

(fine arts; semester; grades 9-12)

This course is designed for students' self-expression, using clay as the medium. Techniques in hand-built methods, sculpture, and the potter's wheel are taught, as well as glazing and firing of the kiln.

CERAMICS II

(fine arts; semester; grades 9-12; prerequisite: Ceramics I)

This course gives greater freedom to select a personalized program in ceramics. Students continue to advance in their technical skill and techniques.

CERAMICS III

(fine arts; semester; grades 9-12; prerequisite: Ceramics II or departmental placement)

This course is designed for students who are self-directed and committed to their personal expression in ceramics. Individual goals are set along with the intention of constructing a portfolio of work.

CREATIVE ELECTRONICS

(academic; semester; grades 10-12. prerequisites: levels I and II of any visual arts or computer science course or teacher recommendation) (does not fulfill University of California arts admission requirements) (cross-listed in computer science department)

In this course students develop artwork that utilizes digital electronics. Students explore how humans can interact with computers by converting physical changes (sound, light, touch, temperature) into digital signals. Students learn about the sensors that measure these inputs and about microcontrollers that can utilize these sensors into output data and communicate with other computers and outputs. Students spend time writing programs, building circuits and discovering how these can create the best user experience that fulfills an artistic vision. Students must have completed at least one semester of either computer science, visual art, or art history to enroll in this course. Although it is not specifically required, Software Development I or Programming I is highly recommended.

STUDIO ART I

(fine arts; semester; grades 9-12)

This course introduces students to the use of both dry (graphite, pastel, charcoal, etc.) and wet (watercolor, ink and acrylic) media in drawing and painting. Students review the elements of art and principles of design through exposure to relevant works of art. Students work daily in sketchbooks, are given instructional demonstrations and are given support to expand on individual expression.

STUDIO ART II

(fine arts; semester; grades 9-12)

This course builds on the students' understanding of drawing and painting while challenging the creation of personal works of art. Students are required to continue to show growth in their technical skills as well as their ability to communicate and express themselves through visual language.

STUDIO ART III

(fine arts; semester; grades 10-12)

This course is designed for the student who is committed to the development of his or her personal artwork through the construction of an art portfolio. Students are introduced to a variety of concepts in visual art practice, criticism and theory, through class art-making activities, museum visits and discussions. Students create work based on themes in a series formation. Students are permitted to work in any desired media and are encouraged to become mindful of the purpose of his or her art.

FILM & DIGITAL MEDIA I

(fine arts; semester; grades 9-12)

This hands-on production course is an introduction to film and digital media. Through a series of assignments and independent video projects, students learn techniques associated with filmmaking like montage, editing and sound design. Students direct and edit their own projects while considering the works of contemporary video artists, filmmakers and digital artists. With an emphasis on proper use of cinema equipment, students are able to check out cameras, lenses and sound equipment for use in the course.

FILM & DIGITAL MEDIA II

(fine arts; semester; grades 9-12)

This course expands on Film and Digital Media I. Students advance their editing and shooting techniques with animation, special effects, professional lighting and sound. Students have the option of creating projects in film, video, electronics, installation and sound art. Cameras, lenses, lighting, and sound equipment are available to check out for use in the course.

FILM & DIGITAL MEDIA III

(fine arts; semester; grades 9-12)

This course expands on Film and Digital Media II. Students advance their skills and focus on their personal projects in this medium.

PHOTOGRAPHY I

(fine arts; semester; grades 9-12)

The aim of Photography I is to introduce students to the technical, historical, and scientific elements of the world of photography and design. Throughout the semester, students become acquainted with the basic camera controls of SLR cameras, learn Photoshop and computer workflow and explore photography as an art form. Students begin to learn theories of composition and the principles of design through project-based curriculum. The assignments are designed to encourage an awareness of the visual environment and ways to transfer what you see and envision to photographic and design form.

PHOTOGRAPHY II

(fine arts; semester; grades 9-12)

This course is an amplification of Photography I, with an introduction to alternative media besides digital photography. Students apply their knowledge of composition and design to photography, screen printing and logo design, and generate prototypes using photography, screen printing, laser cutters and 3D printers. Students are exposed to historical, philosophical and cultural prompts and examine how these ideas affect one's design choices. Students learn and use specific art vocabulary in verbal and written critiques of their work and the work of others. This course is mainly project based and the assignments are designed to encourage an awareness of the visual environment and ways to transfer what you see and envision to artistic completion.

PHOTOGRAPHY III

(fine arts; semester; grades 10-12)

Further development of technique with students working entirely in digital, black and white or a combination of both is stressed in this course.

ADVANCED VISUAL ARTS COURSES

STUDIO ART: PORTFOLIO IV

(semester; grades 10-12; prerequisites: levels I, II and III of any visual arts course)

There are many ways for students to find their voice in art. This course helps students do just that and encourages students who plan to take AP Studio to work on their portfolio development. It can be taken in the same space as another drawing and painting class or it can be more of an independent study. This course is a good option for students in the spring or summer needing more time with their portfolio and art practice before Honors Studio Art and after level III. Strong level III students may skip this class and go directly into Honors Studio Art.

HONORS STUDIO ART

(academic; year; grades 11-12; prerequisites: levels I, II and III of any visual arts course)

This is a college-level course that welcomes students who demonstrate an advanced ability to create visual artwork with technical skills and a mature approach to art-making. Students are required to work both inside and outside of the studio developing an art portfolio that shows quality of skill, exploration, and proficiency in the materials and techniques of visual art, and the development of a concept or theme in their body of work. Although lessons are given, students are truly in charge of their art portfolio and work ethic.

WORLD LANGUAGES

While the World Languages department approaches language as an academic discipline, requiring thorough mastery of vocabulary and structures, the primary goal for the modern languages is to provide students with the tools to communicate effectively with the world beyond their immediate surroundings and to interact within the cultural context of the target language. To this end, world languages courses center around communicative activities to develop oral proficiency while developing other skills such as listening, writing, and reading. Engaging with authentic resources also provides the opportunity to study the cultural and historical realities of the target language. The classical language courses, in particular, offer learners the opportunity to read great works of ancient literature within the context of the history and culture of the times.

The Bishop's world languages program offers an in-depth curriculum, allowing students to pursue language far beyond most upper school programs. We regularly offer the opportunity for students to participate in cultural and language programs through travel abroad. Bishop's students who participate in these life-enhancing experiences have the opportunity to use their language skills, create friendships and expand their vision of the world.

Beginning in seventh grade, World Languages department courses align with proficiency guidelines established by the American Council of Teachers of Foreign Languages (ACTFL). Following these guidelines, teachers evaluate proficiency in speaking, reading, writing, and comprehension using a universal rubric. ACTFL guidelines describe the continuum of proficiency, identifying five major proficiency levels: Novice, Intermediate, Advanced, Superior, and Distinguished. The levels Novice, Intermediate, and Advanced are further divided into Low, Mid, and High sub-levels. These guidelines present the levels of proficiency as ranges and describe what students can do with language at each level. They are an instrument for the evaluation of functional language ability. (For more information, see the [ACTFL Proficiency Guidelines 2012](#).)

***Graduation requirement:** Through Level 3 in one language with a minimum of two years taken in grades 9 through 12*

GRADE 6

WORLD LANGUAGES 6

(year; grade 6)

Sixth grade students rotate on a quarterly basis through introductory modules devoted to each of the four languages taught at Bishop's: Chinese, French, Latin, and Spanish. The course trains students in habits and best practices for language acquisition techniques and guides them through introductory content including: basic mechanics and vocabulary; everyday dialogues; listening comprehension; and the culture, history and geography of each language. Topics typically include greetings and introductions, basic biographical details, numbers, calendars and telling time, family, major cultural holidays, school activities, and leisure time.

CHINESE **MIDDLE SCHOOL**

Mandarin Chinese is the official language of the People's Republic of China and Taiwan. Though learning Chinese can seem very challenging for Westerners, the language has the advantage of having no declensions, gender, conjugations or verb tenses. The middle school Chinese program is designed as a two-year introduction to the study of Chinese language and culture, and provides the basic skills necessary for the acquisition of any world language. These classes are conducted in Chinese except for grammar explanations. At Bishop's, we teach simplified characters, but the textbooks we use also include a traditional character version of each lesson.

CHINESE IA

(year; grades 7 and 8)

In this course students learn the fundamentals of listening, speaking, reading and writing the Chinese language using the Pinyin Romanization system and simplified characters. Students gain familiarity with basic sentence patterns and expressions, and are able to converse on topics such as basic personal information, family, hobbies, and simple social situations. By the end of the year, students should reach the Novice-Mid Level on the ACTFL proficiency scale and master a minimum of 200 simplified characters.

CHINESE IB

(year; grades 8 and 9; prerequisite: Chinese IA)

In this course students continue the study of listening, speaking, reading, and writing begun in Chinese IA, attaining the Novice-High level on the ACTFL proficiency scale. Students explore themes such as making appointments, school life, studying Chinese, shopping, and transportation. Chinese IB students continue the study of grammar, including measurement words, sentence patterns, and comparative statements. By the end of the year, students will have learned approximately 360 simplified characters, acquired a greater appreciation for the cultures of Chinese-speaking countries through class lessons and activities, and developed a deepened understanding of the relationship between language and culture.

UPPER SCHOOL

Standard Track

Chinese I ⇨ Chinese II ⇨ Chinese III ⇨ Chinese IV ⇨ Chinese IV Honors

Accelerated Track

Chinese I ⇨ Chinese II ⇨ Chinese III Honors ⇨ Chinese IV Honors ⇨ Adv. Honors Chinese

CHINESE I

(academic; year; grades 9 - 12)

This course is an introduction to Chinese language and culture and, as such, stresses developing Chinese speaking and listening skills in everyday situations. In addition, we work on building basic reading comprehension and writing skills. Chinese art, calligraphy, and cuisine are also

integrated into the course. The vocabulary is presented topically and within a cultural context. Grammatical and structural components are integrated into the topical units. Topics include greetings, family, dates & time, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping, and transportation.

By the end of the year, students learn a minimum of 300 characters and will be familiar with basic sentence patterns and expressions. Students will be able to converse on topics such as family, hobbies, school life, shopping, and transportation. Upon completion of this course students will acquire Chinese language skills in all three modes of communication and attain the Novice-High level on the ACTFL proficiency scale.

CHINESE II

(academic; year; prerequisite: Chinese I, Chinese IB, or departmental placement)

Building on the skills mastered in Chinese I or Chinese IA & IB, Chinese II is a theme-based course designed to develop students' communicative skills in handling uncomplicated tasks and predictable transactions in the immediate environment. Chinese II covers 8-10 themes including weather, dining, seeing a doctor, sports, dating, renting an apartment, travel, etc. Classroom time is used for activities that aim to strengthen student's interpretive, interpersonal, and presentational communication skills through in-class discussion, role-play, oral presentations, etc. Short video clips, songs, and Internet resources such as news reports, as well as blogs, supplement the textbook. All major grammatical and sentence structures are integrated into each thematic unit. Upon completion of this course, students will gain listening, speaking, reading, and writing skills in standard Chinese, attaining approximately the Intermediate-Low to Intermediate-Mid level on the ACTFL proficiency scale.

CHINESE III

(academic; year; prerequisite: Chinese II or departmental placement)

This course prepares students to engage and produce paragraph-length discourses on concrete and factual topics related to the immediate environment and the greater community. This course implements a spiral approach to strengthen all four language skills (listening, speaking, reading and writing) by revisiting the contemporary and daily-life topics covered in Chinese 1 and 2 such as lodging/living quarters, dining, and shopping, while introducing new themes such as internet and technology, education, part-time work, and travel, etc. Class activities and assignments aim to strengthen students' language skills in all the three modes of communication (interpersonal, interpretive, and presentational) with a variety of reading material, role-play situations, in-class discussion, and oral presentations. Upon completion of this course students will gain listening, speaking, reading, and writing skills in standard Chinese and attain the Intermediate-Mid level on the ACTFL proficiency scale.

HONORS CHINESE III

(academic; year; prerequisites: Chinese II and departmental placement)

This course covers the material of Chinese III in greater depth and at an accelerated pace. Students who complete this course build practical skills in communicating in Chinese in all of the four language areas: listening, speaking, reading and writing and attain the Intermediate-Mid to Intermediate-High level on the ACTFL proficiency scale. They are able to communicate and

absorb information within each theme area such as dining, shopping, school life, academic course selection, friends and friendship, computer and network, internship and part-time jobs, education and Chinese geography. Many supplementary materials from magazines, films, newspapers and various online resources are used. In addition to using the vocabulary and grammar that allow them to interact within these real-life situations, the students speak exclusively in Chinese in the classroom and are able to write coherent essays and give oral presentations in Chinese.

CHINESE IV

(academic; year; prerequisite: Chinese III or departmental placement)

Students who complete this advanced Chinese course build practical skills in all three modes of communication and attain the Intermediate-High level on the ACTFL proficiency scale. By the end of the course, students are able to communicate on topics about Chinese speaking communities and general interests, Chinese festivals, changes in modern China, life and wellness, money management, Chinese history, etc. Students speak exclusively in Chinese and are able to describe and narrate everyday events and situations using connected discourse of paragraph length.

HONORS CHINESE IV

(academic; year; prerequisite: Chinese III, Chinese III Honors or Chinese IV and departmental placement)

This course covers the material of Chinese IV in greater depth and at an accelerated pace. Students who complete this advanced Chinese course will develop listening, speaking, reading, and writing skills, and attain the Intermediate-High to Advanced-Low level on the ACTFL proficiency scale. Students will develop and use skills such as basic summary, description, narration, debate, and report to explore topics that are of interest to them: Chinese festivals, changes in modern China, life and wellness, money management, Chinese history, etc. Many supplementary materials from magazines, films, newspapers, and various online resources are used. They will be able to read and understand a wide range of authentic texts, dealing with personal and social needs and public life. They can express in writing their own opinion on issues such as health, gender equality, environmental protection, etc. Students will work on various projects to connect their classroom learning to real-life situations.

ADVANCED HONORS CHINESE LANGUAGE AND CULTURE

(academic; year; prerequisite: Chinese IV or Chinese IV Honors and departmental placement)

Building upon the foundation of Chinese IV Honors, this course is designed to deepen students' immersion into the language and culture of the Chinese-speaking world, and to prepare students to attain the Advanced-Low to Advanced-Mid level on the ACTFL proficiency scale. This course aims to enable students to master advanced-level Chinese language structures, expressive styles, and conventions of communication through topics reflecting multiple aspects of Chinese society and culture. We discuss topics such as traditional festivals, modern holidays, regional cuisines, art forms, filial piety, major philosophical thoughts, and current events in China. Students are expected to express themselves in Chinese throughout the class, to read and write extensively, to become proficient in the four major skills of the language (listening, speaking, reading, and writing), and to understand conversations, lectures, oral presentations, newspapers,

films, instructions, and cultural stories. Upon completion of the course, students will be prepared to take the AP examination in Chinese.

FRENCH MIDDLE SCHOOL

The middle school French program is designed as a two-year introduction to the study of French language and culture and provides the basic skills necessary for the acquisition of any world language. These classes are conducted in French except for grammar explanations.

FRENCH IA

(year; grades 7 and 8)

Students in this course acquire the fundamentals of the four essential skills of language learning: listening, speaking, reading and writing. Vocabulary and structures are presented in cultural context and students acquire basic knowledge of the diverse cultural aspects of the Francophone world. Vocabulary includes greetings, personal descriptions, time and weather, leisure activities, articles of clothing, colors and school-related terms. By the end of the year students should reach the Novice-Mid level on the ACTFL proficiency scale.

FRENCH IB

(year; grades 8 and 9; prerequisite: French IA)

In this course, students continue to build proficiency and confidence in speaking, listening, reading, and writing, and reach the Novice-High level on the ACTFL proficiency scale. Speaking and writing tasks include sharing personal information and opinions, talking about daily routines and activities, as well as asking and answering questions using simple sentences within the context of familiar topics, such as sports, food, family life, and travel. Class activities emphasize oral communication through daily conversations, role-playing situations, and oral presentations. This course is taught primarily in French, and students are expected to use French in all interactions.

UPPER SCHOOL

The upper school French program includes courses that are a continuation of the middle school program or are designed for students beginning their French studies. Starting with level III, all French classes are conducted entirely in French.

Standard Track

French I ⇨ French II ⇨ French III ⇨ French IV ⇨ French IV Honors

Accelerated Track

French I ⇨ French II ⇨ French III Honors ⇨ French IV Honors ⇨ Advanced Honors French

FRENCH I

(academic; year; grades 9 - 12)

French I is a high-school introductory course. Students acquire strong fundamentals in the four essential skills of language learning: listening, speaking, reading, and writing. Vocabulary and structures are presented in cultural and geographical context and students develop basic knowledge of the Francophone world. Through thematic units that include project-based learning, speaking, listening, reading, and grammar exercises, at the end of the year students are able to handle daily communicative situations. Vocabulary includes greetings, personal descriptions, time and weather, leisure activities, articles of clothing, colors, school-related terms, food items and meals, chores and the home, the family, and getting around town. By the end of the year students should reach the Novice-High to Intermediate-Low level on the ACTFL proficiency scale.

FRENCH II

(academic; year; prerequisite: French I, French IB or departmental placement)

In French 2, students further develop interpersonal, interpretive, and presentational communication skills. In their exploration of relevant topics, such as school and community life, health, food, and travel, students tell stories about school and community events as well as personal experiences, both in written and oral form, and across multiple time frames. Writing at this level includes multiple paragraph narrative or expository pieces in the context of the above topics. Students develop interpretative skills through reading more challenging texts and viewing French videos and films. This course is taught in French, and students are expected to use French in all interactions. By the end of the year students should reach the Intermediate-Mid level on the ACTFL proficiency scale.

FRENCH III

(academic; year; prerequisite: French II or departmental placement)

This course continues to build on the skills acquired in French II. All four skills (speaking, listening, reading, and writing) as well as cultural competency are emphasized through group discussions, role-play, oral presentations, reading, and writing assignments. Students' language acquisition will be contextualized within the diverse cultures of the Francophone world to expand their familiarity with the cultural specificities tied to the French language. Students will develop a higher level of accuracy in their use of the major verb tenses, more complex grammatical structures, and will also acquire a more nuanced active and passive vocabulary. Through the use of authentic sources such as TV, video, audio, nonfiction, and fictional texts, we discuss a variety of topics such as school and academics, the arts, family and friends, travel, and how to navigate everyday life when shopping, going to the bank, and finding housing. By the end of the year, this course leads students to attain the Intermediate-High to Advanced-Low level on the ACTFL proficiency scale.

HONORS FRENCH III

(academic; year; prerequisites: French II and departmental placement)

French III Honors is an accelerated two-semester high school course designed to prepare students for French IV Honors while reinforcing and building upon the skills students have acquired in French II. The course focuses on students' speaking, listening, reading, and writing

skills through group discussions, role-play, oral presentations, extensive reading, and essay-length writing assignments. Students' language acquisition will be contextualized within the diverse cultures of the Francophone world to expand their familiarity with the cultural specificities tied to the French language. They will develop a higher level of accuracy in their use of the major verb tenses, more complex grammatical structures, and will also acquire a more nuanced active and passive vocabulary. Through the use of authentic sources such as TV, video, audio, nonfiction, and fictional texts, students study various topics such as studying in a French speaking country, finding housing and navigating everyday life, the arts (cinema, music, literature, theater), and current geo-political issues. The course also includes a complete review of complex grammar concepts. In contrast to French III, more time is spent on developing analytical skills in speaking, writing, and reading. By the end of the year, this course leads students to attain the Advanced-Mid level on the ACTFL proficiency scale.

FRENCH IV

(academic; year; prerequisite: French III or departmental placement)

French IV is a two-semester course designed to further develop accuracy in the four communicative skills (listening, speaking, reading and writing), and attain the Intermediate-High level on the ACTFL proficiency scale. Class activities stress speaking, reading, writing, and listening through a variety of readings, films, writing activities, role play situations, in class discussions, and oral presentations. Discussion topics such as news and media, relationships, human rights, technology, leisure activities, and the environment are designed to enhance students' knowledge of the diversity of the French-speaking world. A complete review of key grammar structures helps students sharpen their linguistic accuracy. This class is conducted entirely in French and students speak exclusively in French.

HONORS FRENCH IV

(academic; year; prerequisites: French III Honors or French IV and departmental placement)

French IV Honors at Bishop's deepens students' proficiency level across the three communicative modes (interpersonal, interpretive and presentational). Students are expected to express themselves in French throughout the class. Students read and write extensively, engage in discussions, make oral presentations, read newspapers, emails, literary texts, watch films, and listen to radio and music content. The course materials are drawn from authentic sources. Students become familiar with a variety of topics related to the diverse Francophone world such as global geo-political challenges, science and technology, contemporary life, personal and public identities, families and communities, and the environment. At the end of the year, students can apply the skills and knowledge they have acquired in the classroom to diverse communicative situations in the real world and will have achieved substantial awareness of the world's Francophone cultures. By the end of the course students should reach the Advanced-High level on the ACTFL proficiency scale and will be prepared to take the AP examination in this subject.

ADVANCED HONORS FRENCH

(academic; year; prerequisite: departmental placement)

This course is designed for students with advanced language skills who are interested in exploring and analyzing a wide range of French and Francophone contemporary novels and

films. The movies and readings engage students in class discussions about topics that are relevant to their age group. Students are exposed to vocabulary in context in order to talk about friendship, religion, cultural differences, stereotypes, and adolescence, among other topics. Students also enrich their ability to express themselves on paper through research and essay writing, and receive individual feedback on a regular basis. If a student wishes to enhance speaking, listening, reading and writing skills, Advanced Honors French is the place.

LATIN

MIDDLE SCHOOL

The middle school Latin program is designed as a two-year introduction to the study of the Latin language and provides students with the basic skills necessary for the acquisition of any world language. These classes are conducted in both Latin and English.

LATIN IA

(year; grade 7 or 8)

This course covers material equivalent to the first semester of the Latin I upper school course. The aim of the course is to develop foundational knowledge of Latin sentence structure and vocabulary, as well as to establish core reading competency and fluency through reading, composition, and both verbal and written exercises. Topics covered include the first three declensions, all cases including the locative, all four conjugations in the present tense, active and passive voices, and demonstrative adjectives and pronouns. The history, culture, and legacy of Rome and the Latin language in Western culture are studied throughout the course.

LATIN IB

(year; grade 8 or 9; prerequisite: Latin IA)

This course is a continuation of Latin IA and covers material equivalent to the second semester of the Latin I upper school course. The aim of the course is to continue developing foundational knowledge of grammar, syntax and vocabulary, while further honing reading competency and fluency. Topics covered include declensions three, four and five, third declension adjectives, comparatives and superlatives, deponents, participles, accusative and infinitive constructions, and indirect speech. Roman history and culture and the legacy of Latin continue to be explored in this course.

UPPER SCHOOL

Standard Track

Latin I ⇨ Latin II ⇨ Latin III ⇨ Latin IV

Accelerated Track

Latin I ⇨ Latin II ⇨ Latin III Honors ⇨ Latin IV Honors ⇨ Advanced Honors Latin

LATIN I

(academic; year; grades 9 - 12)

This course combines the material covered during the two years of middle school introductory Latin. The aim of the course is to develop foundational knowledge of Latin sentence structure and vocabulary, as well as to establish core reading competency and fluency through reading, composition, and verbal and written exercises. The history, culture and legacy of Rome and the Latin language in Western culture are studied throughout the course.

LATIN II

(academic; year; prerequisite: Latin I or Latin IB or departmental placement)

This course continues with the introduction to Latin grammar and vocabulary begun in Latin I or Latin IA/IB by building upon student knowledge of nouns and adjectives and adding a core understanding of Latin verb forms and mood constructions. The course expands the exploration of sentence structure and vocabulary while developing fluency through reading, composition, and verbal exercises. Cultural and historical material is routinely integrated into the course to provide a heightened sense of context for the students' linguistic studies.

LATIN III

(academic; year; prerequisite: Latin II or departmental placement)

Latin III extends the foundation laid down in Latin II by completing the survey of Latin verb constructions, with particular focus on the subjunctive mood. Throughout the course vocabulary building and techniques of effective reading are stressed through the reading and writing of Latin. The first semester involves intense review and solidification of Latin grammar, practice with excerpts of authentic Latin authors, and extensive expansion of Latin vocabulary. The second semester introduces intensive reading of unadapted passages from Caesar and Vergil.

HONORS LATIN III

(academic; year; prerequisites: Latin II and departmental placement)

Latin III Honors serves as a bridge course between the textbook-based learning of grammar in Latin II and the extensive reading of ancient texts in Latin IV Honors: Caesar and Vergil. The course completes the survey of Latin verb constructions, with particular focus on the subjunctive mood. Throughout the course vocabulary building and techniques of effective reading are stressed through the reading and writing of Latin. The first semester involves intense review and solidification of Latin grammar, practice with excerpts of authentic Latin authors, and extensive expansion of Latin vocabulary. The second semester introduces intensive reading of unadapted passages from Caesar and Vergil.

LATIN IV: The Aeneid of Vergil

(academic; year; prerequisite: Latin III or departmental placement)

In this course, the Aeneid of Vergil is read in its entirety in English with significant portions read in Latin, particularly those sections not read in the Latin IV Honors: Caesar and Vergil course. As a consequence, the student may continue the following year with Latin IV Honors: Caesar and Vergil without serious duplication.

HONORS LATIN IV: Caesar & Vergil

(academic; year; prerequisites: Latin III Honors or Latin IV and departmental placement)

The primary focus of Latin IV Honors: Caesar and Vergil is the prescribed syllabus for the AP Latin examination, which comprises a detailed study of works of two literary giants of Latin literature: Julius Caesar's *Bellum Gallicum* and Vergil's epic masterpiece *Aeneid*. One semester is devoted to each author, with significant portions read in Latin and the rest in English. Attendant work in mythology, Roman history, rhetorical devices, and metrical patterns enable students to understand why these are two of the most significant works in Western literature. Upon completion of the course, students will be prepared to take the AP examination in this subject.

HONORS LATIN IV: Literature

(academic; year; prerequisite: Latin III or Latin III Honors and departmental placement)

This course explores topics, authors, and/or genres within Latin literature. Prose and poetry are explored in alternating years, but there are no fixed texts. Instead, students collaborate with their instructor to identify what questions and ideas to explore and select readings accordingly. At least one major work is read, in whole or in part, each semester. Evaluations focus on understanding the Latin of all primary course materials. Attendant work supports the primary course texts by supplying the historical and literary context needed to begin to analyze significant questions in Latin literature.

ADVANCED HONORS LATIN: Literature

(academic; year; prerequisite: Latin IV Honors: Caesar and Virgil or Latin IV Honors: Literature or departmental placement)

This course takes the same approach to selecting material as Latin IV Honors: Literature, but focuses on the advanced analysis of Latin texts. This includes seeking answers to significant questions about Latin literature and developing a nuanced understanding of the course texts' artistic, historical and cultural components. Evaluations focus on analysis of all primary course materials and include at least two analytical papers. Attendant work supports the primary course texts by supplying the historical and literary context needed to analyze significant questions in Latin literature.

HONORS GREEK

(academic; year; grades 10 - 12; prerequisite: completion of Bishop's world language graduation requirement and departmental placement)

In this course students study Classical Greek, beginning with the alphabet and ending with reading of authentic and unadapted texts from ancient Greece. Students use the textbook *Athenaze*, Books 1 and 2, which provide a thorough grammatical foundation and abundant practice in reading ancient Greek. Since the course is limited to students with a sound background in language study (all students must already have completed their world languages requirement in another language), the grammar for this course moves at a very fast pace, permitting readings from a variety of ancient Greek authors and texts such as Aristophanes, Plato, Herodotus, and Homer.

SPANISH

MIDDLE SCHOOL

The middle school Spanish program is designed as a two-year introduction to the study of Spanish language and culture and provides the basic skills necessary for the acquisition of any world language. These classes are conducted in Spanish except for grammar explanations.

SPANISH IA

(year; grade 7 or 8)

This course presents an introduction to Spanish and develops the four essential skills of language learning: speaking, listening comprehension, reading, and writing. The language's vocabulary and structures are presented in cultural context. Vocabulary includes greetings and farewells, personal information, the alphabet, the calendar, numbers and telling time, leisure activities, school supplies, colors and other-school related terms, family members, description and activities, as well as parts of the home. The course presents the parts of speech, gender and article usage, noun-adjective agreement, the present tense of regular and a few irregular verbs, question formation, interrogative words, affirmative, negative, and interrogative sentences. Students use these tools to communicate effectively in spoken and written Spanish and attain the Novice-Low level on the ACTFL proficiency scale.

SPANISH IB

(year; grade 8 or 9; prerequisite: Spanish IA)

In this course students continue the study of listening, speaking, reading, and writing begun in Spanish IA. New material includes the preterite tense (simple past), familiar affirmative and negative commands, demonstrative adjectives and pronouns, direct and indirect object pronouns, comparisons, expressions of equality and reflexive verbs. Thematic vocabulary addresses sports, shopping, articles of clothing, parts of the body and foods. Students are exposed to historical and cultural topics from Latin America, Spain, and Latino culture in the U.S.

Spanish IB places emphasis on all four language skills, but speaking and conversation are considered an essential daily activity. The course is conducted predominantly in Spanish, and the student is expected to participate in the target language. Several language learning activities and projects are done to offer speaking opportunities: video production, set design, print publication and other projects are constructed in a Spanish-speaking only environment. By the end of the year students should reach the Novice-High level on the ACTFL proficiency scale.

UPPER SCHOOL

Standard Track:

Spanish I ⇨ Spanish II ⇨ Spanish III ⇨ Spanish IV ⇨ Spanish IV Honors

Accelerated Track:

Spanish I ⇨ Spanish II ⇨ Spanish III Honors ⇨ Spanish IV Honors ⇨ Adv. Honors Spanish

SPANISH I

(academic; year; grades 9-12)

Spanish I is a high-school introductory course in which students acquire strong fundamentals in the four essential skills of language learning: listening, speaking, reading, and writing. Vocabulary and structures are presented in cultural and geographical context and students develop basic knowledge of the Spanish-speaking world. Upon completion of this course students will acquire Spanish language skills in all three modes of communication (interpersonal, interpretive, and presentational) and attain the Novice-High level on the ACTFL proficiency scale.

SPANISH II

(academic; year; prerequisite: Spanish I or Spanish IB or departmental placement)

Spanish II is an intermediate course in which students further develop communication skills, as well as greater fluency and proficiency in both oral and written expression. Class time focuses on speaking and listening skills through small group conversations, full class discussion, individual and group presentations, and debates. Through this course, students perfect their ability to express themselves in the present tense and become more proficient in their ability to express ideas in the past and future, while studying topics such as the environment, technology, current events, health/medicine, and the arts. By the end of the course students should reach the Intermediate-Mid level on the ACTFL proficiency scale.

SPANISH III

(academic; year; prerequisite: completion of Spanish II or departmental placement)

Spanish III provides a solid review of the fundamentals of Spanish I and II, as students improve their ability to communicate in the present tense and expand their mastery of past and future time expression. Class time focuses on speaking and listening skills through small group conversations, full class discussion, individual and group presentations, and debates. Students explore the Spanish language in the context of thematically-oriented units, such as the environment, technology, current events, health/medicine, the economy/business, and publicity/propaganda. By the end of the course students should reach the Intermediate-Mid level on the ACTFL proficiency scale.

HONORS SPANISH III

(academic; year; placement by departmental placement)

This course is designed to further develop accuracy as well as spontaneity in the four communicative skills (speaking, reading, writing, and listening). At this level, class activities engage students through a variety of readings, role-play situations, in-class discussion, and oral presentations. Contemporary topics such as immigration and technology are discussed together with various cultural traditions in the Spanish-speaking world. The use of videos, music, and film provides students with opportunities to hone their listening skills as well as to experience Spanish in real time. In addition, short writing assignments, longer essays, and grammar reviews help students sharpen their ability to apply the grammar accurately. Students read literary selections to develop their ability to analyze and appreciate Spanish and Latin American literature. By the end of the course, students should reach the Intermediate Mid/High to

Advanced Low level based on the ACTFL proficiency scale. Class is conducted in Spanish, and students are encouraged to take risks and be creative in the target language at all times.

SPANISH IV

(academic; year; prerequisite: Spanish III or departmental placement)

In this course, students expand on the knowledge acquired in previous courses and incorporate new strategies that improve speaking, listening, reading, and writing abilities, with a particular focus on speaking and writing. Learners will explore advanced grammar structures, vocabulary, literature, and deeper levels of communication. Students will communicate about topics that include friendship, historical figures, art, and compelling contemporary issues. Students will continue to increase their understanding of the cultures and traditions of Spanish-speaking countries enabling them to make connections between themselves and the world around them. Class is conducted in Spanish, and students are encouraged to take risks and be creative in the target language at all times. By the end of the course students should reach the Intermediate-High to Advanced-Low level on the ACTFL proficiency scale.

HONORS SPANISH IV

(academic; year; by departmental placement)

Spanish IV Honors expands and deepens students' proficiency across the three communicative modes: interpersonal, interpretive, and presentational. Students will develop listening, speaking, reading, and writing skills and attain the Intermediate-High to Advanced Low level on the ACTFL proficiency scale. Students develop these skills as they explore the six content themes of the course: public and personal identities, families and communities, contemporary life, science and technology, global challenges, and beauty and aesthetics. Students are expected to express themselves in Spanish throughout the class, to read and write extensively, to become proficient in the four major skills of the language, to understand conversations, lectures, oral presentations, newspapers, letters, instructions, short stories and poems, and to write persuasively. They should also be able to express themselves orally by arguing a point, by convincing and by describing. Students should be able to turn the skills and knowledge they acquire in the classroom into a functional experience in the outside world. Students will be prepared to take the AP examination in this subject.

ADVANCED HONORS SPANISH: MODERN MEXICO

(academic, year; prerequisite: successful completion of Spanish IV Honors and departmental placement)

The first-semester objective of this course is to examine some of the most important Mexican literary expressions studied from a historical perspective. This course traces the development and construction of modern Mexico. Students acquire knowledge and understanding of the formation of modern Mexico, key cultural concepts (nation, ethnicity, cultural studies, etc.), and read key literary works including codices and poetry, as well as study the visual arts through mural, photography, and film. The history begins on the eve of the Conquest and ends at the dawn of contemporary Mexico. Students are exposed to the works from the pre-Hispanic period, chronicles of conquest, poetry, religious texts from the Colonial period, and narratives that deal with identity and ethnicity, as well as narratives fundamental to the formation of the modern nation and its cultural agenda.

In the second semester, this course offers an in-depth study of Mexico's northern border and its literary and cultural production. Students study the construction of the U.S.-Mexico border from a historical perspective and read contemporary Mexican literature written on and from the northern border. Together we read works that elucidate the concept of borders, space, globalization, "post-nationality," and culture. Students are exposed to a multidisciplinary approach to the literary and cultural production of this region and are able to gain personal insight into the border experience as they acquire a critical vocabulary that facilitates the study of the spatial organization of this unique metropolitan region in Tijuana/San Diego.

ADVANCED HONORS SPANISH: SPANISH THROUGH THE STUDY OF FILM AND LITERATURE

(academic, year; prerequisite: successful completion of Spanish IV Honors and departmental placement)

This course explores various cultural, social, and political topics through the study of Spanish and Latin American film and literature. Students advance their language studies and develop their academic language skills as they compare the themes presented in the films to various sources, such as literary works, videos, newspaper articles, and historical artifacts. The course aims to improve both speaking and writing skills at an academic level; therefore, it relies heavily on active participation in class discussions, journal writing, and in-depth analysis in small group discussions. At the end of each unit, students integrate this knowledge into written and oral analyses of the particular aspects of a literary piece and/or a film excerpt of their choice. By the end of the course, most students reach the Advanced-Low or Advanced-Mid level of the ACTFL proficiency scale. All teaching and discussion are conducted in Spanish.

INDEPENDENT ELECTIVES

Graduation requirement: none

UPPER SCHOOL

JOURNALISM

(academic; year or fall semester; grades 9-12; grades 10-12 may apply to take this course pass/fail) (occasionally meets after school)

In this course, students learn and practice core concepts in journalism: principles, news gathering, and reporting. They constitute the core staff for the student news source, *The Tower*. They work both independently and collaboratively as a staff: dedicated students will take on increasing responsibility of editorial positions. In this rigorous, writing-intensive class, students take responsibility for producing and reporting the news regularly, through both print and digital media. They will become familiar with AP style and InDesign. The production process helps students develop some of the fundamental skills associated with journalism through application: generating a topic, shaping an angle, interviewing, recording, researching, drafting, copy-editing, fact-checking, revising and laying out articles, and more. To support this development, students read and discuss current and historical, local and national news coverage and the events that inspire them, as well as various works by celebrated journalists. This course demands a significant time commitment outside of regular class meetings, and will require the timely completion of assignments as well as regular attendance and full participation in the course.

YEARBOOK: Graphic Communications

(academic; year; grades 10-12; prerequisites: by application and departmental placement; students may apply to take this course pass/fail) (occasionally meets after school)

This is a full-year academic course in which students produce The Bishop's School annual. The year begins with classroom instruction in the areas related to graphic communications and desktop publishing. Students use Microsoft Word and InDesign software to produce all of the copy and layout. Organization, graphic design, copywriting, photography, the value of a deadline, and the teamwork and leadership skills needed to work together to publish a 260+ page book are taught and encouraged. (Required: interested students, grades 10-12, must apply in the spring for a place in this course and are admitted only with written permission of the department. Students who want to do photo work preferably have taken at least one course in photography and own a working camera with flash.)

INTRODUCTION TO SPEECH

(academic; semester; grades 9-12)

In this course, students build critical communication skills through research, preparation and delivery of persuasive speeches. To prepare students for a wide range of speaking opportunities in their academic and professional careers, the course covers the basic principles of oratory, various styles of debate and tools for extemporaneous speaking. Students are required to participate in two local speech and debate Saturday competitions where they have a chance to hone their newly developed skills. This class can also serve as an excellent introduction for those students interested in participating in the school's Speech and Debate Team.

ADVANCED SPEECH & DEBATE

(non-academic; semester; grades 10 -12; prerequisites: see below; meets on designated days during X period and after school; pass/fail only)

This course is open to students with at least one year of experience on the Bishop's Speech and Debate Team. In the class, students continue to refine their oratorical skills as well as prepare for specific extemporaneous and prepared events. Advanced Speech and Debate meets during normal speech and debate practices which occur on designated days during period X and after school. This class is graded on a pass/fail basis and may be taken for multiple semesters as long as course requirements continue to be met. Requirements: Students are expected to join in at least 50 percent of practices, attend at least two tournaments per semester, participate in at least one state qualifying tournament, and take part in our Bishop's Spring Classic Tournament on campus. Previous enrollment in the *Introduction to Speech* course is not required.

L.E.A.D.

*(non-academic; semester; grades 9-12; pass/fail only) (this is a **non-credit** course)*

Have you ever stopped to ponder the question "Why?" Why do I have certain behaviors? Why do things bother me? Why do I gravitate toward certain people? Why do I have these fears, beliefs, thoughts? If you are ready to explore these questions and more in a safe environment, then this is the course for you. Regardless of age, year in school or skill set, every student can become more advanced in their personal understanding, decision making and ability to lead others. In order to be an effective leader, every student must learn, practice, refine and master the five most necessary life skills: self-understanding, understanding of others, management of self, relational skills and goal accomplishment. Why not do so in a fun, active learning environment where you are challenged to think critically about your beliefs, thoughts, desires and behaviors?

PEER SUPPORT

(non-academic; year; grades 10-12; prerequisites: by application and departmental placement; pass/fail only; 0.5 credit) (meets during X period and after school)

This is a non-academic, non-graded course that meets two periods per cycle for the entire school year. Students earn one semester of credit for this independent elective course. This course is both reserved and required for members of the Peer Support Team, and it is necessary to apply for this class. The Peer Support Team's mission is "to better educate ourselves and our community on issues and matters relevant to student life. We strive to bring the School community together and make Bishop's an open and accepting place for students to grow and learn." To accomplish this goal, the peers receive training in basic peer counseling and support, communication skills and educational outreach opportunities. Team members learn to create, organize and lead presentations for both middle and upper school students. Students also learn to facilitate discussion groups and coordinate the School Acknowledgement Program.

ASBC/LEADERSHIP

(non-academic; year; grades 9-12; prerequisite: by election; pass/fail only; 0.5 credit) (meets during X period and after school)

This is a non-academic, non-graded course that meets two periods per cycle for the entire school year. Students earn one semester of credit for this independent elective course. This graded course provides a conceptual and practical understanding of student government and leadership for elected members of the Associated Student Body Council (ASBC). Members learn what it takes to be a student leader – the responsibilities, functions, tasks and challenges. Students are introduced to parliamentary procedure while developing personal leadership styles. A student also learns to use his or her influence effectively, develop practical action plans to represent the concerns and needs of a student body, guide and direct the work of others, solve problems, make effective decisions and build teamwork. Members of the council apply the concepts formally addressed in class as they hold their ASBC meetings, direct social and spirit activities and fulfill service opportunities to the School. With the mantra, “all-for-one, and one-for-all,” a significant amount of time commitment is required in addition to formal class meetings.

GLOBAL ONLINE ACADEMY

Graduation requirement: none

Global Online Academy (GOA) is a not-for-profit consortium of leading independent schools around the world dedicated to developing 21st century skills while preserving the academic excellence that is the hallmark of its member schools. The Bishop's School is a member of Global Online Academy and thus offers limited enrollment in its classes. The rich course offerings greatly enhance opportunities to learn and explore topics that are not covered or not conveniently scheduled in the program on campus.

GOA courses and grades appear on the Bishop's transcript but GOA grades are not included in the Bishop's GPA calculation. GOA classes can be taken pass/fail. GOA classes count toward the five courses per term minimum and the seven courses per term maximum. GOA credits count towards Bishop's graduation requirements, but do not satisfy departmental diploma requirements.

GOA classes are taught at a high level by faculty from member schools. Students should anticipate a workload similar to that of a course taken on campus. To view the GOA curriculum catalog, click [here](#). For more information about GOA or to request enrollment, please visit the [website](#) or contact Karri Woods. **Enrollment opens April 1 and is first come, first served to students in grades 10-12. Register early!**

ART, MEDIA AND DESIGN

Art, media and design semester-long courses focus on developing students' creative and practical skills in fields such as graphic design, architecture and digital photography.

Fall semester:

ARCHITECTURE
CREATIVE NONFICTION WRITING
DATA VISUALIZATION
FILMMAKING
GRAPHIC DESIGN

Spring semester:

ARCHITECTURE
ARTS ENTREPRENEURSHIP
COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT
DIGITAL PHOTOGRAPHY
FICTION WRITING
GRAPHIC DESIGN
iOS APP DESIGN

MATHEMATICS AND TECHNOLOGY

Yearlong:

MULTIVARIABLE CALCULUS

Fall semester:

COMPUTER SCIENCE I: COMPUTATIONAL THINKING

CYBERSECURITY

DATA VISUALIZATION

GAME THEORY

LINEAR ALGEBRA

NUMBER THEORY

PROBLEM SOLVING WITH ENGINEERING AND DESIGN

Spring semester:

COMPUTER SCIENCE I: COMPUTATIONAL THINKING

COMPUTER SCIENCE II: ANALYZING DATA WITH PYTHON

COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT

COMPUTER SCIENCE II: JAVA

CYBERSECURITY

GAME THEORY

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

INTRODUCTION TO BLOCKCHAIN AND CRYPTOCURRENCY

iOS APP DESIGN

LINEAR ALGEBRA

PROBLEM SOLVING WITH ENGINEERING AND DESIGN

SCIENCE AND HEALTH

Fall semester:

ABNORMAL PSYCHOLOGY

BIOETHICS

DEVELOPMENTAL PSYCHOLOGY

GLOBAL HEALTH

INTRODUCTION TO PSYCHOLOGY

MEDICAL PROBLEM SOLVING I

MEDICAL PROBLEM SOLVING II

NEUROPSYCHOLOGY

POSITIVE PSYCHOLOGY

PROBLEM SOLVING WITH ENGINEERING AND DESIGN

SOCIAL PSYCHOLOGY

Spring semester:

ABNORMAL PSYCHOLOGY

BIOETHICS

DEVELOPMENTAL PSYCHOLOGY
INTRODUCTION TO PSYCHOLOGY
MEDICAL PROBLEM SOLVING I
MEDICAL PROBLEM SOLVING II
NEUROPSYCHOLOGY
POSITIVE PSYCHOLOGY
PROBLEM SOLVING WITH ENGINEERING & DESIGN
SOCIAL PSYCHOLOGY

SOCIAL SCIENCES

Fall semester:

APPLYING PHILOSOPHY TO GLOBAL ISSUES
BUSINESS PROBLEM SOLVING
CLIMATE CHANGE AND GLOBAL INEQUALITY
ENTREPRENEURSHIP IN A GLOBAL CONTEXT
GENOCIDE AND HUMAN RIGHTS
INTERNATIONAL RELATIONS
INTRODUCTION TO INVESTMENTS
INTRODUCTION TO LEGAL THINKING
MACROECONOMICS
MICROECONOMICS
PERSONAL FINANCE
PRISONS AND CRIMINAL JUSTICE SYSTEMS
RACE & SOCIETY

Spring semester:

9/11 IN A GLOBAL CONTEXT
BUSINESS PROBLEM SOLVING
CLIMATE CHANGE AND GLOBAL INEQUALITY
ENTREPRENEURSHIP IN A GLOBAL CONTEXT
GENDER & SOCIETY
INTERNATIONAL RELATIONS
INTRODUCTION TO ARTIFICIAL INTELLIGENCE
INTRODUCTION TO BLOCKCHAIN AND CRYPTOCURRENCY
INTRODUCTION TO BRANDING AND MARKETING
INTRODUCTION TO INVESTMENTS
INTRODUCTION TO LEGAL THINKING
MACROECONOMICS
PERSONAL FINANCE
PRISONS AND CRIMINAL JUSTICE SYSTEMS
RACE & SOCIETY
RELIGION & SOCIETY

WORLD LANGUAGES

Yearlong:

ARABIC LANGUAGE THROUGH CULTURE I

ARABIC LANGUAGE THROUGH CULTURE II

ARABIC LANGUAGE THROUGH CULTURE III

JAPANESE LANGUAGE THROUGH CULTURE I

JAPANESE LANGUAGE THROUGH CULTURE II

JAPANESE LANGUAGE THROUGH CULTURE III

Fall & Spring semesters:

ACADEMIC ENGLISH ACCELERATOR

SAMPLE FOUR-YEAR COURSE PLANNER

Graduation Requirements

English:	4 years	Religion:	Bib Lit (sem) & elective (sem)
Mathematics:	3 years and through Math 5	Arts:	2 sem in one medium/discipline
History/SS:	3 years including World and U.S. History	Health:	1 semester in grade 9
Science:	3 years of lab instruction	PE:	2 seasons (trimesters) in grades 9-11, 1 in grade 12
World Lang.:	2 years and through Level 3		

Students must have a minimum of five courses per term. Seven courses per term is permissible as long as at least one of them is "non-academic."

	Grade 9	Grade 10	Grade 11	Grade 12
English	English I	English II	English III/IV or Honors English	English III/IV, Honors English or Adv. Honors Eng.
Math	Yes	Yes	Yes	Required if Math 5; strongly recommended for everyone else
History/SS	Modern World History	U.S. History or Hon. U.S. History	Yes	Optional
Science	Conceptual Physics or C.P. Enriched	Chemistry or Honors Chemistry	Biology or Honors Biology	Optional
World Language	Yes	Yes	Required if Level 3; recommended if above Level 3	Optional
Religion	Intro to Bible Lit (1 semester) (if not taken over the summer)		1 semester religion course (if not taken over the summer)	
Arts	1 year required - can be taken as 2 semesters in different years; must be in same discipline/genre			
Elective?	Health required (1 sem) (can take over summer)	Optional	Optional	Optional
PE	2 trimesters required	2 trimesters required	2 trimesters required	1 trimester required
				Summer

BLANK FOUR-YEAR COURSE PLANNER

Graduation Requirements

English:	4 years	Religion:	Bib Lit (sem) & elective (sem)
Mathematics:	3 years and through Math 5	Arts:	2 sem in one medium/discipline
History/SS:	3 years including World and U.S. History	Health:	1 semester in grade 9
Science:	3 years of lab instruction	PE:	2 seasons (trimesters) in grades 9-11, 1 in grade 12
World Lang.:	2 years and through Level 3		

Students must have a minimum of five courses per term. Seven courses per term is permissible as long as at least one of them is "non-academic."

	Grade 9	Grade 10	Grade 11	Grade 12
English				
Math				
History/SS				
Science				
World Language				
Religion				
Arts				
Elective?				
PE				
				Summer