



# Upper School Curriculum Guide 2022-2023

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## 2022-2023 UPPER SCHOOL CURRICULUM OVERVIEW

Roland Park County School's Upper School curriculum provides students a balanced liberal arts foundation with opportunities for great choice and exploration of interests. In addition to core academic disciplines, students may focus their study in our signature and certificate programs, including Interdisciplinary Studies, the Gore Leadership Institute, the Holliday Heine STEM Institute Certificate, and the World Languages Certificate. RPCS's tri-school coordination with the Bryn Mawr and Gilman schools multiplies students' learning opportunities and choices, especially in the senior year.

Students must carry five full courses each semester, plus physical education, and graduate with a minimum of 23.75 credits. Final course load for each individual student and any exceptions must be approved by the Upper School Head. In addition to academic course requirements, each student must also complete the following three responsibilities in order to graduate: (1) a minimum of 60 hours of community service, (2) a Senior Speech, and (3) a Senior Project. Descriptions and details about these requirements are found in the Upper School Handbook.

In the first three years, students take English, history, laboratory science, mathematics, and a world language in addition to courses in the visual and performing arts, physical education, and leadership. Students also take classes in our wellness & college counseling program throughout their four years. In the senior year, an English course must be taken each semester – at least one of which must be a literature course. Four years of mathematics is also required.

Standard Course Schedule by Grade Level:

DISCIPLINE	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
<b>English:</b>	English 9	English 10	English 11	English 12 Electives
<b>World Language:</b>	Language	Language	Language	<i>Elective</i>
<b>History:</b>	World History 9	World History 10	US History 11	<i>Elective</i>
<b>Math:</b>	Math 9	Math 10	Math 11	Math 12 Electives
<b>Science:</b>	Biology	Physics	Chemistry	<i>Elective</i>
<b>Performing &amp; Visual Arts:</b>	Art	Art	Art Elective	<i>Elective</i>
<b>Physical Education:</b>	PE 9	PE 10	PE 11	PE 12
<b>Leadership:</b>	Seminar	Advanced Topics Public Speaking I	Public Speaking II	<i>Elective</i>
<b>Wellness:</b>	Wellness 9	Wellness 10	Wellness 11	Wellness 12
<b>College Counseling:</b>		College Counseling 10	College Counseling 11	College Counseling 12

- One world language must be taken for three years in the Upper School regardless of the level where one begins.
- Each student is required to take at least three semesters of Performing and Visual Arts. At a minimum, one ¼ credit must be in Visual Arts (studio art, ceramics, photography) and one ¼ credit must be in Performing Arts (dance, music, theatre). The final ¼ credit is the student's choice. One of these semester courses must be completed by the end of ninth grade.
- In addition to five full-time classes, each student must also take at least one afternoon elective each semester (not including Issues, GLI 9, CCW-10, GLI 10, Public Speaking, CCW-11, and CCW-12). Students taking six full-time courses are exempt from this requirement.
- A student may not take more than six full-time classes at any given time.

Honors level courses are available in English, history, science, and world languages. For mathematics, there are courses available at the accelerated and honors levels. The following 25 Advanced Placement courses are offered:

2-D Art & Design (Photography)  
2-D Art & Design (Studio Art)  
3-D Art & Design (Ceramics)  
Biology  
Calculus AB  
Calculus BC  
Chemistry  
Chinese Language  
Comparative Government & Politics

Computer Science A  
Computer Science Principles  
Economics  
English Literature  
Environmental Science  
French Language and Culture  
History of Art  
Latin

Physics  
Psychology  
Spanish Language and Culture  
Spanish Literature  
Statistics  
US Government and Politics  
US History  
World History

*Students who wish to take more than three AP courses in a year must have permission from the Upper School Head.*

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# ARTS

Each student is required to take at least three semesters of Performing and Visual Arts. At a minimum, one ¼ credit must be in Visual Arts (studio art, ceramics, photography) and one ¼ credit must be in Performing Arts (dance, music, theatre). The final ¼ credit is the student's choice.

One of these semester courses must be completed by the end of ninth grade. Students may take both a visual art course and a performing art course in 9th grade, although depending on other course choices and/or space limitations, sometimes both of these will not fit.

## PERFORMING ARTS

*Courses in music, dance, and acting/theatre are not NCAA-approved core courses.*

### DANCE

<b>Studio Dance Technique</b>	<b>¼ or ½ credit</b>	<b>Semester, Year</b>
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*This course may be taken more than once.*

This course is designed for the student who is interested in learning the basics of ballet, modern dance, jazz and composition. Students will work on performance technique and will perform a class dance in the Upper School Dance Concert. The Dance Concert and tech rehearsals are mandatory requirements of the class. No previous dance experience is needed.

<b>Advanced Studio Dance Technique</b>	<b>¼ or ½ credit</b>	<b>Semester, Year</b>
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*Prerequisite: Studio Dance Technique or permission of the instructor*

*This course may be taken more than once.*

This course is designed for the student who has experience in studying ballet, modern dance, jazz and composition. Students will work on performance technique and will perform a class dance in the Upper School Dance Concert. The Dance Concert and tech rehearsals are mandatory requirements of the class.

### Grades 11 and 12

<b>Roses Repertory Dance Company</b>	<b>1 credit</b>	<b>Year</b>
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*Prerequisite: One semester Studio Dance or Advanced Studio Dance or permission of the instructor*

*Admission by audition only.*

Roses Repertory Dance Company is an auditioned ensemble for juniors and seniors. The company will learn repertory choreographed by the teacher, company members and guest artists. The repertory will be performed at the RPCS Winter and Spring Dance Concerts and other engagements arranged by the teacher. There are mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation. In past years, Roses, along with Semiquavers and FTE, has created an interdisciplinary piece that toured in the summer.

### MUSIC

<b>Chorus</b> <i>No previous singing experience is needed.</i>	<b>¼ or ½ credit</b>	<b>Semester, Year</b>
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**Chorus+** *Required for Somettos and Semiquavers.*

This non-auditioned large choral ensemble is for the student who enjoys singing music of varying styles and time periods. Students will study techniques of good vocal tone production, musicianship, and showmanship. The Chorus performs at the traditional RPCS Christmas Program and in the US Spring Choral Concert as well as other school events during the year. Somettos and Semiquavers join the class once per cycle so all three groups have time to work together and collaborate on songs for performances.

<b>Piano I</b>	<b>¼ credit</b>	<b>Semester 1</b>
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*Enrollment is limited to 12 students per section.*

In this beginning course we will develop music proficiency and musicianship through playing the piano. Skills covered will include playing technique, reading music, and playing accompaniments as well as melodies to both classical and popular music. The course will also cover the fundamentals of music theory: note names and clefs, rhythm and meter, major and minor scales, intervals, and triads. Home practice is encouraged.

<b>Piano II</b>	<b>¼ credit</b>	<b>Semester 2</b>
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*Prerequisite: Piano I or permission of the instructor*

*Enrollment is limited to 12 students per section.*

This course will reinforce and expand upon the topics and concepts learned in Piano I while also giving students the opportunity to learn new accompanying styles and playing techniques. Through both solo and group piano repertoire, students will have the opportunity to harmonize melodies in both major and minor keys, as well as learn simple chord progressions as well as an introduction to The Blues. The semester will culminate with an in-class recital.

### Grades 9 and 10

<b>Somettos</b>	<b>½ credit</b>	<b>Year</b>
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*Admission by audition only.*

*Current enrollment in Chorus is a requirement for participation in Somettos.*

Somettos is an auditioned a cappella vocal ensemble for ninth and 10<sup>th</sup> grade students. Somettos performs a variety of repertoire, including classical, folk, popular, jazz, and original music. Students study techniques of good vocal tone production, musicianship, and showmanship. The audition takes place in the late spring of the previous year. A student selected for Somettos for her ninth grade year may participate in the second year without re-auditioning (at the instructor's discretion). This ensemble performs at the two major RPCS concerts and other school events during the year.

### Grades 11 and 12

<b>Semiquavers</b>	<b>1 credit</b>	<b>Year</b>
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*Prerequisite: Membership in Chorus during the year of the audition or permission of the instructor*

*Admission by audition only.*

*Current enrollment in Chorus is a requirement for participation in Semiquavers.*

This performance-oriented course provides an opportunity for selected students (juniors and seniors chosen by audition the previous spring) to participate in a challenging vocal ensemble under faculty supervision. Repertoire includes classical, folk, popular, and original materials. Students study techniques of good vocal tone production, musicianship, and showmanship. Membership in Chorus is a requirement for audition and participation in Semiquavers. Extensive public appearances in the school and community are an integral part of the Semiquavers experience. There are mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation. In past years, Semiquavers along with Roses and FTE, has created an interdisciplinary piece that toured in the summer.

## THEATRE

<b>Acting: Foundations of Theatre</b>	<b>¼ credit</b>	<b>Semester 1</b>
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*This course may be taken more than once.*

*No previous acting experience is needed.*

Students will develop and sharpen their self-awareness, observation, creative imagination, improvisational skills, and the articulate use of their body and voice. Acting serves as both an introduction to scripted acting, as well as an exploration into script analysis and performance based skills. Performers will prepare monologues and scenes and have the opportunity to learn from a variety of guest teachers ranging from local actors, storytellers, and designers.

<b>Directing for the Actor</b>	<b>¼ credit</b>	<b>Semester 2</b>
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*Prerequisite: Acting: Foundations of Theatre*

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of a director and stage manager while also researching the theatrical material from an actors standpoint. Students will have the opportunity to determine their own path for this semester. Depending on their specific theatrical experiences and interests, they may choose to focus on acting, directing, or stage management, or a combination of a variety of elements. The class is structured as a discussion based exploration where each student will be given the freedom and flexibility to choose specific scenes and monologues based on their preferred styles and artistic passions. Directing for the Actor participants will experience a variety of teaching techniques ranging from professional actors, stage managers, directors, and more.

<b>Theater Design Appreciation</b>	<b>¼ credit</b>	<b>Semester 1</b>
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This semester-long course provides an entry level introduction to theatrical design, broadening the student's understanding of both the tenets of design and the design process as they relate to the Theatre Arts. Students will explore and implement key elements of costume, scenic, and lighting designs for the theatre through experimentation and hands-on projects that explore the fundamentals of stage design. Class discussions, selected readings, videos and visual presentations help the student develop and demonstrate theories and concepts through practical applications. Coursework may include rendering and modeling projects, readings, and quizzes in costume, scenic, and lighting design. Design projects for each unit are

presented in class and discussed according to the Elements of Design, with attention to collaborative and constructive feedback. The semester culminates with the student's final project, designing sets and costumes for a show of the instructor's choice.

### Grades 11 and 12

#### **Footlights Theatre Ensemble (FTE)**

(c)

1 credit

Year

*Prerequisite: Acting: Foundations of Theatre or permission of the instructor*

*Admission by audition only.*

*Open to BMS/GIL seniors and RPCS juniors and seniors.*

**RPCS**

Footlights Theatre Ensemble is an auditioned theatre ensemble for Upper School juniors and seniors at Roland Park Country School and seniors at Gilman and Bryn Mawr School. FTE explores all disciplines of theatre, from acting and directing to stage management to technical production. Students explore many different aspects of theatre through a variety of resources including guest artists, a dedicated black box theater space, and hands-on practical experiences. The ensemble manages all aspects of two productions each year in the Tyler Studio Theater. These performances may be original work or taken from scripts. In the past these have included student written scenes, scripted one act plays, and a student-written 24 hour Play Festival. If a student is accepted as a junior, the class may be repeated senior year. RPCS students must be available for mandatory rehearsals during the last two weeks of August to prepare for RPCS' Opening Day Convocation (Gilman and Bryn Mawr students are exempt from this requirement.) There are out-of-class rehearsals for Tyler Studio productions on some evenings and weekends. Students are required to participate in a minimum of one main stage production each year and must create a portfolio of their performance or technical work by the course's completion. In past years FTE, along with Semiquavers and Roses, has created an interdisciplinary piece that toured in the summer.

## **VISUAL ARTS**

**Studio Art Fees:** *There is a \$40.00 supply fee per ¼ credit for each Visual Arts course.*

*Courses in art are not NCAA-approved core courses.*

### **STUDIO ART**

*Enrollment is limited to 15 students per section.*

#### **Introduction to Studio Art**

¼ credit

Semester

Students will experience an exploration of the elements and principles of design and their application to a variety of art media. Both two- and three-dimensional works will be created. Emphasis will be on developing a deeper understanding of the process of visual creation, how artists find and interpret ideas, and the role of the artist in a culturally diverse world.

*Visual Journal (Sketchbook) outside of class.*

#### **Drawing**

¼ credit

Semester 1

*Prerequisite: Introduction to Studio Art*

Students will cultivate perceptual ability and technical drawing skills. The use of line, form, value and color will be applied to different compositional formats. Studio work will allow exploration in a variety of media such as pencil, pastel, charcoal, and pen and ink. Work will include observational drawing, creative problem solving, and critical thinking skills. *Visual Journal (sketchbook) outside of class.*

#### **Advanced Drawing**

¼ credit

Semester 1

*Prerequisite: Drawing*

*This course may be taken more than once with approval of the instructor.*

Advanced Drawing encourages students to take an expressive and experimental approach to image building. Focus is on the process of developing images from conceptualization to completion through individual exploration and personal development of themes. Generation of ideas through brainstorming and research into work of historical and contemporary artists will be employed. *Visual Journal (Sketchbook) outside of class.*

#### **Fashion Design**

¼ credit

Semester

*Prerequisite: Introduction to Studio Art*

*Enrollment is limited to 12 students per section.*

This course will explore the history of fashion design and its influence on contemporary fashion. Basic techniques for designing and creating garments and accessories that are both functional as well as fashion-forward in design will be

emphasized. Students will experience creative use of repurposed clothing and use of non-traditional materials. Techniques will include hand sewing skills, decorative applied techniques and textile design. *Visual Journal (Sketchbook) outside of class.*

### Mixed Media

1/4 credit

Semester

*Prerequisite: Introduction to Studio Art*

*This course may be taken more than once with approval of the instructor.*

Students will explore and experiment with a variety of materials, both handmade and from nature, in making sophisticated collages. This course will also explore various printmaking processes and the use of both manmade and found objects in the making of an art piece. *Visual Journal (Sketchbook) outside of class.*

### Painting

1/4 credit

Semester 2

*Prerequisite: Introduction to Studio Art*

Students will gain a greater understanding of the use of color and application techniques. Emphasis is placed on the use of light from many sources: natural, fluorescent, and dramatic. A variety of painting processes will be explored using watercolors, acrylics, and oils. Paintings will address strong compositional formats in works that explore both observational and abstract approaches to subject matter. *Visual Journal (Sketchbook) outside of class.*

### Advanced Painting

1/4 credit

Semester 2

*Prerequisite: Painting*

*This course may be taken more than once with approval of the instructor.*

Advanced painting encourages students to find their own creative voice through expressive mark making and employing a variety of compositional formats. Students will be encouraged to push limits and develop a sense of personal aesthetic through innovative use of design principles and creative application of paint techniques. *Visual Journal (Sketchbook) outside of class.*

### Advanced Studio Art

(c)

1/2 or 1 credit

Semester, Year

*Prerequisite: Introduction to Studio Art*

*Available for coordination with teacher approval.*

*Open to RPCS Grades 10-12 and GIL/BMS seniors.*

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This full-time semester- or year-long course is available to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students who have completed Introduction to Studio Art (and preferably at least one other visual art elective) and are committed to studying visual art throughout Upper School and beyond, perhaps in art school or studying studio art in college. This class is student-led and will include media exploration through drawing, painting, mixed media, and printmaking. Students may explore subject matter that inspires them including landscape, portraiture, and abstraction. They will be working from life and reference photos and there may be some plein air art-making opportunities. This course may be utilized as a pre-AP course to begin portfolio-development or as a full-time alternative to Advanced Drawing or Painting, as similar skills will be covered.

### AP 2-D Art & Design (Studio Art)

(c)

1 credit

Year

*Prerequisite: 3 years of Studio Art or Portfolio Review*

*Department approval required.*

RPCS

The Advanced Placement program in Art & Design is intended for highly motivated students who are seriously interested in the study of art. Students should be made aware that AP work involves *significantly* more commitment than the typical high school art course. Students can submit one of the Advanced Placement Studio Art Portfolios – Drawing or Two-Dimensional Design. The AP Portfolio consists of two sections – Selected Works and Sustained Investigation. The Selected Works section provides the student the opportunity to show their actual ability and “permits the student to select the works that best exhibit a synthesis of form, technique, and content.” The Sustained Investigation section “should show a body of related works that demonstrate an inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision.” For the Selected Works, the students send in five actual artworks. For the Sustained Investigation section, students submit 15 digital images each. The two sections are scored separately by different evaluators but are weighed the same. The two scores are then combined and the average becomes the score of the portfolio. It is advisable for all candidates to take supportive courses in History of Art and other visual arts offerings. Knowledge of artistic trends, movements, methods of interpretation, and representation would be most beneficial. *This course has required summer work.*

## CERAMICS

Enrollment is limited to 6 students per section.

### Introduction to Ceramics

1/4 credit

Semester

This course introduces the student to processes of working with clay. The emphasis is on mastering hand building and wheel throwing techniques, as well as surface finishing techniques. Students learn how to achieve specific visual and tactile effects through manipulation of clay and glaze. The focus is on composition and fine tuning of craft. The class balances a focus on sculptural and functional clay work. Students will learn real world applications of ceramics, such as researching and mixing glazes and making work that can be used for eating, drinking, and baking. *Visual Journal (Sketchbook) outside of class.*

### Developing Ideas and Creativity in Ceramics

1/4 credit

Semester

*Prerequisite: Introduction to Ceramics*

Developing Ideas and Creativity in Ceramics emphasizes strong concept, individual expression and creativity. Students begin the semester working in stoneware, earthenware, and porcelain. After the initial project, students choose to continue working in the clay of their choice. Students will complete projects that explore related pieces (sets of pieces shown together as a work), storytelling, stamp making, mold making and ways of manipulating clay and surface finishes to improve the structural and aesthetic quality of their artwork. Each student chooses a professional 3D artist or art movement to research, and each student designs original pieces that adapt some aspect of the researched work. Students learn to measure the specific gravity of glazes and how to repair green ware, bisque, and glazed work. *Visual Journal (Sketchbook) outside of class.*

### Alternative Processes in Ceramics

1/4 credit

Semester

*Prerequisite: Developing Ideas and Creativity or portfolio review*

Alternative Processes in Ceramics gives students the opportunity to delve into processes such as image transfer, making and applying terra sigillata, altering thrown work, throwing hand-built work, explorations in glass mosaics, pit firing, and cold finished surfaces. Projects build upon the foundation established in prerequisite courses with further emphasis on risk-taking and the development of an individual voice. Along with growing skills in the aesthetics of clay art, students take on the challenge of glaze chemical adjustment. *Visual Journal (Sketchbook) outside of class.*

### Personal Directions in Ceramics

1/4 credit

Semester

*Prerequisite: Alternative Processes or a portfolio review*

Personal Directions in Ceramics is intended for the highly motivated student. In this course, students are given the option of choosing from a few guided projects or coming up with a focus of their own, towards which they will work the entire semester. Experimentation with media and attention to concept are encouraged, and the goal of the course is for the student to create a body of work with a clear personal aesthetic. Examples of the kinds of projects that the student will pursue at this level are a study of glaze chemicals, making and using original clay tools, the making of tableware specific to a variety of baking and serving temperatures and processes, and sculptural studies with focus on problems featuring the axis of gravity. *Visual Journal (Sketchbook) outside of class.*

### Bits and Pieces - A Study of World Traditions of Repurposing Fired Clay Shards in Ceramics

1/4 credit

Semester

*Prerequisite: Alternative Processes or a portfolio review*

Bits and Pieces is a course that investigates the historical use and repurposing of fired clay that has been broken either accidentally or deliberately, ranging from its use in archaeology to industrial applications to the art of pique-assiette to the Japanese *kintsugi* tradition of breaking, repairing, and gilding cracked pieces. Each unit will incorporate research and a related project that typifies the repurposed use of broken fired clay. *Visual Journal (Sketchbook) outside of class.*

### Ceramics / Advanced Ceramics

(c)

1/2 or 1 credit

Semester, Year

*Available for coordination with teacher approval.*

*Open to RPCS Grades 10-12 and GIL/BMS seniors.*

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This is a full-time semester long course available to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students. It may involve a combination of wheel throwing and hand-building, as well as work in figurative and other methods of creatively working with clay, glaze, and other surface finishes. The name of the course will depend on the student's prior Ceramics experience.

### AP 3-D Art & Design (Ceramics)

1 credit

Year

*Prerequisite: 3 years of Ceramics or Portfolio Review*

*Department approval required.*

RPCS

The Advanced Placement program in 3-D Design is intended for highly motivated students who are seriously interested in the study of ceramics from a conceptual standpoint. Students should be made aware that AP work involves *significantly*



more commitment than the typical high school art course. The AP Portfolio consists of two sections – Selected Works and Sustained Investigation. The Selected Works section provides the student the opportunity to show their actual ability and “permits the student to select the works that best exhibit a synthesis of form, technique, and content.” The Sustained Investigation section “should show a body of related works that demonstrate an inquiry-based sustained investigation of materials, processes, and ideas through practice, experimentation, and revision.” It is advisable for all candidates to take supportive courses in History of Art and other visual arts offerings. Knowledge of artistic trends, movements, methods of interpretation, and representation would be most beneficial. *This course may have required summer work.*

## PHOTOGRAPHY

*Enrollment is limited to 10 students per section.*

### Introduction to Photography

1/4 credit

Semester

*Digital SLR camera is required/recommended.*

This is an introductory course in photography. Emphasis is on mastering techniques for taking successful photographs and exploring the use of photography as an art form. Students will apply their understanding of composition and manipulation of camera functions to produce high quality photographic imagery. Basic editing in Adobe Photoshop will be explored. In addition to photographic projects, students are expected to complete various assignments that involve critical thinking, discussion, collaboration and experimentation.

### Darkroom Photography

1/4 credit

Semester

*Prerequisite: Intro to Photography*

*SLR film camera recommended.*

This is a traditional analog photography course that makes use of black and white film and darkroom printing. Students will apply their knowledge of composition and camera operations to shoot photos with a manual SLR film camera, and master the art of processing film and printing in the darkroom. Students will learn how to achieve specific visual effects through manipulation of camera settings and darkroom printing techniques. Projects may include working with homemade pinhole cameras, creative photograms, toy cameras and other alternative photographic processes.

### Photoshop

1/4 credit

Semester

*Prerequisite: Introduction to Studio Art or Introduction to Photography*

*Digital SLR camera is recommended.*

*Enrollment is limited to 8 students per section.*

In this course students will learn to navigate the Adobe Photoshop software. Through the use of basic tools, working with layer masks, compositing, applying filters and creative manipulation techniques, students will gain knowledge of basic photo editing and digital imaging.

### Advanced Photography (Part-Time)

1/4 credit

Semester

*Prerequisite: Introduction to Photography*

*Digital SLR camera is required/recommended.*

RPCS

This course is designed for the student who has a genuine interest in exploring photography at an advanced level. Emphasis will be placed on honing technical skills while developing ideas for more conceptual photographic work. It may involve a combination of analog and digital photography, as well as work in Adobe Photoshop and other methods of creatively manipulating imagery. Students will investigate concepts related to visual storytelling, surrealism, social justice and personal expression. Projects build upon the foundation established in earlier photo classes with further emphasis on risk-taking and the development of an individual voice. *Visual Journal (Sketchbook) outside of class.*

### Advanced Photography

(c)

1/2 or 1 credit

Semester, Year

*Prerequisite: Introduction to Photography*

*Available for coordination with teacher approval.*

*Open to RPCS Grades 10-12 and GIL/BMS seniors.*

*Digital SLR camera is required/recommended.*

RPCS

This course is designed for the student who has a genuine interest in exploring photography at an advanced level. Emphasis will be placed on honing technical skills while developing ideas for more conceptual photographic work. It may involve a combination of analog and digital photography, as well as work in Adobe Photoshop and other methods of creatively manipulating imagery. Students will investigate concepts related to visual storytelling, surrealism, social justice and personal expression. Projects build upon the foundation established in earlier photo classes with further emphasis on risk-taking and the development of an individual voice. May be utilized as a pre-AP course to begin portfolio-development or as a full-time alternative to AP Photography, as we will be covering similar skills. *Visual Journal (Sketchbook) outside of class.*



## AP 2-D Art & Design (Photography)

(c) 1 credit Year

*Prerequisite: Introduction to Photography, Advanced Photography*

*Recommended: Darkroom Photography, Photoshop*

*Department approval required.*

*Digital SLR camera is required.*

RPCS

AP Photography is a year-long course for students committed to the completion of the Two-Dimensional Design portfolio. The majority of the year is spent developing a sustained investigation: a body of fifteen images exploring a meaningful theme, concept or visual idea. Students are expected to produce work that demonstrates a range of their ability; this includes work in film, digital imaging, and experimental photographic techniques. Students will continue work in their journals throughout the year, exploring ideas and experimenting with visual concepts. Students also participate in peer critiques throughout the year and prepare their work for presentation at the AP Exhibit in the spring. AP Photography is for highly motivated art students wishing to submit their portfolio for AP credit consideration. *This course has required summer work*

## GILMAN ART ELECTIVES

### Drawing & Painting II

(c) 1 credit Year

*Open to seniors only.*

GILMAN

This course will deal with creative as well as technical skill development in drawing. A variety of materials will be handled, such as pencil, pen and ink, conte crayon, wash drawing and scratchboard. Problems will include composition, perspective, and tonal and contour drawing. The class will also work from live models. Recommended for students interested in taking Advanced Studio Art in future years.

### Advanced Studio Art III

(c) 1 credit Year

### Advanced Studio Art IV Honors

(c) 1 credit Year

*Prerequisite: A full year of Studio Art, Drawing & Painting, and/or portfolio review and approval from the teacher*

*Open to seniors only.*

*Fee required.*

GILMAN

This course is designed for students interested in developing a strong portfolio of independent work. In-class work will focus predominantly on observational work with subjects ranging from still life and landscape to portraiture and direct from life figure painting. In addition, issues such as abstraction, appropriation and installation will also be covered. In conjunction with this there will be ongoing discussions about a broad range of contemporary issues in art making which should be taken into account as students consider a personal direction. During the second semester of this year long course students will work with increasing independence as they develop work for a concentration of their choice. This work will be included in year-end Student Thesis Exhibitions in the Clock Gallery.

### AP History of Art

(c) 1 credit Year

*Department approval required.*

*Open to seniors only.*

*Interdisciplinary: This course may be taken for History or Art credit.*

GILMAN

This year-long course covers art in a chronological survey from the Paleolithic era through Postmodernism and prepares students for the AP Art History Exam. In addition to the study of the development of the Western tradition in art and culture, an effort is made to expand beyond the Western tradition. The first quarter covers the Mesopotamian era through Roman Empire. The second quarter focuses on Byzantine, Islamic, Medieval, and Early Italian works. The third quarter starts with Northern Renaissance, includes Italian Renaissance, and concludes with Baroque. The fourth quarter studies the Enlightenment, Modernism and concludes with Postmodernism and contemporary art. While studying this material, students do independent research on art production outside the Western tradition which they share with the class. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. A total of 8 field trips to local museums (the Walters Art Museum and the Baltimore Museum of Art) give students the opportunity to engage in the study of actual works of art. Goals for this course are for students to value the intellectual challenge of learning about many traditions and cultures, to visit art museums with regularity, to achieve a high degree of visual literacy, to understand the role art has played in history, and to consider the role it plays in contemporary society.

# COMPUTER SCIENCE

For program details and course offerings for the Holliday Heine STEM Institute, see page 50.

## Introduction to Programming and Game Design

1/4 credit

Semester 1

Not a NCAA-approved core course.

In this course, students will gain a foundation of computer science principles while learning to create well-known computer games. Students will learn about design and prototyping, reimagine popular games, and bring their own ideas into the process. Activities will be project-based and focus on creativity, problem-solving, and UX design. This course does not require any previous programming knowledge, but will also provide new skills for those who have had coding experience. This is a class for anyone who has ever been curious about computer science, digital games, or thinking about design in new ways.

## AP Computer Science Principles

(c)

1 credit

Year

Prerequisite: Successful completion of Algebra I

Department approval required.

Preference is given to juniors and seniors.

Sophomores and freshmen are encouraged to consider taking this course.

(Fulfills computer science requirement for the STEM Institute Certificate.)

RPCS

Computer Science Principles is a College Board Advanced Placement course that is designed to introduce students to the central ideas and practices of computational thinking, and to show how computing changes the world. Students will have the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the structure of the Internet and how it works; algorithms; and the impact that these have on science, business, and society. Students are taught how to use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives. The course is rigorous and rich in computational content, includes critical thinking skills, and engages students in the creative aspects of the field. This course emphasizes themes that help students build a solid understanding and facility with computing and computational thinking — knowledge that is important, if not integral, to being part of a well-educated and informed citizenry. Students take the AP Computer Science Principles exam in May.

## BRYN MAWR COMPUTER SCIENCE ELECTIVES

### Advanced Topics in Computer Science Honors

(c)

1 credit

Year

Prerequisite: Successful completion of AP Computer Science A

Not a NCAA-approved core course.

Open to seniors only.

(Fulfills computer science requirement for the STEM Institute Certificate.)

BMS

This course examines implementing data structures and algorithms for efficiently organizing and manipulating large amounts of data. Classic data structures such as sets, linked lists, queues, stacks, trees, graphs, and hash tables will be examined. Runtime efficiency of these structures will be compared using big-oh notation. Students will also develop a deeper understanding of software engineering principles and will learn how to design larger programming projects.

### AP Computer Science A

(c)

1 credit

Year

Prerequisite: AP Computer Science Principles or permission of the department

Department approval required.

Open to juniors and seniors, with priority enrollment given to seniors.

(Fulfills computer science requirement for the STEM Institute Certificate.)

BMS

This course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course includes all topics as described in the AP Computer Science Course Description. The necessary prerequisites for entering the AP Computer Science A course include knowledge of basic algebra and experience in problem solving. A programming background is helpful but not necessary. Students take the AP Computer Science exam in May. *This is a year-long course and may not be dropped at the end of the first semester.*

<b>Entrepreneurship</b> <i>Not a NCAA-approved core course.</i> <i>Open to seniors only.</i> BMS Students in this class will learn the process of launching a startup company while focusing on end-user experience and product design. Upon successful completion of this course, students will be able to conceive of the idea for a useful product or service, write a business plan, do market research, and have a basic understanding of the patent process. The course culminates with students pitching their ideas before a panel of experts for feedback and review.	(c)	½ credit	Semester 2
<b>Graphic Design I</b> <i>No previous art or computer knowledge is required.</i> <i>Not a NCAA-approved core course.</i> <i>Open to seniors only.</i> BMS This semester course teaches students the basics of graphic design, including visual cohesiveness, layout, and color usage. Students will use these design concepts to create projects using the software applications Adobe Photoshop, Illustrator and InDesign. Over the course of the semester, students will develop a portfolio of pieces ranging from a book cover to a logo design to a magazine. This course will also cover basic advertising principles and teach students how to analyze print design.	(c)	½ credit	Semester
<b>Graphic Design II</b> <i>Prerequisite: Graphic Design I</i> <i>Not a NCAA-approved core course.</i> <i>Open to seniors only.</i> BMS This upper level elective course builds upon the foundational knowledge gained in <i>Graphic Design I</i> . Students will continue to build their portfolios and apply design skills to more complex projects, including packaging design, 3D design, and interactive or responsive design. The course will also delve deeper into the study of font and layout. The culminating project will be a personal reflection piece, meant to be used as the student's "graphic design resumé."	(c)	½ credit	Semester 2
<b>Innovation and Industrial Design</b> <i>Not a NCAA-approved core course.</i> <i>Open to seniors only.</i> BMS <i>Maker: noun</i> , a person who constructs new ideas, often at the intersection of coding, design and new technologies, and who learns through doing. This project-based course will challenge students to develop innovative solutions to problems using technology. The steps in the design thinking process: research, ideate, develop, prototype, refine, and build will be central to the workflow of the class. Students will explore topics including programming, 3D printing, and electronics in a self-directed manner and will produce a project of their own design to be presented at a Maker Faire. They will contribute to the Maker community by documenting their progress and collaborating with other makers when appropriate.	(c)	½ credit	Semester 1
<b>Programming iPhone Apps Honors</b> <i>Not a NCAA-approved core course.</i> <i>Open to seniors only.</i> <i>(Fulfills computer science requirement for the STEM Institute Certificate.)</i> BMS This semester course will give students a foundation for programming apps on iOS devices: iPhone, iPod Touch, and the iPad. While this accelerated, honors course, assumes no background in computer programming, the course will move quickly to cover a wide range of areas relating to app development. Through the use of Xcode, Photoshop and other Mac software tools, students will learn a wide range of programming techniques, the foundations of Object-Oriented Programming, and design strategies for aesthetically pleasing apps. This course does NOT require the students to have an iPhone, iPod Touch, or an iPad.	(c)	½ credit	Semester 1
<b>Robotics</b> <i>Open to seniors only.</i> <i>(Fulfills engineering requirement for the STEM Institute Certificate.)</i> BMS The Robotics course is designed to explore the past, current and future use of automation technology in industry and everyday use. While using the design process, students will learn to program their robots, build prototypes, and use simulation software to test their designs all while documenting their work in their design journal. The class culminates with an in-class robotics competition that is focused around a specific challenge.	(c)	½ credit	Semester 2

## ENGLISH

### English 9

1 credit

Year

#### English 9 Honors

1 credit

Year

*Department approval is required for Honors level English.*

The ninth grade English curriculum builds upon the literature interests and language skills developed in the Middle School, supplying the foundation for more sophisticated demands of the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade programs. Designed around a study of literature, the ninth grade course works to develop students' good reading habits, critical thinking skills, and effective expression in their creative and analytical writing. Guided vocabulary and grammar instruction enhances writing fluency and mechanics. Students continue to develop their writing skills in a process approach, learning to express their own insights effectively. Literature studied may include *The House on Mango Street*, *Girl in Translation*, *Hamlet*, *Citizen: An American Lyric*, *The Catcher in the Rye*, *Silver Sparrow*, as well as selected short stories and poems. This course embraces a workshop approach to writing, an approach which emphasizes extensive revising and editing. *This course has required summer reading.*

### English 10

1 credit

Year

#### English 10 Honors

1 credit

Year

*Department approval is required for Honors level English.*

The 10th grade English course, with its thematic focus on external and internal journeys, uses classical and contemporary literature to develop the skills needed to uncover a text's literal and metaphorical meanings. Class discussions and writing assignments encourage students to deepen their ability to independently interpret texts and produce writing that explores their own ideas about the literature. The syllabus may include *The Odyssey*, *Their Eyes Were Watching God*, *A Wreath for Emmett Till*, *Jane Eyre*, *The Tempest*, *Kindred*, and *Song of Solomon*. The literature serves as the basis for developing verbal articulation and analytical skills through discussion and writing. Students build their vocabulary by studying words from the texts they read and strengthen their grammar through focused lessons and practice. With the rest of the English department, the 10th grade teachers practice the workshop approach to writing, which emphasizes extensive revising and editing. *This course has required summer reading.*

### English 11

(c)

1 credit

Year

RPCS/GILMAN

The 11th grade English curriculum is designed to enable students to approach literature and writing on a more sophisticated basis than in earlier years and to prepare them for the increasing challenges of senior year and expectations for college. Students have the opportunity to study, discuss and write about texts of different genres and time periods. They examine individual works for literary merit and richness of theme and develop their own ideas in their analytical and creative responses. Our focus on American Literature complements the juniors' study of American history and includes *There There*, *Beloved*, *The Great Gatsby*, *Raisin in the Sun*, *Death of a Salesman*, and selected poems and essays by American authors. We integrate the writing of personal essays at multiple points in the year to prepare students for writing college essays. Eleventh grade students may take English at Roland Park Country School or at Gilman. *This course has required summer reading.*

### Newspaper

½ credit

Year

*Not a NCAA-approved core course.*

*Open to RPCS seniors and juniors.*

Playwright Tom Stoppard once said, "I still believe that if your aim is to change the world, journalism is a more immediate short-term weapon." In this year-long English elective, open to RPCS seniors and juniors, students will work towards producing a monthly newspaper. Students will learn the fundamentals of journalism and report on events and issues both within and beyond the school. We will read and discuss a variety of newspaper articles as well as long-form journalism in order to understand what makes quality journalism. This course will be highly student-centered, and the newspaper will be shaped first and foremost by its student writers. Students will have the opportunity to pursue the stories that they care about and want to tell, while still upholding the tenets of ethical journalism. *(Note: this elective cannot be taken as the sole English credit.)*

## SENIOR ELECTIVES

To fulfill their English requirement, seniors at Roland Park Country School enroll in year-long AP English Literature or in a minimum of two semester-length elective courses with one taken each semester. At least one of the semester electives must be a literature course.

These courses are individually designed by instructors with the advice and consent of their colleagues in the Upper School English department. The overall offering of courses is carefully evaluated by the department to ensure that students have a

variety of authors, genres, cultural representations and historical periods from which to choose for the study of literature and writing. Each course provides a solid and challenging academic foundation for college work by requiring students to read critically acclaimed literature and to write both analytically and creatively in response. Students may elect to take the English Language and/or Literature Advanced Placement examinations in May. Roland Park Country School seniors may also elect to take English courses at our coordinating schools, Gilman and Bryn Mawr. The department chairs and division heads of the three schools meet regularly to ensure that the combined list of courses offers both academic challenge and variety.

## RPCS ENGLISH ELECTIVES

### AP English Literature

1 credit

Year

*Prerequisite: Acceptance after application that includes a writing sample and teacher recommendation.*

*Department approval required.*

This Advanced Placement course is designed to engage qualified students who have a deep interest in literature and writing. Students have the opportunity to read, discuss and write about challenging texts of different genres, examining works for literary merit and richness of theme. They will continue to develop their analytical and creative writing skills, pushing their essays to a more sophisticated level. Works to be studied include a Gothic novel, early American short stories, a Shakespearean play, at least two contemporary novels, and extensive work with diverse poetry. To prepare students to succeed in the English Literature Advanced Placement Examination in May, this course will consistently demand high quality reading, writing, and discussion. *This course has required Summer Reading.*

### Coming of Age Literature

(c)

½ credit

Semester 2

RPCS

The liminal space between childhood and adulthood is imbued with equal parts mystery, confusion, revelation, and transformation. In this course, we will read a variety of voices, from a range of cultures and backgrounds, as authors inhabit the space of the bildungsroman, or coming-of-age story. We will analyze, discuss, and write about the moral and psychological changes faced by characters in their search for identity, truth, and meaning. The course will culminate in a modern bildungsroman project, in which students will tell the stories of their own journeys into adulthood. Texts may include Darnell L. Moore's *No Ashes in the Fire*, Jonathan Safran Foer's *Extremely Loud and Incredibly Close*, Brit Bennett's *The Vanishing Half*, Jacob Tobia's *Sissy*, Jeanette Walls' *The Glass Castle*, as well as selected poems and short stories. We will also analyze films and television shows, which may include *Moonlight*, *An Education*, *The Fits*, *Lady Bird*, and *Almost Famous*.

### Disabilities in Literature

(c)

½ credit

Semester 1

RPCS

How are mental, physical, and learning disabilities depicted in literature? How do they perpetuate or debunk stereotypes our society has ingrained in the minds of its people? What is the plight many people with disabilities must endure to survive these stereotypes and what long-term ramifications do the stereotypes have on our society concerning how we see people? How do race, gender, class, and sexual orientation intersect with disabilities? These are questions we will explore throughout this course as we read a variety of genres of literature and reflect through multiple modalities and assessments. This course aims to interrogate the idea of disability itself and consider the condition of the body and mind as both abnormal and extraordinary. *This course has required summer reading.*

### Feminist Gothic Literature

(c)

½ credit

Semester 1

RPCS

Some critics define Gothic literature by the time period in which it was written; others view it through the lens of specific plot elements, images, and literary tropes. With the growth of feminist theory, scholars noted that many of the most gripping Gothic works were created by women. What do haunted houses have in common with the experience of being a woman in society? How might terror translate the experiences of women? How has the Gothic tradition evolved over time, and how does the intersectional nature of contemporary feminism influence the lens through which works are read? Literary selections may include *The Yellow Wallpaper*, *Mexican Gothic*, *The Haunting of Hill House* and *Sing, Unburied, Sing*. We will view and analyze films that may include *Rebecca*, *The Stepford Wives*, *Get Out*, and *The Others*. The class also includes a study of the Southern Gothic tradition, anchored by Beyoncé's visual album *Lemonade*.

### Genocide in the Modern World

(c)

½ credit

Semester 2

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

This course will seek to answer these pressing questions: What are the dynamics that allow genocide to occur? Why hasn't the international community been able to do a better job of stopping it? What role can the individual play in interrupting such violence? We will begin the semester by defining genocide and exploring humans' relationship with violence and prejudice. We will then turn to a series of case studies, including the Holocaust, Rwanda, Armenia, and the Native American



genocide, while weaving relevant current events into our discussions. The nature of the work will be primarily discussion and project-based, with multiple opportunities for group work and reflective writing.

### Honors Research Seminar: Profiles in Leadership (c) ½ credit Semester 1

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

What are the secrets to effective leadership? How does the context or arena affect a leader's potential and choices? Does power come more easily to those willing to act unethically? In the first half of this course, students will pursue these and other questions by reading, discussing, and writing about leaders from history, literature, current world politics, sports, and other arenas. Case studies will focus on how women and men have led countries, movements, organizations, and initiatives to affect change, wrestle with ethical dilemmas, and solve real-world problems. In the second quarter, students will design and pursue a deep dive into a case study or leadership issue of their own choosing. The outcome will be a capstone project that can take the form of an essay, creative writing, lesson plan, documentary, manifesto, or other form; all projects will be presented in a public forum at the end of the course. *This course has required summer reading.*

### Honors Research Seminar: Telling African Stories (c) ½ credit Semester 1

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

The great writer Chinua Achebe once noted that "It is the storyteller who makes us what we are, who creates history. The storyteller creates the memory that the survivors must have - otherwise their surviving would have no meaning." The modern historical record poses particular challenges for historians and narrators of African stories, but as Achebe explains, the act of narration is essential to our humanity. Through a deep dive into various forms of truth-telling about modern Africa, students will gain models from which they can design their own narrative projects, which will be grounded in rigorous research but animated by their individual vision and imagination. Assigned works may include Achebe's masterpiece *Things Fall Apart*, the graphic history *Abina and the Important Men* by Trevor Getz and Liz Clarke, and works of nonfiction and fiction by Chimamanda Ngozi Adichie, Dayo Olopade, Binyavanga Wainaina, and other contemporary writers, artists, and scholars. *This course has required summer reading.*

### The Literary Essay (c) ½ credit Semester 1

RPCS

In this class, we'll examine the literary essay as a form. Broader than the strictly personal essay, but different from the academic essay, literary essays are a protean genre with a distinct history. We'll start the class by reading some early practitioners of essay writing, including Michel de Montaigne (who coined the term "essay"), Virginia Woolf, Jonathan Swift (etc.). Moving ahead, we'll read more contemporary essays classified by form and/or focus, with categories that could include food writing, travel essays/essays about place, writing about the arts, observational writing/the "dispatch," and personal narrative. Writing assignments will include "keeping a notebook," in the sense described by Joan Didion in her essay of the same name, throughout the semester. Students will also complete a few short, generative writing assignments, as well as at least two complete essays of their own. They may be instructed in particular techniques (such as the braided essay) or asked to pick a favorite essay writer to imitate in voice or structure. *Literary Essay is considered a creative writing course.*

### Literature of Incarceration (c) ½ credit Semester 2

RPCS

The United States accounts for 5% of the world's population, but nearly 25% of the world's incarcerated population - which has increased 500% in the last 40 years. In this course, we will explore how prisons came to be, how they look in the modern context, and how the crisis of mass incarceration impacts our society. The class will closely examine how race, class, gender, and other categories of identity impact the experience of those people interacting with the justice system. Using non-fiction sources like Michelle Alexander's *The New Jim Crow*, Ava DuVernay's documentary *13<sup>th</sup>*, Bryan Stevenson's *Just Mercy*, and Foucault's *Discipline and Punish*, we will establish foundational knowledge to guide our exploration of literature. Titles may include: *An American Marriage*, *The Autobiography of Malcolm X*, *Dead Man Walking*, and *The Nickel Boys*. We will also examine visual representations of prison through film and television.

### Reading and Writing Poetry (c) ½ credit Semester 2

RPCS

According to William Butler Yeats, "Out of the quarrel with others we make rhetoric; out of the quarrel with ourselves we make poetry." Because of its raw and personal nature, poetry is one of the most intimidating, yet fulfilling, art forms. In this course, we will delve deeply into the reading, analysis, and writing of a variety of forms, which may include sestinas, villanelles, ghazals, ekphrastic and free verse poetry. Students will also have the opportunity to explore performance through spoken word poetry. In this course, students will engage in daily writing exercises to practice various fundamental techniques and to generate ideas for longer pieces of writing. Additionally, students will learn the process of formal workshopping as a means for discussing, gaining feedback upon, and publicly sharing their work in a safe and respectful setting. Throughout the semester, we will read poems by classic and contemporary poets which may include, among others: Sappho, Langston Hughes, Gwendolyn Brooks, Lawrence Ferlinghetti, Elizabeth Bishop, Adrienne Rich, Amanda Gorman,



Lucille Clifton, Patricia Smith, and Ada Limón. This course will culminate in the creation of a sizeable portfolio of varied poems. *Reading and Writing Poetry is considered a creative writing course.*

**Witchcraft in History, Literature and Film** (c) ½ credit Semester 2

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

The image of the Witch is one of power, both alluring and dangerous. Fascination with this idea, and fear of it, have captured the imagination of societies the world over, often with historic consequences. This course seeks explanations for the lingering potency of the Witch image in our global consciousness. Through a mix of historical, literary, and formal art historical analysis, students come to understand how the Witch image intersects with concepts of gender, deviancy, religion, medicine, science, and psychology. Students engage with a diverse set of texts and media, ranging from the infamous Malleus Maleficarum to the Yijing.

## **BRYN MAWR ENGLISH ELECTIVES**

**Contemporary American Poetry** (c) ½ credit Semester 1

BMS

This literature course offers an introductory survey of contemporary American poetry from post-WWII to now. We will study particular poets and poems, but an essential question will be about poetry's role in shaping an American identity or voice. How has poetry shaped, reflected, or challenged a democratic culture? How do poets re-imagine language and form in response to changes in our nation? As we consider these questions, we will learn how to read and analyze poems. Not only will we read poems and critical essays, we will write reflective responses to poems, analytical responses, and imitations of poems.

**Creative Writing** (c) ½ credit Semester 1

BMS

This semester course will be an Introduction to creative writing practices. Students will explore different kinds of poetry and the key elements of fiction. We will write at the start of each class and learn to mine that quick writing for buried treasure. After a few weeks, students will begin sharing first drafts and revisions around the workshop table. Alongside their own writing, students will read and respond to contemporary short fiction and poetry, attend at least one reading at a local college (or coffee house), and work on either a project or portfolio of work in the second part of the semester. Texts: *Bird by Bird* by Anne Lamott and *The Triggering Town* by Richard Hugo.

**Creative Writing: The Found Object** (c) ½ credit Semester 2

BMS

Twentieth century composer and artist John Cage harnessed randomness (coin toss) into his creative process. Cubists and later artists of the Pop-Art era like Warhol, Lichtenstein incorporated found objects into their painting, sculpture, and assemblages. This course takes the 'found object' – something tossed out, overlooked and uses art to re-imagine it. Students will need to take walks on campus and around Baltimore/their home turf and find objects. They will photograph them, sketch them, and sometimes, pick them up and bring them to class where the found objects will become writing subjects.

**Detective Fiction: The Search for Truth** (c) ½ credit Semester 2

BMS

This course will explore the ways in which detectives are involved in understanding the nature of human connections and social constructs. The nature of authority, in particular, seems to merit close scrutiny in the gritty, corrupt worlds created by many of our best detective writers. We may begin with a close reading of Baltimore's own Edgar Allen Poe before moving on to analysis of the fertile post-war writings of Dashiell Hammett and Raymond Chandler, along with Jonathan Lethem's recent take on the genre, *Motherless Brooklyn*. Students should expect to write in a variety of styles about both literature and film.

**Literature of Folk Tales & Fairy Tales** (c) ½ credit Semester 2

BMS

Is storytelling a part of human nature? Do myths and tales have a universal structure? Myths, fairy tales, and folk tales can serve as a lens to help us better understand our history, culture, or identity. We will explore how these stories share common forms, archetypes, and motifs. We will also look at how they evolve throughout history. We will read a diverse selection of texts, including selections from the Popol Vuh, the Brothers Grimm fairy tales, Joseph Campbell's *The Power of Myth*, and others. We will also record myths from our families or communities, revise traditional tales, & create our own tales.

## Representations of Black Women in Literature and Film

(c) ½ credit

Semester 2

BMS

This course investigates the visual and literary representation of black women through an analysis of films based on published works of the 20th and 21st centuries. This pairing of media (novels/plays and film) enables students to consider questions around changes in the representation of black women over time, intersectionalities of race and gender, how casting impacts audience reception, and the choices filmmakers make when translating a work of writing to the screen. Films that may be incorporated as visual texts include: *Imitation of Life* (1959) based on Fannie Hurst's 1933 novel of the same name, *A Wrinkle in Time* (2018) directed by Ava DuVernay and based on Madeleine L'Engle's well-known novel, "Fences" (2016) the film adaptation of August Wilson's play and starring Viola Davis, and *The Sun is Also a Star* (2019) based on the YA novel by Nicola Yoon and starring Yara Shahidi. In addition to viewing the films for analysis, students will read excerpts of the source texts as well as critical reviews of each film. In this writing intensive course, students will be assessed on several short analytical essays.

## Terror in American Literature

(c) ½ credit

Semester 1

BMS

One of the less studied traditions in American Literature is the unnamed fear that accompanies many of the facets of America that we consider most unique. Have we always been afraid of what we might be on our way to becoming? Students will read and write with the aim of defining and exploring the different elements that make up an American sense of terror. We may begin with close analytical readings of colonial preacher Jonathan Edwards and short fiction by Nathaniel Hawthorne and Charlotte Perkins Gilman, before encountering longer works by Shirley Jackson and Stephen King. We will also consider films to appreciate how these elements of terror cross the boundaries between mediums. *This course has summer reading which consists of two short stories by Edgar Allen Poe: The Tell-Tale Heart and The Masque of the Red Death.*

## Terrorism in the Modern World

(c) ½ credit

Semester 2

*Interdisciplinary: This course may be taken for History or English credit.*

BMS

This course combines history, political science, and literature to examine the role that terrorism has played in the modern world. We will begin with an overview of the many ways people have defined terrorism and a brief narrative of terrorist groups and actions since the French Revolution. The core of the course will focus on a series of literary and historical case studies illustrating the motivations, tactics, and outcomes of terrorists around the world since 1945. Students will conclude the class by applying the knowledge they gained through the case studies by evaluating various strategies for fighting terrorism and creating their own counterterrorism proposal.

## The Writings of Toni Morrison Honors

(c) ½ credit

Semester 1

BMS

This course will explore the work and legacy of Toni Morrison through her speeches, essays, literature, and poetry. As president Barack Obama said in his eulogy in the summer of 2019, "Toni Morrison was a national treasure. Her writing was not just beautiful but meaningful – a challenge to our conscience and a call to greater empathy." Morrison's work "brings us that kind of moral and emotional intensity that few writers ever attempt...using a tone that is lyrical, precise, distinct, and inclusive." Through her work, this course will examine questions of American identity, particularly the ways that the narratives of enslaved peoples and their descendants have become some of the most essential poets of our nation.

## GILMAN ENGLISH ELECTIVES

### 20th Century African American Literature

(c) ½ credit

Semester 1

GILMAN

This course offers a study of African American culture, as it relates to living in the multi-racial United States, through literature produced by 20<sup>th</sup> century African American writers. In addition to dynamic discourse, students will enhance their personal library on this topic. Works from Wright, Baldwin, Hansberry, Fuller, Wilson, Hughes, and others are selected.

### American Literature of the 60's

(c) ½ credit

Semester 1

GILMAN

The sixties were mythic in proportion, and there is likely no greater mythic character who emblemized that tumultuous and oft romanticized decade than Bob Dylan. A shape-shifting, enigmatic minstrel, Dylan voiced the confluence of the personal and the political during the sixties. He also reached toward the artistic horizon and defined the sound of an era by borrowing from the traditions of the past. His songs toyed with the avant-garde literary experiments of the Beats, echoed the paranoia of the Cold War, punctuated the politics of the Civil Rights and Anti-War movements, and illuminated the way for a redefined counterculture. Dylan's songs critique, define, and are a product of the sixties. Through an interdisciplinary study of the history, literature, and music of the sixties, students will attempt to articulate how the seminal art of the sixties reflects a decade of revolution, protest, polarization, liberation, experimentation, and promise.

<b>Award Winning Literature</b> GILMAN	(c)	½ credit	<b>Semester 1</b>
Award Winning Novels Since 2000: This course will explore four award-winning novels published since 2000. In reading these novels, the class will discuss how each of these texts is both inextricably linked to the new millennium and, at the same time, steadfastly bound to the timeless question of what it means to be human in a changing world. In addition to the core texts, the course will explore the post-2000 zeitgeist of the English-speaking world, how prestigious literary prizes are awarded, and how modern literary criticism plays a role in determining which texts are worthy of our collective reading time.			
<b>China and Modern East Asia</b> GILMAN	(c)	½ credit	<b>Semester 2</b>
<i>Interdisciplinary: This course may be taken for History or English credit.</i> After the cataclysms of revolution and war in the 20th century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of modern East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the 19th century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels <i>Kokoro</i> by Natsume Soseki and <i>To Live</i> by Yu Hua.			
<b>Civil War: Maryland</b> GILMAN	(c)	½ credit	<b>Semester 2</b>
<i>Interdisciplinary: This course may be taken for History or English credit.</i> This course will examine the impact of the American Civil War on the state of Maryland. As a border state next to the national capitol, Washington D.C., Maryland found itself in a tenuous position as tensions between the North and South escalated in the late 1850s through the start of the war. This class will examine the causes of the war, the significance of slavery and the underground railroad in Maryland, the attitudes of Marylanders towards the War, military engagements within the State, and the political, social and economic impact of the conflict. We will read and discuss James McBride's <i>Song Yet Sung</i> , poetry from the era, primary documents, and historical analysis on the subject.			
<b>Classical Literature</b> GILMAN	(c)	½ credit	<b>Semester 1</b>
The Classical Literature course will provide a survey of ancient Greek and Roman literature, both poetry and prose, as works of art, and will help students to develop their understanding of the relationship between individual texts and the culture from which they have emerged. The course will examine multiple genres including comedy, epic, lyric poetry, philosophical dialogue, and tragedy from authors including Aristophanes, Catullus, Homer, Euripides, Plato, Sappho, and Vergil. The course will explore these authors in the context of their own history and culture as well as how they resonate with us today.			
<b>Classical Mythology</b> GILMAN	(c)	½ credit	<b>Semester 2</b>
Focusing on the literary tradition of Greek and Roman mythology through extensive readings of the translations of Roman and Greek mythological sources, the course will feature both comparative and interpretive approaches, as well as evidence from art and archaeology. Lectures will include insightful discussions of classical myths in their historical and cultural settings, as well as their survival in literature, art, music, and film.			
<b>Creative Writing</b> GILMAN	(c)	½ credit	<b>Semester 1 or 2</b>
Taught by the Gilman Writing Fellow, this course is an intensive workshop in creative writing. Because each new Fellow will design the curriculum according to his or her interests and talents, the course content is variable; it will include elements in both fiction and poetry, and may cover playwriting. Students should expect to write daily, read the works of accomplished writers, and participate in critiques of one another's writing in workshop format. Only students who enjoy reading and writing and who are willing to work hard to improve their writing should consider taking this course.			
<b>Creative Writing: Verse</b> GILMAN	(c)	½ credit	<b>Semester 2</b>
Some 150,000 years ago, language and song arose together and signaled the birth of human civilization. To write songs is to commune with the genesis of our being and expression. In this course, students will explicate and examine songs in a variety of genres, read and listen to interviews of our greatest songwriters, and learn about careers in the music industry. Most importantly, students will work in songwriting teams to draft, workshop, and demo songs on a variety of topics. No musical experience is necessary, but students who will thrive in this course will have an interest in lyrical craft, musical arrangement, and recording techniques and technology.			

<b>Dystopian Fiction</b> GILMAN Environmental destruction. Nuclear disaster. Government, religious, and technological control. The modern literary sphere is flooded with dystopian stories featuring such opposing themes as conformity and individuality, isolation and community, and control and rebellion. The ultimate goal of each novel seems to stem from the hero's desperate attempt at survival against all odds. This course seeks to consider why contemporary readers are drawn to such stories by examining the emergence of the dystopian novel from foundational utopian texts such as Plato's <i>Republic</i> and More's <i>Utopia</i> , investigating the development of the dystopian hero, and interrogating the political, social, cultural, and religious trends of our society that might influence writers of this genre. In addition to discussion and analytical writing, members of the class will produce their own dystopian short fiction.	(c)	½ credit	Semester 2
<b>Film as Literature</b> GILMAN Film as Literature is designed to broaden and extend students' knowledge and appreciation of film as an art form—to help them become "cinemaliterate." Through an immersive study of films in a variety of genres, students will develop and sharpen skills in reading, thinking, viewing and writing about films, as well as listening and speaking in post-viewing discussions. Students will be taught to analyze film in the same way that they study a literary text, by watching and studying classic and contemporary movies. They will learn how to "read" a film by analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Upon completion, students will possess a deeper knowledge and active comprehension of: film terms and techniques, the adaptation of literature into film scripts, film genres, elements of symbolism, literary themes in films and the art of the well-made screenplay, as well as the director's craft. Students will leave Film as Lit with an exciting new personal foundation of cinemaliteracy.	(c)	½ credit	Semester 1
<b>Heroic Journey</b> GILMAN This course seeks to explore Joseph Campbell's monomyth, the heroic journey, through a multimedia examination of classical and contemporary literature, film, and music. From Sir Thomas Malory's <i>Le Morte d'Artur</i> through George Lucas' <i>Star Wars: A New Hope</i> , the cycle of discovery a hero undergoes allows students to see themselves and their world through a critical lens. Using Campbell's <i>Hero with a Thousand Faces</i> , students will identify the different stages of the hero's journey and unwrap the archetypes seen therein through comparative analysis of these works. Class discussion will focus on analysis of author intent and understanding why folk tales and myth are an effective vehicle for shared audience experience, interpretation, and societal critique.	(c)	½ credit	Semester 1
<b>Historical Fiction: America</b> <i>Interdisciplinary: This course is offered either for English or History credit.</i> GILMAN In this American Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on American history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.	(c)	½ credit	Semester 1
<b>Historical Fiction: World</b> <i>Interdisciplinary: This course is offered either for English or History credit.</i> GILMAN In this World Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on world history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.	(c)	½ credit	Semester 2
<b>Holocaust Studies</b> <i>Interdisciplinary: This course is offered either for English or History credit.</i> GILMAN This course will guide students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the "Final Solution," they will consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis will be a close study of the key events that transformed persecution into genocide during World War II. The Holocaust Museum will be an important resource during this process. During the final section of the course, students will explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays, and films with Holocaust themes.	(c)	½ credit	Semester 1



<b>Jesmyn Ward</b> GILMAN Jesmyn Ward is one of the most decorated authors of our time. Most recently recognized with a “genius” grant from the MacArthur Foundation, Ward has also won two National Book Awards--the first woman to do so--and she seems to be just getting started. This course will do a deep dive into this author and her work, which has been called, “simultaneously luminous and achingly honest.” Students will begin with Ward’s memoir, <i>Men We Reaped</i> , and then they’ll analyze her novels <i>Salvage the Bones</i> and <i>Sing, Unburied, Sing</i> . Students will work to see and know what Ward’s characters do, and by course end, they’ll fully appreciate this artist, a writer who “captures moments of beauty, tenderness, and resilience against a bleak landscape of crushing poverty, racism, addiction, and incarceration.”	(c)	½ credit	Semester 2
<b>Law and Literature</b> GILMAN This course seeks to examine the intersection of law and literature by introducing students to aspects of the law featured in classical and contemporary literature. Reading will include classic short novels, a play, and a contemporary novel. These reading will be supplemented by excerpts from Judge Richard Posner’s <i>Law and Literature</i> and seminal Supreme Court cases. Students will gain experience with the Socratic method, briefing case law, and the obligations of attorneys and judges. Guest speakers will provide students a grounding in how the legal system works, with introductions to civil procedure, the stages of a criminal trial, and an examination of the Bill of Rights.	(c)	½ credit	Semester 2
<b>Leadership Literature</b> GILMAN What does it mean to have character? What does it mean to be a leader? In this course, we will consider the relationship of character and leadership through the study of literature, seizing the opportunity to learn from the journeys, triumphs, and failures of leaders represented in fiction, nonfiction, and drama from around the world and across time.	(c)	½ credit	Semester 1
<b>Literary Adaptation</b> GILMAN You’ve heard it dozens of times: “the book was better than the movie.” In an age consumed with retellings, we are trained to view adaptations through a comparative lens, working under the assumption that a “true” adaptation is a faithful translation of the original text. But what if the adaptation’s goal is something else entirely? This course will examine the complex relationship between a source and its retellings, paying particular attention to the ways literary and visual representations differ in their storytelling methods. Our central focus will lie with Shakespeare’s <i>Hamlet</i> , the story of a man tasked with avenging his father’s murder yet finding himself incapable of taking action. Students will also engage with an adaptation of their choosing, offering insight into the value of divergence and what it might reveal.	(c)	½ credit	Semester 1
<b>Literary Letters</b> GILMAN English poet John Donne wrote, “more than kisses, letters mingle souls”; students in this course will study and try their hand at this soulful mingling. Through the analysis of epistolary novels, a play, and other short fiction in letter form, students will uncover the complexities of this style and these stories. Chbosky’s <i>Perks of Being a Wallflower</i> will be the summer reading selection, and then students will begin the fall semester by writing a personal essay, telling part of their life story in the form of a letter; from there, they’ll read and discuss three works: Gurney’s <i>Love Letters</i> , Walker’s <i>The Color Purple</i> , and Robinson’s <i>Gilead</i> . Each of these handles the form differently--Andy and Melissa’s correspondence lasts a lifetime, Celie prays to God, and John prepares his son for his imminent death--but the common sentiment seems to be, as one character puts it, that a letter can be “a present of myself to you.” <i>This course has required summer reading.</i>	(c)	½ credit	Semester 1
<b>Literature of Civil Rights</b> GILMAN This course will begin with the presupposition that the United States continues to be in what Zoe Trodd calls, “a long civil rights movement.” While we will initially focus on the convergence of history and literature during what historian Taylor Branch terms, “the King years,” 1954–63, we will ultimately move beyond King to discuss other Civil Rights thinkers, both past and present. We will use our well-honed close reading skills to analyze how Americans understand the struggle for equal rights. We will also closely examine how art (both literary and visual) continues to be implemented to propel the pursuit of equity.	(c)	½ credit	Semester 2
<b>Literature of Plays</b> GILMAN In Literature of Plays, students will analyze, discuss, present, and write about a variety of plays. The course’s texts will differ each year based on the seasons chosen by local Baltimore theaters such as Center Stage, Everyman Theatre, Chesapeake Shakespeare Company, and Fells Point Corner Theatre. Along with the instructor, students will venture out to see as many live productions of the plays as possible. Our in-class study of the texts will incorporate ‘getting the plays up on their feet’ and exploring the differences between reading a play and seeing it performed.	(c)	½ credit	Semester 2

<b>Memoirs of Expatriates in Paris</b> GILMAN	(c)	½ credit	Semester 2
Such prominent figures of the Lost Generation as Ernest Hemingway, Pablo Picasso, F. Scott Fitzgerald, and Gertrude Stein appear as characters in each other's memoirs of their experiences in Paris, offering contradictory portrayals of themselves and each other. Through our comparison of Hemingway's <i>A Moveable Feast</i> , Stein's <i>The Autobiography of Alice B. Toklas</i> , Beach's <i>Shakespeare &amp; Company</i> , and McAlmon's <i>Being Geniuses Together</i> , this course will explore the personal relationships and aesthetic values that formed in the community of expatriates living in Paris in the 1920s.			
<b>Modern European Intellectual Thought</b> GILMAN	(c)	½ credit	Semester 1
<i>Interdisciplinary: This course may be taken for History or English credit.</i>			
This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school's extensive online collection of academic journals and periodicals. The required texts include <i>An Intellectual History of Modern Europe</i> , <i>Notes from the Underground</i> , <i>Animal Farm</i> , and <i>The Stranger</i> .			
<b>Short Fiction</b> GILMAN	(c)	½ credit	Semester 2
Short fiction, in its brevity and efficiency, demands careful and focused attention. This course will introduce short fiction by way of some of the best-known short fiction writers of all time. We will track the development of short fiction as a form through close reading and literary analysis. Additionally, we will consider the historical and literary contexts that influenced each of the texts we read. Through engaged class discussions and focused writing activities, students will learn to analyze, raise critical questions, and construct arguments about short fiction.			
<b>The Scandal of Ulysses</b> GILMAN	(c)	½ credit	Semester 1
The Scandal of <i>Ulysses</i> : Among the Western literary canon's most challenging and rewarding books, James Joyce's <i>Ulysses</i> employs revolutionary narrative techniques while responding to the timeless themes and motifs of <i>The Odyssey</i> and <i>Hamlet</i> . Students of this course will engage central human issues of family, religion, heroism, prejudice, and charity as they follow the wanderings of Stephen Dedalus and Leopold Bloom through the city of Dublin on June 16, 1904.			
<b>Urban Studies</b> GILMAN	(c)	½ credit	Semester 2
<i>Interdisciplinary: This course may be taken for History or English credit.</i>			
In Urban Studies we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that includes narrative-based historical texts, creative non-fiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore's present and past through field trips to interact with Baltimore beyond the walls of Gilman.			
<b>World War II</b> GILMAN	(c)	½ credit	Semester 2
<i>Interdisciplinary: This course may be taken for History or English credit.</i>			
In this course we will examine the central cataclysm of the twentieth century, whose repercussions can still be felt in the world today, over seventy years after its end. The class will provide a chronological overview of World War II, examining both the European and Asian theaters of the war. Events of focus will include but not be limited to the Battle of Britain, the German invasion of the Soviet Union, the Battle of Stalingrad, the North African campaign, the invasion of Italy, and D-Day. We will spend time examining certain topics in more depth, including the interwar years, diplomatic origins of the war, the rise of Nazis in Germany, acts of genocide including the Japanese invasion of China in 1937 and the rape of Nanking and the Holocaust. We will also consider and the use of strategic bombing and civilian targets in the war, culminating in the fire bombing of Dresden and atomic bombings of Hiroshima and Nagasaki. This class also fulfills an English credit, and we will therefore read Pierre Boulle's <i>The Bridge Over the River Kwai</i> in Q3 and Kurt Vonnegut's <i>Slaughterhouse Five</i> in Q4. We will use documentaries and films extensively, including the 1970s British series <i>World at War</i> and the more recent <i>World War II in Color</i> . We will also rely heavily on primary accounts from the combatants who participated in the conflict.			



<b>Writers in Revolt</b> GILMAN	(c)	½ credit	Semester 1
The literature of the Writers in Revolt English elective focuses on revolt and protest against societal expectations and prejudices. As we study, discuss, and write about the literature, students also work on a semester-long project requiring them to identify something (a practice, policy, belief, or institution) that they wish to revolt against. After considering and formulating various protest techniques to utilize, they draw attention to their personal revolt through assembly presentations, interviews, social media posts, and surveys. Finally, they execute their revolt in an effort to actualize as much change as possible.			

## HISTORY

### Grade 9

<b>World History I</b>	<b>1 credit</b>	<b>Year</b>
<b>World History I Honors</b>	<b>1 credit</b>	<b>Year</b>

*Department approval is required for Honors level history.*

This course will trace global history from the ancient world through the Protestant Reformation in Europe (c. 3500 BCE to 1600 CE) through a thematic approach focused on religion, politics, economics, social identity, and other important aspects of civilization. We will travel around the globe to learn about the particular histories of diverse regions and to uncover a larger picture of history by studying the interactions of societies over time. We will use various primary and secondary sources, including the textbook, written historical documents, art, music, architecture, and maps. The course will provide an introduction to the practice of history and, by the end of the year, students will have experience in analyzing source material, constructing sophisticated and persuasive arguments in written and oral form, and working through nuanced research questions and techniques.

### Grade 10

<b>World History II</b>	<b>1 credit</b>	<b>Year</b>
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In this course, students study the roots of modernization in world history from the time of the Renaissance in the 1300s to the global conflicts of the 1900s, namely the World Wars and the Cold War. Each unit will focus on a key turning point or development in this transformation and will highlight its relevant political, economic, social, and cultural aspects. Among others, these units will include: the Renaissance, the Reformation, Columbian Exchange & Commercial Revolution; the Rise of Nation States; the Age of Political Revolutions; the Industrial Revolution; Modern Political, Economic & Cultural Systems and Thought; Imperialism; and the Global Conflicts of the Twentieth Century. The course will look at these developments from a global perspective. Where applicable and practical, the units will also include the study of relevant art, music, and literature.

<b>AP World History</b>	<b>1 credit</b>	<b>Year</b>
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*Department approval required.*

This course is designed to prepare students with the skills and content knowledge needed for the AP World History exam. While its primary content coverage will heavily emphasize the modern era from 1400 C.E. forward on a global scale, it will also review pre-modern material from World History I as needed to foster readiness for the exam. Major areas of study will include: Networks of Exchange, Land-Based Empires, Transoceanic Interconnections, Revolutions, Consequences of Industrialization, Global Conflict, Cold War and Decolonization, and Globalization. Where applicable and practical, coverage will include consideration of relevant art, music, and literature. Students take the AP exam in May, and the year concludes with a research-based enrichment activity. *This course has required summer reading.*

### Grade 11

<b>United States History</b> RPCS/GILMAN	(c)	<b>1 credit</b>	<b>Year</b>
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From pre-Columbian encounters to the multicultural post-Cold War nation, this course documents the history of the United States by investigating the multifarious ways in which different groups have wrestled with the idea of what it means to be "American." By viewing American history through the lenses of different kinds of identities (national, racial, social class, and many more), students in this class are enabled to consider the broad scope of national history, including and beyond traditional narratives. Students will incorporate many different kinds of secondary and primary source material into their work, with a focus on research-based analysis. The culmination of the year is a persuasive essay based on primary source research.

## AP United States History

1 credit

Year

*Department approval required.*

This course is a fast-paced, broad survey of the major themes and issues in American history from the pre-contact period through the late twentieth century. Students will learn to analyze continuity and change in American history, examining the many factors which have shaped the American people and the impacts of historical developments over time. The course highlights political but also incorporates social history to explore the experiences of the many groups which comprise the United States. In addition to the textbook, students will utilize a wide range of resources, including scholarly articles and primary source documents. The course emphasizes analytical writing, and students are expected to produce a number of analytical essays throughout the year. The course is geared to help students prepare for the AP US History Examination in May. *This course has required summer reading.*

## SENIOR ELECTIVES

### RPCS HISTORY ELECTIVES

#### America's Immigration Experience

(c)

½ credit

Semester 2

RPCS

Many Americans have a romanticized idea of America's immigrant past. They point to idealized visions of Ellis Island or the famous words of Emma Lazarus etched into the base of the Statue of Liberty, "Give me your tired, your poor, Your huddled masses yearning to breathe free..." In fact, America's immigration history is more contested, more nuanced, and more complicated than many assume. This course seeks to provide historical context to current debates over immigration reform, integration, and citizenship. The course follows a chronological overview of U.S. immigration history, but it also includes mini-units that cover salient issues in political discourse today such as xenophobia, deportation policy, border policing, and sanctuary cities.

#### Genocide in the Modern World

(c)

½ credit

Semester 2

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

This course will seek to answer these pressing questions: What are the dynamics that allow genocide to occur? Why hasn't the international community been able to do a better job of stopping it? What role can the individual play in interrupting such violence? We will begin the semester by defining genocide and exploring humans' relationship with violence and prejudice. We will then turn to a series of case studies, including the Holocaust, Rwanda, Armenia, and the Native American genocide, while weaving relevant current events into our discussions. The nature of the work will be primarily discussion and project-based, with multiple opportunities for group work and reflective writing.

#### History of Black American Music

(c)

½ credit

Semester 2

RPCS

This course will examine one of the most important expressions of American identity, following the thread that runs from blues to jazz to soul to funk to rap and hip-hop. No prior musical ability or knowledge is required for the course, although we will delve into the formal properties of this music in addition to its history and cultural meanings. From Robert Johnson to Duke Ellington, Howlin' Wolf to Sly Stone, Miles Davis to Prince, Black Americans have pioneered the creation of American culture and identity. This course asks why and how that process has occurred through music.

#### History of Capitalism

(c)

½ credit

Semester 1

RPCS

This course explores the modern understanding of the theory of capitalism—and interrogates that theory. The course will introduce students to traditional economic theory through the basics of microeconomics and macroeconomics, then explore non-traditional modifications of those theories (such as "doughnut" theory). Along the way, students will explore a series of case studies in economic history, including Adam Smith's original argument against Europe's mercantilist economies, the post-World War I hyperinflation in Weimar Germany, and the Great Depression and New Deal in 1930s America.

#### Honors Research Seminar: Profiles in Leadership

(c)

½ credit

Semester 1

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

What are the secrets to effective leadership? How does the context or arena affect a leader's potential and choices? Does power come more easily to those willing to act unethically? In the first half of this course, students will pursue these and other questions by reading, discussing, and writing about leaders from history, literature, current world politics, sports, and other arenas. Case studies will focus on how women and men have led countries, movements, organizations, and initiatives to affect change, wrestle with ethical dilemmas, and solve real-world problems. In the second quarter, students will design and pursue a deep dive into a case study or leadership issue of their own choosing. The outcome will be a capstone project

that can take the form of an essay, creative writing, lesson plan, documentary, manifesto, or other form; all projects will be presented in a public forum at the end of the course. *This course has required summer reading.*

**Honors Research Seminar: Telling African Stories** (c) ½ credit Semester 1

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

The great writer Chinua Achebe once noted that "It is the storyteller who makes us what we are, who creates history. The storyteller creates the memory that the survivors must have - otherwise their surviving would have no meaning." The modern historical record poses particular challenges for historians and narrators of African stories, but as Achebe explains, the act of narration is essential to our humanity. Through a deep dive into various forms of truth-telling about modern Africa, students will gain models from which they can design their own narrative projects, which will be grounded in rigorous research but animated by their individual vision and imagination. Assigned works **may** include Achebe's masterpiece *Things Fall Apart*, the graphic history *Abina and the Important Men* by Trevor Getz and Liz Clarke, and works of nonfiction and fiction by Chimamanda Ngozi Adichie, Dayo Olopade, Binyavanga Wainaina, and other contemporary writers, artists, and scholars. *This course has required summer reading.*

**Politics and Mass Media in the US** (c) ½ credit Semester 2

RPCS

Our democratic government was founded on the notion that freedom of the press is fundamental to preserving the people's power and limiting the government's power. But how have a free press and rapidly expanding forms of electronic media affected our democracy? This class will help students develop a critical lens as they consume political media content in the 21st century. We will explore questions such as: To what extent do the news media educate -- or manipulate -- citizens? Has information been "weaponized" by actors seeking political and financial gain? To what extent is social media a negative force in politics, dividing us into ideological echo chambers, or a positive force for connection and activism? How have new developments in media affected the ability of citizens to participate meaningfully in society and politics -- and is more citizen participation necessarily a good thing? How does the First Amendment protect freedom of the press -- and, given the almost unfettered expansion of social media, should we regulate the media more than we do?

**The US Constitution and You** (c) ½ credit Semester 1

RPCS

"We the People." When this phrase was coined, its meaning was limited, to say the least. US democracy has been a work in progress ever since -- continually reinvented through citizens acting individually and collectively to expand the definition of "the people" and their rights and freedoms. Ben Franklin famously and apocryphally said to an inquiring citizen that the Constitutional Convention had created "A republic, if you can keep it." Franklin acknowledged the fragility of a government in which the people rule, a fragility we are experiencing in the 21st century. But he also insisted on the people's role in maintaining democracy. In this course, we will study the rights of citizens granted in the Constitution; examine the ways that citizens, working through the courts, have expanded rights and equality; and explore and generate ideas about actions "we the people" can take to ensure that our democracy continues to endure and expand. Based on student interest, we will conduct a mock Supreme Court hearing of a recent case involving fundamental rights and equality.

**Witchcraft in History, Literature and Film** (c) ½ credit Semester 2

*Interdisciplinary: This course is offered either for English, History, or Integrated Studies credit.*

RPCS

The image of the Witch is one of power, both alluring and dangerous. Fascination with this idea, and fear of it, have captured the imagination of societies the world over, often with historic consequences. This course seeks explanations for the lingering potency of the Witch image in our global consciousness. Through a mix of historical, literary, and formal art historical analysis, students come to understand how the Witch image intersects with concepts of gender, deviancy, religion, medicine, science, and psychology. Students engage with a diverse set of texts and media, ranging from the infamous Malleus Maleficarum to the Yijing.

## **BRYN MAWR HISTORY ELECTIVES**

**AP Comparative Government and Politics** (c) ½ credit Semester 2

*Department approval required.*

BMS

This course will provide an introduction to major theoretical approaches to comparative politics and examine case studies of the political systems and processes of the following countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia. The goal of studying these nations will be to allow students to compare and contrast political institutions across nations and draw generalizations on the basis of these case studies. Students taking this course are required to take the Advanced Placement Comparative Government and Politics Exam.

<b>AP Economics</b> <i>Department approval required.</i> BMS Have you ever wondered why fast-food restaurants cluster in an area, or how many people it takes to make a pencil? This course examines economic theory that can provide answers to such questions, and prepares for the Advanced Placement Microeconomic and Macroeconomic Exams. Microeconomic topics include product and factor markets, and the role of government in promoting equity and efficiency in the economy. Macroeconomic study emphasizes measurement and analysis of economic performance, the public sector, economic growth and international finance and trade. Research stresses the application of economic theory to contemporary issues. Students must take one or both of the Advanced Placement Exams in the spring. <i>The Required Summer Reading is The Price of Everything: A Parable of Possibility and Prosperity by Russell Roberts.</i>	(c)	1 credit	Year
<b>AP United States Government and Politics</b> <i>Department approval required.</i> BMS The AP United States Government and Politics course is designed to provide the student with an experience equivalent to a one-semester college introductory course. It includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. Students will develop familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics and will study the variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will be expected to move beyond factual recall and develop an analytical perspective on government and politics in the United States.	(c)	½ credit	Semester 1
<b>Baltimore Studies: Past and Present</b> BMS For many of us, Baltimore is home. And yet, there are many Baltimores, often contradictory or in conflict with each other. This course offers students from the tri-school the opportunity to explore parts of Baltimore with which they are not familiar. Central to the class is an understanding of how Baltimore's neighborhoods have evolved so differently from each other. Framing themes of the course include racial and economic segregation, labor and industry, and public health crises (including individual and state violence as well as drug addiction). We also learn about the ways in which artists, educators, and activists are responding to and transforming the city. Baltimore Past and Present provides a historical context for understanding the challenges that contemporary Baltimore faces. The course encourages students to see and understand the city in which they work in new ways.	(c)	½ credit	Semester 1
<b>Comparative Diasporas Honors: Jewish, African, and South Asian Global Histories</b> BMS Diaspora is the forced migration of people with a common cultural identity and the spread of those cultures globally. This course offers students a thematic introduction to South Asian, African, and Jewish history. The course addresses the preservation of cultural identity, cultural fusion, oppression and violence against minorities, and the relationship between race, religion, and nationality. We examine these themes particularly through the lens of music. Diaspora is one of the defining features of Jewish, African, and South Asian identity. These communities have been flung across the globe to places as disparate as Brazil and Calcutta, Paris and Dar es Salaam. The theme of diaspora allows students to compare experiences which are often studied only in isolation. The course is offered every other year in the spring.	(c)	½ credit	Semester 2
<b>Modern Art &amp; Visual Culture Honors</b> BMS The power of art to inspire & reinforce cultural movements is well established. Artists, such as Diego Rivera, Ai Weiwei, and Kehinde Wiley, have challenged mainstream historical narratives, igniting emotions in a way that traditional methods alone rarely do. This course explores how art can become a kind of social currency, shifting agency away from powerful institutions by giving ordinary people a voice.	(c)	½ credit	Semester 1
<b>Terrorism in the Modern World</b> <i>Interdisciplinary: This course may be taken for History or English credit.</i> BMS This course combines history, political science, and literature to examine the role that terrorism has played in the modern world. We will begin with an overview of the many ways people have defined terrorism and a brief narrative of terrorist groups and actions since the French Revolution. The core of the course will focus on a series of literary and historical case studies illustrating the motivations, tactics, and outcomes of terrorists around the world since 1945. Students will conclude the class by applying the knowledge they gained through the case studies by evaluating various strategies for fighting terrorism and creating their own counterterrorism proposal.	(c)	½ credit	Semester 2



## The United States in the World Honors

(c) ½ credit

Semester 1

Department approval required.

BMS

This course combines history, political science, and international relations to investigate the major themes of U.S. foreign policy from the end of the Cold War to the present day. Organized topically rather than chronologically, the class explores the most pressing issues in U.S. foreign policy such as the Iran Nuclear Treaty, U.S.-China relations, the Wars in Afghanistan and Iraq, and the fight against ISIS by exploring how recent historical actors and events have led up to and created each current problem. Simulations, debates, and discussions give students exposure to multiple perspectives on each issue, allowing them to formulate their own educated opinions and to understand better the complex process of U.S. foreign policy decision-making.

## GILMAN HISTORY ELECTIVES

### African American History

(c) ½ credit

Semester 1

GILMAN

This elective course will introduce students to the terminology, perspectives, and frameworks that Black people have developed over time to interrogate society. Instead of covering “key events” (usually slavery, the Harlem Renaissance, and the Civil Rights movement, among others), we will grapple with *key constructs* like history, blackness, whiteness, [anti-black] racism, the black body, soul, revolution, ethnocentrism, Afrocentrism, masculinity, femininity, gender, sexuality, and so on. To exercise these skills, students will engage in primary source readings, research, case study development, and discussions on issues pertinent to the field of African American Studies. Students will explore the various ways people of African descent have navigated our society and engage in a reflective process, redefining those key constructs for themselves.

### Ancient Greece: Greek History from the Bronze Age through the Death of Alexander

(c) ½ credit

Semester 1

GILMAN

It is customary to divide Greek history into the prehistoric and historic periods with the break coming at 776 BCE, the date of the first Olympic Games and the era immediately following the writing of the Homeric epics. The course initially will focus on the former period with a concentration on the Mycenaean and Minoan cultures. The latter period will include as its nucleus characters and events whose presence contributed to both the Golden Age of Greece and the Hellenistic period culminating in the death of Alexander the Great.

### AP History of Art

(c) 1 credit

Year

Department approval required.

Open to seniors only.

Interdisciplinary: This course may be taken for History or Art credit.

GILMAN

This year-long course covers art in a chronological survey from the Paleolithic era through Postmodernism and prepares students for the AP Art History Exam. In addition to the study of the development of the Western tradition in art and culture, an effort is made to expand beyond the Western tradition. The first quarter covers the Mesopotamian era through Roman Empire. The second quarter focuses on Byzantine, Islamic, Medieval, and Early Italian works. The third quarter starts with Northern Renaissance, includes Italian Renaissance, and concludes with Baroque. The fourth quarter studies the Enlightenment, Modernism and concludes with Postmodernism and contemporary art. While studying this material, students do independent research on art production outside the Western tradition which they share with the class. Students develop critical thinking skills as they assemble interdisciplinary knowledge about art objects and move beyond first impressions to carefully constructed evaluations. A total of 8 field trips to local museums (the Walters Art Museum and the Baltimore Museum of Art) give students the opportunity to engage in the study of actual works of art. Goals for this course are for students to value the intellectual challenge of learning about many traditions and cultures, to visit art museums with regularity, to achieve a high degree of visual literacy, to understand the role art has played in history, and to consider the role it plays in contemporary society.

### China and Modern East Asia

(c) ½ credit

Semester 2

Interdisciplinary: This course may be taken for History or English credit.

GILMAN

After the cataclysms of revolution and war in the 20th century, the East Asian region in general, and China in particular, has reemerged as one of crucial importance in the modern world. The purpose of this course is to examine the evolution of modern East Asian history and culture, so we can develop an understanding of how the region evolved to the one we see today. The course will focus primarily on China and Japan since the 19th century, with occasional forays into the Koreas and Southeast Asia. As this course may be taken for history or English credit, there will be extensive discussion of fiction, including the novels *Kokoro* by Natsume Soseki and *To Live* by Yu Hua.

### Civil War: Maryland

(c) ½ credit

Semester 2

*Interdisciplinary: This course may be taken for History or English credit.*

GILMAN

This course will examine the impact of the American Civil War on the state of Maryland. As a border state next to the national capitol, Washington D.C., Maryland found itself in a tenuous position as tensions between the North and South escalated in the late 1850s through the start of the war. This class will examine the causes of the war, the significance of slavery and the underground railroad in Maryland, the attitudes of Marylanders towards the War, military engagements within the State, and the political, social and economic impact of the conflict. We will read and discuss James McBride's *Song Yet Sung*, poetry from the era, primary documents, and historical analysis on the subject.

### Historical Fiction: America

(c) ½ credit

Semester 1

*Interdisciplinary: This course is offered either for English or History credit.*

GILMAN

In this American Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on American history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

### Historical Fiction: World

(c) ½ credit

Semester 2

*Interdisciplinary: This course is offered either for English or History credit.*

GILMAN

In this World Historical Fiction course, students will read and write works of historical fiction to help understand the time period and individuals living during the eras being studied. Reading historical fiction written from various points in history about diverse individuals - this course will focus on world history - will allow for deeper understanding of our shared past. Writing historical fiction requires a balance of research and creativity, and while it often includes real people and events, the genre offers a fiction writer many opportunities to tell a wholly unique story.

### History of Science

(c) ½ credit

Semester 1

GILMAN

Physics, Chemistry, Biology...we know the topics because we've taken the courses. But did you know that Newton may have stolen the idea of gravity or that the advancement of the new field of chemistry in the 1800s was likely set back nearly 100 years because of a fanatic belief in one particular theory of fire? Science is not a set of facts laid down on paper for high school consumption. It is a human story of progress through ignorance, advanced at times by serendipity, argumentation, and competition. And through it all, we have come to know famous names and ideas, both of which continue to transform and inform our lives today. In this course, we will explore the development of the scientific tradition in Europe and the intellectual impact of scientific thought on society, politics, and philosophical speculation in the ancient and modern world. We will explore particular case studies about the people and their journey's towards understanding the chaotic world and universe. Logistically, this will be a discussion-based course that utilizes the Harkness method and problem-based learning. Students will be expected to read and analyze a plethora of primary literature written by many of the great minds of the past and present prior to class, and then lead their own discussion groups with guidance from the teacher. Additionally, students will have a large stake in choosing the topics we will explore both as a class and as individuals. Let's explore our story through science!

### Holocaust Studies

(c) ½ credit

Semester 1

*Interdisciplinary: This course may be taken for History or English credit.*

GILMAN

This course will guide students' investigation of the events surrounding the Nazi destruction of European Jewry during World War II. As students study the evolution of the "Final Solution," they will consider the history of anti-Semitism in Europe, the role of anti-Semitism in the nature of the Nazi regime, and the contingencies which shaped Nazi anti-Jewish policies. At the heart of this analysis will be a close study of the key events that transformed persecution into genocide during World War II. The Holocaust Museum will be an important resource during this process. During the final section of the course, students will explore the difficulties of finding meaning in the memory of the Holocaust by encountering memoir, fiction, essays, and films with Holocaust themes.

### Modern European Intellectual Thought

(c) ½ credit

Semester 1

*Interdisciplinary: This course may be taken for History or English credit.*

GILMAN

This course surveys European thought from the Enlightenment to Post World War II. Topics include the French and Scottish Enlightenments, the German Romantics and Idealists, Classical Liberalism, Irrationalism, Totalitarianism, and Existentialism. The class will discuss ideas about politics, economics, philosophy, and religion. Students will explore the intellectual movements of Modern Europe through primary source material as well as the school's extensive online collection of



academic journals and periodicals. The required texts include *An Intellectual History of Modern Europe*, *Notes from the Underground*, *Animal Farm*, and *The Stranger*.

### Roman Republic GILMAN

(c) ½ credit

Semester 2

This course explores Roman history from the birth of the monarchy in 753 B.C.E. through the rise of Augustus. Particular attention is paid to the foundation myth, the republican constitution and political system, Roman conquest and imperialism, the civil war, and the Augustan political settlement.

### The Great War Honors GILMAN

(c) ½ credit

Semester 1

This Honors level course will provide an in-depth look at the Great War (1914-1918). It will begin with a review of the late 19th century European conflicts, alliances, and the rise of intense nationalism that contributed to the start of the War. While the course is structured chronologically, there will also be topical discussions such as the role of propaganda in "total war", technological and weapons advances, the contribution of colonial troops, the Christmas Truce of 1914, and the economic, psychological, and political scars left following the war. In addition to the nightly readings, we will read Ernest Hemingway's novel, *A Farewell to Arms* in Q1, as well as Ernst Junger's autobiographical account of the War, *Storm of Steel*, in Q2. The course will make extensive use of primary sources to supplement the secondary source readings. The culmination of the course is completion of a Poetry Project in lieu of a final exam. Students will memorize and recite, as well as analyze, a poem written by a person who experienced the War.

### Urban Studies

(c) ½ credit

Semester 2

*Interdisciplinary: This course may be taken for History or English credit.*

GILMAN

In Urban Studies we will explore the urban landscape of Baltimore through engagement with literature in an expansive sense that includes narrative-based historical texts, creative non-fiction, poetry, fiction, journalism, case law, statistical data, and informational journals. Through journal reflections, creative writing, essays, projects and presentations, we will think critically and expansively about our complex world within the local context of Baltimore, practice communicating effectively with diverse audiences, collaborate to imagine solutions to problems and ways to affect positive community impact, and create works of self-expression that serve and inspire others. We will also develop a deep engagement with and appreciation of Baltimore's present and past through field trips to interact with Baltimore beyond the walls of Gilman.

### US History Since 1960 Honors GILMAN

(c) 1 credit

Year

This elective course covers the history of the United States from 1960 to the present by investigating the forces of the last sixty years that have shaped the present. In this presidential election year, we will start the course by identifying themes of present-day American politics and culture. Then we will trace back to 1960 to investigate where and how these themes emerged. We will spend relatively equal time on foreign and domestic policy with a particular focus on political history. Homework readings will be a mix of monographs, a textbook, and primary sources.

### World Religions: Eastern Religions GILMAN

(c) ½ credit

Semester 1

Huston Smith states "The community today can be no single tradition; it is the planet....For understanding, at least in realms as inherently noble as the great faiths of humankind, brings respect; and respect prepares the way for a higher power, love--the only power that can quench the flames of fear, suspicion, and prejudice, and provide the means by which the people of this small but precious Earth can become one to another." Our world is becoming more connected and more intertwined and yet remains regionalized. It is essential that we listen to others with an ear to understanding. This semester course on World Religions will attempt to provide historical context and trace the development of Hinduism, Buddhism, and Confucianism. In addition, the philosophical, moral, and ethical ways of thinking (and acting) will be examined by reading selections of each religions' Sacred Texts. The course will seek to discover the beauty of the world's wisdom; what the religions ought to be in their most perfect of forms.

### World Religions: Western Religions GILMAN

(c) ½ credit

Semester 2

Huston Smith states "The community today can be no single tradition; it is the planet....For understanding, at least in realms as inherently noble as the great faiths of humankind, brings respect; and respect prepares the way for a higher power, love--the only power that can quench the flames of fear, suspicion, and prejudice, and provide the means by which the people of this small but precious Earth can become one to another." Our world is becoming more connected more intertwined and yet remains regionalized. This semester course on the western religions will attempt to provide historical context and trace the development of Judaism, Christianity, and Islam. The course is a survey of the Bible, including the study of both the Old Testament and New Testament. The first part of the course is dedicated to the study of the Hebrews, the laws, prophets, and wisdom literature. The second part of the course is dedicated to the study of the life and teachings of Jesus Christ. The third

part of the course is dedicated to Islam and will analyze selections of the Qur'an. The intention of the course is to gain a better historical and current understanding of the three major Western religions.

**World War II** (c) ½ credit Semester 2  
*Interdisciplinary: This course may be taken for History or English credit.*

GILMAN

In this course we will examine the central cataclysm of the twentieth century, whose repercussions can still be felt in the world today, over seventy years after its end. The class will provide a chronological overview of World War II, examining both the European and Asian theaters of the war. Events of focus will include but not be limited to the Battle of Britain, the German invasion of the Soviet Union, the Battle of Stalingrad, the North African campaign, the invasion of Italy, and D-Day. We will spend time examining certain topics in more depth, including the interwar years, diplomatic origins of the war, the rise of Nazis in Germany, acts of genocide including the Japanese invasion of China in 1937 and the rape of Nanking and the Holocaust. We will also consider and the use of strategic bombing and civilian targets in the war, culminating in the fire bombing of Dresden and atomic bombings of Hiroshima and Nagasaki. This class also fulfills an English credit, and we will therefore read Pierre Boulle's *The Bridge Over the River Kwai* in Q3 and Kurt Vonnegut's *Slaughterhouse Five* in Q4. We will use documentaries and films extensively, including the 1970s British series *World at War* and the more recent *World War II in Color*. We will also rely heavily on primary accounts from the combatants who participated in the conflict.

## INTERDISCIPLINARY STUDIES

### Program Overview

To one extent or another, virtually all courses at RPCS involve a degree of interdisciplinarity. Signature programs such as the STEM and Leadership initiatives emphasize the necessity of applying a variety of disciplinary lenses and approaches to answer a question, investigate a problem, or follow a theme or topic. Interdisciplinary learning is both pragmatic and intellectually exciting: Heidi Hayes Jacobs has observed that "in practice, there's almost no profession in the world of work where there aren't integrated perspectives." In pursuing interdisciplinary topics and courses, students will figure out which analytical tools are best for the kind of problem they are trying to solve, bringing multiple techniques and expertise into account. Applying, for example, a mathematical principle to an electoral process or a short story yields both deeper understanding as well as the potential for creative solutions to vexing world problems.

Interdisciplinary Studies offerings incorporate humanities and social sciences into the interdisciplinary academic curriculum at Roland Park Country School. In the 2022-2023 academic year, the following senior-year elective courses can be designated as Interdisciplinary Studies courses or fulfill requirements in English or History.

### Courses

<b>Genocide in the Modern World</b> <i>See English or History section for course description.</i>	(c)	½ credit	Semester 2
<b>Honors Research Seminar: Profiles in Leadership</b> <i>See English or History section for course description.</i>	(c)	½ credit	Semester 1
<b>Honors Research Seminar: Telling African Stories</b> <i>See English or History section for course description.</i>	(c)	½ credit	Semester 1
<b>Witchcraft in History, Literature and Film</b> <i>See English or History section for course description.</i>	(c)	½ credit	Semester 2

### Independent Study

<b>Senior Independent Study (SIS)</b> <i>Elective</i>	½ credit (Pass/Fail)	45 hours min.	Semester
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This course provides seniors with an extended educational opportunity which combines academic learning with practical experience in an area of the individual student's interest. It's an ideal opportunity for students to pursue an interdisciplinary topic or to go deeper into an area that interests them, but they must be prepared to self-motivate and manage their investigation with discipline. To launch an independent study, students must find a faculty sponsor, complete a Senior Independent Study Proposal Form, and submit it to the Upper School Head prior to the selected term of study for review and

approval. The student is expected to commit a minimum of 45 hours to the independent study, and a final project (ex., paper, presentation, etc.) is required.

## MATHEMATICS

For program details and course offerings for the Holliday Heine STEM Institute, see page 50.

### Algebra I

1 credit

Year

*Students are required to have a TI-84 graphing calculator for this course.*

This course is designed for students who have not previously had the opportunity to take a full Algebra I course or who would benefit from more practice with Algebra I before beginning the Integrated Program. Students begin to use the textbooks created by the Phillips Exeter Academy, starting with *Math 1*. Using *Math 1* and the TI-84 Plus calculator, students discover Algebra I topics including: proportional reasoning, linear modeling, inequalities, absolute value, exponent rules, quadratic equations, and many others by working through rich problems and discussing their various solutions and strategies. The concepts presented spiral through the text with increasing complexity. By encouraging students to solve real problems in authentic contexts, we strive to foster independence, creativity, flexibility, and self-confidence in our students and in their approach to solving mathematical problems.

### Algebra II/Geometry

1 credit

Year

*Prerequisite: Mathematics through Algebra I*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculator, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy.

### Algebra II/Geometry Honors

1 credit

Year

*Prerequisite: Mathematics through Algebra I and permission of the department*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad array of concepts, traditionally designated as Algebra II and Geometry concepts, to help students draw connections within and between classifications of Mathematics. Throughout the year, students delve deeply into linear equations, linear and nonlinear systems, multi-step equations, operations with polynomials, exponents, quadratics, optimization, radicals, right triangles, distance, congruence properties, transformations, proportionality, parametric equations, vectors, geometric proofs, and modeling real-world problems. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculator, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 1* and *Math 2*, published by Phillips Exeter Academy. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

### Advanced Algebra/Trigonometry

1 credit

Year

*Prerequisite: Mathematics through Algebra II/Geometry*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 1* and *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, and triangles including medians, orthocenter, centroid, and circumcenter. Through

regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2*, published by Phillips Exeter Academy.

### Advanced Algebra/Trigonometry Accelerated

1 credit

Year

*Prerequisite: Mathematics through Algebra II/Geometry Accelerated and permission of the department*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 1* and *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, and triangles including medians, orthocenter, centroid, and circumcenter. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

### Advanced Algebra/Trigonometry Honors

1 credit

Year

*Prerequisite: Mathematics through Algebra II/Geometry Honors and permission of the department*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad range of concepts in advanced algebra, geometry, and trigonometry and builds on the topics covered in *Math 2*. Students continue to develop their problem-solving skills while exploring the general behavior of functions from graphical, numerical, and algebraic views in authentic contexts. Concepts studied include: equation of lines, parametric equations, transformations, vectors, angles of parallel lines, parabolas, three dimensional shapes, statistics, and geometry. Geometry concepts include geometric proofs and regular polygons with a concentration on the properties of parallelograms, trapezoids, triangles, and circles. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2* and *Math 3*, published by Phillips Exeter Academy. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

### Pre-Calculus

1 credit

Year

*Prerequisite: A minimum score of 75% in Advanced Algebra/Trigonometry*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbooks used are *Math 2* and *Math 3*, published by Phillips Exeter Academy.

### Pre-Calculus AB Accelerated

1 credit

Year

*Prerequisite: Mathematics through Advanced Algebra/Trigonometry Accelerated and permission of the department*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus and is required for students who plan to enroll in AP Calculus AB. Throughout the year, students delve deeply into multi-step



equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbook used is *Math 3*, published by Phillips Exeter Academy. *Students in the Accelerated section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

### Pre-Calculus BC Honors

1 credit

Year

*Prerequisite: Mathematics through Advanced Algebra/Trigonometry Honors and permission of the department*

*Students are required to have a TI-84 graphing calculator for this course.*

This course integrates a broad array of concepts in advanced mathematics to prepare students for the study of calculus and is required for students who plan to enroll in AP Calculus BC. Throughout the year, students delve deeply into multi-step equations, trigonometry, evaluating and analyzing statistical data, parametric equations, transformations, and numerous geometric topics including three dimensional shapes and geometric proofs. Through regular challenge, collaboration, and presentation of ideas, students develop deep resiliency and problem-solving skills. These skills include knowing how to experiment, observe patterns, make conjectures, test counterexamples, construct convincing arguments, present ideas clearly, gauge reasonability, and critique arguments of others. Students develop authority as mathematicians, gaining a true sense of both their responsibility for prior knowledge and their power as mathematical thinkers. Investigations with graphing calculators, computer software, and other resources enrich students' understanding of new concepts and are integrated regularly throughout the course. The textbook used is *Math 3*, published by Phillips Exeter Academy, and *Calculus: Single Variable, 7<sup>th</sup> Edition*, authored by Hughes-Hallett. *Students in the Honors section are expected to maintain a "B" average and will move through the curriculum more rapidly and explore topics more deeply.*

## MATHEMATICS ELECTIVES

### TRI-SCHOOL MATHEMATICS ELECTIVES

#### AP Calculus AB

(c)

1 credit

Year

*Department approval required.*

RPCS/BMS/GILMAN

The syllabus follows the guidelines of the Advanced Placement Examination in AB Calculus. In addition to the study of limits and continuity, the focus of the course is the introduction of differential and integral calculus. Concepts of calculus and their applications are investigated through a variety of approaches including calculator work, labs, projects, modeling and writing. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination.

#### AP Statistics

(c)

1 credit

Year

*Department approval required.*

*Priority is given to seniors.*

*Students are required to have a TI-84 graphing calculator for this course.*

*(Fulfills statistics requirement for the STEM Institute Certificate.)*

RPCS/BMS/GILMAN

Statistics is a branch of mathematics that almost all students will find useful as statistics is required for many college majors. Statistics enables one to become a critical reader of articles on research. Topics in both descriptive and inferential statistics are covered, as well as ideas concerning probability. Some of the data explored is collected by students; other information may come from newspapers, government databases, medical data, political and environmental surveys. Simulations and many uses of computer software and graphing calculations are included. Interpretation of statistical results is emphasized. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination. *This course has required summer reading.*

#### Calculus

(c)

1 credit

Year

*Prerequisite: Successful completion of Pre-Calculus (any level)*

*Open to seniors only.*

BMS/GILMAN

The emphasis of this course is for students to be able to select and apply Calculus concepts in the context of problem-solving. The course will strengthen the algebraic underpinnings of Calculus and re-examine advanced Pre-Calculus skills as it explores such Calculus topics as limits, continuity, differentiation, and integration.



## RPCS MATHEMATICS ELECTIVES

### **AP Calculus BC**

**1 credit**
**Year**

*Department approval required.*

This course completes the study of the BC Advanced Placement syllabus begun in the 11<sup>th</sup> grade Pre-Calculus BC course. The course begins with a review of the derivative and its applications. Additional applications of differential calculus, the introduction of the definite integral and its applications are then covered. The course continues with computing antiderivatives series, Taylor's formula and some work on solving simple differential equations. Students are expected to make a considerable commitment of time to this course. All students are expected to take the Advanced Placement Examination.

### **Statistics**

**(c)**
**1 credit**
**Year**

*Prerequisite: Successful completion of Pre-Calculus (any level)*

*Students are required to have a TI-84 graphing calculator for this course.*

*(Fulfills statistics requirement for the STEM Institute Certificate.)*

RPCS

This course is an introduction to statistics, a field whose ideas and concepts pervade modern society and whose importance in business, technology, science, and research is considerable and ever growing. The course consists of three parts: descriptive statistics, probability, and inferential statistics. Topics include: sampling techniques; data display; large and small sampling theory; binomial and normal probability distributions; and regression and correlation. Applications of inferential statistics are introduced in business, economic, and industrial contexts. Students will design and administer an original survey with a partner to use as the data set for their semester-long project. In addition, students will be assessed on smaller units through tests and/or hands-on investigations and smaller projects. Students will become proficient in using technology to analyze and summarize their data. This course will develop competencies in Excel and on TI graphing series calculators. We will use an online textbook called *Mymathlab*.

### **The Mathematics of Finance**

**(c)**
**½ credit**
**Semester 1**

*Prerequisite: Although not required, completion of Pre-Calculus (any level) is beneficial*

RPCS

Want to learn something that you can start using right away and continue using the rest of your life? Then learn the fundamental language and framework of personal financial decision making and gain the tools necessary to approach any situation involving economics and money. Topics include the compounding and discounting of interest rates and their applications, such as auto loans and leases, mortgages, credit cards, college saving and retirement planning. In addition, students investigate the risk vs. reward relationship inherent in any financial transaction. Mathematical tools, such as exponential growth and decay, logarithms, ratio analysis and statistics are used to help make financial decisions and understand the foundational concepts of economics. Please note that the course is not about investing. Class materials include a text, various articles from the business press, internet sources. Outside speakers are invited on a regular basis.

### **The Mathematics of Investing**

**(c)**
**½ credit**
**Semester 2**

*Prerequisite: Although not required, completion of Pre-Calculus (any level) is beneficial*

*Not a NCAA-approved core course.*

RPCS

Want to learn how to value a business or make investment decisions? This course will provide an overview of the capital markets as well as some investing frameworks and philosophies. Topics include financial statement assessment and analysis, mathematical modeling, analysis of financial ratios, and portfolio construction. Mathematical tools, such as exponential growth and decay, logarithms, ratio analysis and statistics are used to help make investment decisions and predictions about the present value of businesses. This course is primarily about investing in businesses via common stock. Class materials include multiple texts, SEC filings, and business case studies.

## BRYN MAWR MATHEMATICS ELECTIVES

### **Introduction to Multivariable Calculus Honors**

**(c)**
**½ credit**
**Semester 1**

*Prerequisite: Successful completion of BC Calculus & permission of the department*

BMS

This course is a continuation of the study of functions begun in the B and C Semesters of Advanced Placement Calculus. The course focuses on applications and extensions of topics covered in BC, and it is designed to provide closure to some of those topics while, at the same time, preparing students for their uses and applications in both the theoretical and applied mathematics the students will see in college. Topics include the mathematics of vectors with dot and cross products, graphing functions in three dimensions, partial derivatives, and methods to locate extrema and saddle points on surfaces. If time permits, there will be an investigation of multiple integrals to calculate area, volume, surface area, and arc length in three dimensions.

## Topics in College Mathematics Honors

(c) ½ credit

Semester 2

*Prerequisite:* Completion of at least one semester of AP Calculus (AB or BC), 85% or better at the semester, and permission of the department

BMS  
This course is designed to enable students with significant interest, ability and preparation in mathematics to investigate some of the subject's elegant theoretical underpinnings. The class will introduce students to mathematical modeling -- the process of using mathematical structures (including equations, functions, geometric shapes, and matrices) to capture some of the aspects of the behavior of natural and human-made phenomena. Conclusions and results of this mathematics can help predict what will happen with the real phenomena. Mathematical modeling topics explored in the class will be selected from linear programming, iterated functions, regression analysis, difference equations, predator-prey models, traffic simulations, coding, apportionment, election theory, graph theory, and Markov processes. Besides mathematical modeling other topics could also include graph theory, Boolean algebras (with symbolic logic and circuit theory), and group theory. These topics are treated with a thoroughness and rigor matching that of a University level Mathematics major, and the course should provide a glimpse of the world of the working mathematician.

## GILMAN MATHEMATICS ELECTIVES

### Financial Math

(c) 1 credit

Year

*Not a NCAA-approved core course.*

GILMAN

This course provides a curriculum focused on understanding key data analysis, probabilistic concepts, calculations, and actuarial science. Students are challenged to work toward a mastery of computational skills, deepen their comprehension of key ideas and solution strategies by extending their knowledge through a variety of real-world problem-solving applications leading them to understand how current and historical events can be described quantitatively. Through a combination of traditional classes, guest speakers, and projects, students explore the connections between algebra, geometry, data, statistics, and probability.

### Topics in Combinatorics

(c) 1 credit

Year

*Prerequisite or Taken Concurrently with AP Calculus BC*

GILMAN

This course, designed to be taken after or concurrently with BC-Calculus explores the central question "how can we count objects?" The course will start off with classic counting techniques in combinatorics, including the pigeonhole principle, and induction, then moving to the binomial theorem and generating functions. Finally, we will study graph theory, including cycles and Ramsey theory. Students will learn and practice elementary proof writing and will learn the math type-setting language LaTeX to write their solutions.

## PHYSICAL EDUCATION

### Grades 9 through 12

#### Physical Education

½ credit (Pass/Fail)

Year

*Required Course*

Upper School Physical Education (PE) is a 4-year curriculum which promotes lifetime fitness and student choice. Students will learn to maintain an appropriate level of fitness through exposure to lifetime fitness activities; to develop an understanding for having a healthy body; to learn the essence of game play and its relationship with everyday life; and to have fun. Students choose to fulfill their PE requirement each trimester (in line with the fall, winter, and spring sport seasons) by playing an RPCS sport, taking an RPCS dance class (for students in grades 10-12), dancing with Roses (for students in grades 11 and 12), or by taking the PE Elective class. Students in grades 9, 10 and 11 are required to be active during all three trimesters. Seniors are required to be active for a minimum of two of the three trimesters.

The PE Elective includes fitness-based (i.e., cardio, personal fitness, Pilates, weight training, yoga) and sport-based (i.e., badminton, tennis, squash) options. The class meets twice per cycle for 45 minutes each; however, students who take 6 full-time academic classes have their PE Elective class just one time per cycle. For each trimester, a variety of PE Elective sections are offered with different combinations of the fitness- and sports-based classes. Students who opt to take the PE Elective to fulfill their requirement for the trimester select a PE section that matches their personal interests. Juniors and seniors also have a Flex Fitness option, which also meets twice per cycle for 45 minutes but allows for more student autonomy in the fitness program they follow.

## Grade 12 Elective

<b>Introduction to Sports Medicine</b> <i>Not a NCAA-approved core course.</i> <i>Open to seniors only.</i> GILMAN	(c)	½ credit	Semester 2
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This course offers a hands-on, yet academic approach to the techniques and practices of an athletic training clinic. This course does not count toward fulfilling the Physical Education requirement but may be taken in addition to PE 12 as a separate senior elective.

## SCIENCE

*For program details and course offerings for the Holliday Heine STEM Institute at Roland Park, see page 50.*

<b>Biology</b>	<b>1 credit</b>	<b>Year</b>
<b>Biology Honors</b> <i>Department approval is required for Honors level biology.</i> This ninth grade course provides students with a foundation in biology. Laboratory work is an important part of the course, with student-designed investigations playing an instrumental role. Topics covered include cellular studies, genetics, evolution, taxonomy, ecology, and climate change.	<b>1 credit</b>	<b>Year</b>
<b>Physics</b>	<b>1 credit</b>	<b>Year</b>
<b>Physics Honors</b> <i>Department approval is required for Honors level physics.</i> Normally open to students in the 10 <sup>th</sup> grade, this introductory physics course provides students with a comprehensive study of the processes by which we have attempted to describe the physical phenomena of our universe. Though emphasis is placed upon classical physics (which includes mechanics, light, and electricity), the theories of Einstein and other contemporary physicists are discussed and contrasted. Mathematical, scientific and logical-thinking processes are stressed through this laboratory-oriented course.	<b>1 credit</b>	<b>Year</b>
<b>Chemistry</b>	<b>1 credit</b>	<b>Year</b>
<b>Chemistry Honors</b> <i>Department approval is required for Honors level chemistry.</i> Normally open to students in the 11 <sup>th</sup> grade, this introductory chemistry course deals with theoretical models, their development and implementation. The structure of the atom, periodicity, chemical bonding, chemical reactions, stoichiometry, solution chemistry, properties of gases, and acid-base chemistry are explored through the use of a laboratory-inquiry approach. In addition, students participate in a semester-long small group project where they are tasked with applying the content covered throughout the second semester to determine the impact of road salts on concrete samples. This project culminates in writing a scientific paper detailing their results and conclusions.	<b>1 credit</b>	<b>Year</b>
<b>Biomedical Engineering Innovation</b> <i>Prerequisite: Algebra II, Biology, and Physics</i> <i>Department approval required.</i> <i>Open to seniors and juniors.</i> <i>Additional Lab Kit Fee will be charged.</i> <i>This college level course will receive a weight of 5 points.</i> <i>Course is taken online/asynchronously with support from a RPCS science teacher.</i> <i>(Fulfills engineering requirement for the STEM Institute Certificate.)</i> Biomedical Engineering Innovation is an asynchronous college level course offered by Johns Hopkins University that will be facilitated on the Roland Park campus. The course will model biological systems and introduce engineering principles to solve problems that are biological, physiological, and/or medical. Students will model human efficiency and the cardiovascular system. Informational content from physics, math and biology will be used to solve practical problems encountered in biomedical engineering. Successful completion of this course (with a grade of 78 or above) will result in 3 credits on a Johns Hopkins University transcript, in addition to RPCS credit.	½ credit	Semester 1

## RPCS SCIENCE ELECTIVES

Priority is given to seniors; however, juniors who have satisfied the prerequisites for these electives may be eligible to enroll.

### **Anatomy & Physiology**

(c) ½ credit Semester 2

*Prerequisite: Biology and Physics*

RPCS

This course provides a survey of various systems of the human body with an emphasis on their physiology. Within each system, students will learn how various organs work and interact with each other to support the larger system. Students will also have the opportunity to complete laboratory work, including several dissections.

### **AP Biology**

(c) 1 credit Year

*Department approval required.*

RPCS

This course offers the opportunity to complete college-level coursework in biology. Students will explore a range of topics including : molecular and cellular biology, genetics, evolution, and ecology. Students will have the opportunity to apply their knowledge and develop science skills through hands-on, inquiry-based lab investigations. All students enrolled are expected to take the AP Biology exam in the spring. *This course has required summer work.*

### **AP Chemistry**

(c) 1 credit Year

*Department approval required.*

RPCS

This course is designed to prepare students' skills and content knowledge for the AP Chemistry exam. It integrates the three aspects of a college level science course: development of theoretical concepts, construction of problem-solving techniques, and extension of understanding through inquiry-based experimentation. Topics that will be explored include atomic and molecular structure and properties, chemical equilibrium, kinetics, thermodynamics, electrochemistry, and acid-based chemistry. This course builds upon material learned during a student's first year of chemistry, expanding the students breadth and depth of conceptual understanding. All students enrolled are expected to take the AP Chemistry exam in the spring. *This course has required summer work.*

### **AP Psychology**

(c) 1 credit Year

*Department approval required.*

*Approved as a NCAA-approved core class for Social Science only.*

RPCS

This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and methods associated with each of the major subfields within psychology. The course emphasizes the history of psychology as a science, the different theoretical approaches that underline explanation of behavior, and the contemporary research methods used by psychologists. A college level text is used and student assignments and grades are based on college level expectations. This course prepares students for the AP Examination.

### **Chesapeake Bay Ecology and Environmental Policy**

(c) ½ credit Semester 1

*Students may not enroll in AP Environmental Science concurrently.*

RPCS

This course provides a comprehensive survey of the ecological principles that govern the Chesapeake Bay and its watershed. Regular field studies occur in the local watershed of the RPCS stream and the Stony Run stream on the Gilman campus. Having gained an understanding of current conditions and their impact on the Chesapeake Bay, students will focus on environmental policy and propose ways to improve the Bay by governing human use of the local watershed and the bay itself.

### **Genetics and Biotechnology**

(c) ½ credit Semester 1

*Prerequisite: Biology and Physics*

RPCS

This course provides the opportunity to complete advanced coursework in genetics. Topics covered include Mendelian inheritance, molecular biology, gene expression, and biotechnology. Students will have the opportunity to apply their knowledge and develop science skills through college-level genetics labs. In addition, students will engage in debates and discussion regarding the moral, ethical, social, legal, and environmental implications of how and when biotechnology should be used.

<b>Psychology</b> <i>Approved as a NCAA-approved core class for Social Science only.</i> RPCS This course is an introduction to essential topics in psychology. Students who are curious about why we, as humans, think, feel and act as we do will engage in fascinating study and discussion of our behaviors and the mind. Students will gain insight into the history of psychology, research methods, the brain, development over the lifespan, human cognition, our social identities and relationships, personalities, as well as psychological disorders and their treatments. The course will provide students the opportunity to evaluate how psychological concepts and theories have meaning in their own lives.	(c)	½ credit	Semester 2
<b>Sustainable Design and Engineering</b> <i>(Fulfills engineering requirement for the STEM Institute Certificate.)</i> RPCS The goal of sustainable design is to produce products, processes, and services in a way that reduces use of non-renewable resources, minimizes environmental impact, and connects people with the natural environment. Engineering is the interface between science, technology, and the economy. Economic considerations have always been an integral part of engineering design, and sustainable design incorporates environmental considerations into the equation. In this course, students will learn about sustainable design concepts such as Life Cycle Assessment – a technique to assess the environmental aspects and potential impacts associated with a product, process, or service by compiling an inventory of energy and material inputs and environmental releases. Projects may include designing model solar cars, wind turbines, and/or other alternative energy devices. Students will also focus on ways to make the RPCS campus a learning tool for the entire community.	(c)	½ credit	Semester 2

## **BRYN MAWR SCIENCE ELECTIVES**

<b>AP Biology</b> <i>Department approval required.</i> <i>Open to seniors only.</i> BMS This course is designed to be the equivalent of a college freshman biology course. Topics in cell structure, biochemistry, genetics, evolution, animal behavior, plant and animal anatomy and physiology are studied. All students must take the Advanced Placement Biology examination in the spring. <i>Students are expected to learn some material independently and are required to do reading over the summer preceding the course. This is a year-long course and may not be dropped at the end of first semester.</i>	(c)	1 credit	Year
<b>AP Chemistry</b> <i>Department approval required.</i> <i>Open to seniors only.</i> BMS This course offers the opportunity to complete and receive credit for college level work in chemistry. It integrates the three aspects of a college level course: development of theoretical concepts, construction of problem-solving techniques, and participation in a laboratory program. Topics to be explored include Chemical Equilibrium, Kinetics, Thermodynamics, Electrochemistry, Acid-Base Chemistry, Nuclear Chemistry, and Organic Chemistry. Students take the AP Chemistry exam in May. <i>This is a year-long course and may not be dropped at the end of first semester.</i>	(c)	1 credit	Year
<b>AP Environmental Science</b> <i>Department approval required.</i> <i>Chesapeake Bay Ecology and Environmental Policy may not be taken concurrently.</i> <i>Open to seniors only.</i> BMS This course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Field and laboratory studies, experimental design and data analysis are essential components of the course. Students are expected to learn some material independently. Basic algebraic calculations, dimensional analysis and scientific notation skills to help solve problems will be required. All students enrolled are expected to take the AP Environmental Science exam in the spring. <i>This course has required summer work. This is a year-long course and may not be dropped at the end of first semester.</i>	(c)	1 credit	Year



<b>AP Physics</b> <i>Department approval required.</i> <i>Must be taking AP Calculus concurrently.</i> <i>Open to seniors only.</i> BMS This course is designed to be the equivalent of a college freshman physics course. Topics to be studied through lecture, demonstration, and experimentation include kinematics, dynamics, conservation laws, rotational dynamics, kinetic theory and thermodynamics, wave mechanics, optics, electromagnetism, and modern physics. All students must take the Advanced Placement Physics B exam in the spring. <i>Students are expected to learn some material independently and are required to do reading over the summer preceding the course. This is a year-long course and may not be dropped at the end of first semester.</i>	(c)	1 credit	Year
<b>AP Psychology</b> <i>Department approval required.</i> <i>Approved as a NCAA-approved core class for Social Science only.</i> <i>Open to seniors only.</i> BMS Since Sigmund Freud's investigations into dreams, hypnosis, and sexuality, we've had an ongoing fascination with understanding the inner workings of the human brain. This course introduces students to the studies of behavior and mental processes of humans and animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Focus is given to the different theoretical approaches that examine behavior and contemporary research methods used by psychologists. The aim of this course is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. This course prepares students for the AP Examination. <i>This course has required summer reading.</i>	(c)	1 credit	Year
<b>Public Health and Epidemiology of Infectious Diseases</b> <i>Open to seniors only.</i> BMS This course is designed to explore the public health and epidemiology of infectious diseases from past to present. Topics covered include historical epidemics, medical microbiology of infectious diseases, immunology, vaccine history, development, dissemination and associated public health challenges, epidemiological tools and techniques, and non-infectious disease epidemics. While agents of human infectious disease are impartial to class, race, gender, and other intersectional influences on issues of equity and inclusion, society and its medical health infrastructures are not. Topics in bioethics, diversity, equity, and inclusion, and their influence and importance on effective public health measures in epidemiology will be woven throughout the course. In addition to traditional assessments students will engage in a range of individual and group projects, including participation in laboratories, data collection and basic statistical analyses, and presentation of historical and scientific research topics through a variety of lenses. Prerequisite: successful completion of biology.	(c)	1 credit	Year
<b>Social Psychology Honors</b> <i>Approved as a NCAA-approved core class for Social Science only.</i> BMS This course delves deeply into the scientific study of how individuals think, behave, influence and are influenced by others. Of primary concern is social psychologists' use of experimental and correlational research methods to gain insight into concepts of self, social cognition, prejudice and discrimination, aggression, and stereotypes. Through thoughtful consideration of these psychological theories, we will work to make sense of events occurring around the world and in our own lives.	(c)	½ credit	Semester 2

## GILMAN SCIENCE ELECTIVE

<b>Medical Problem Solving</b> <i>Open to seniors only.</i> GILMAN How do doctors diagnose and treat patients? What factors influence the types of treatment a patient has available to them? What are different ways that a diagnosis and treatment can influence not only the patient but also those close to a patient? These are some of the questions that students in Medical Problem Solving I explore while collaboratively solving medical mystery cases. Throughout the semester, students use a problem solving method similar to the approach used in many medical schools. Students enhance their critical thinking skills as they examine data, draw conclusions, diagnose, and treat patients. The problem solving techniques used help students to understand and appreciate relevant medical/biological facts as they confront the principles and practices of medicine. Students explore anatomy and physiology pertaining to medical scenarios and gain an understanding of the disease process, demographics of disease, and pharmacology. Additional learning experiences include current issues in health and medicine and the creation of a new case.	(c)	½ credit	Semester 2
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## Neurobiology (c) 1 credit Year

*Prerequisites: Honors Biology, Physics (any level), and Chemistry (any level)*

*May be taken concurrently with AP Biology, AP Chemistry, or AP Physics.*

*Open to seniors only.*

GILMAN

Neurobiology studies the biological basis of nervous system structure and function. This senior elective is taught in the style of a college seminar and covers topics ranging from cellular neurophysiology to development to gross nervous system anatomy and clinical correlates. While not a formal lab course, we will use models and demonstrations to introduce the student to the wonders of the brain.

# WORLD LANGUAGES

See page 53 for description of the Upper School World Languages Certificate program.

## ARABIC

### Arabic I (c) 1 credit Year

Students in Arabic I develop a strong command of the Arabic script, mastering reading and writing the Arabic letters. Simultaneously, students build a basic conversational competence in spoken Egyptian Arabic, practicing their skills by watching videos and through daily conversations and skits with their classmates. Students develop comprehensive language skills (reading, listening, writing and speaking) through a variety of assignments and hands-on projects that draw on authentic material, introducing students to the richness and diversity of Arab culture. By the end of the year, students are able to express themselves confidently about a variety of topics related to their daily lives.

### Arabic II (c) 1 credit Year

In Arabic II students build upon their skills from Arabic I so that they can more fluently speak and write about themselves and their daily lives. Students develop the depth and breadth of their vocabulary through daily conversation practice and hands-on projects based on culturally authentic Arabic materials. Students develop their ability to speak in complex sentences to express and justify their preferences. Students also expand their knowledge of the Arabic root system, using this knowledge to guess new vocabulary and use the Arabic dictionary.

### Arabic III (c) 1 credit Year

In Arabic III, students continue developing their formal Arabic skills through reading authentic texts and writing journal entries and essays. An in-depth look at finer points of Arabic grammar allows the class to approach more and more difficult texts, including stories and poems. Students learn the vocabulary and structures necessary to express and defend their opinions. Students continue to engage in classroom speaking activities that remain essential for practicing and developing a wider range of vocabulary; these encompass debates, formal presentations and casual conversation. Students watch music videos, TV serials, and news reports in order to improve their skills listening to a variety of registers of Arabic and to expand their exposure to Arab culture.

### Arabic IV Honors (c) 1 credit Year

*Department approval is required for Honors level Arabic.*

Arabic IV students continue to develop the full range of language skills at a more advanced level, expanding the variety and difficulty of texts and audio-visual materials they encounter. As their exposure to Arabic texts expands, students begin to familiarize themselves with the vocabulary and grammar of formal Arabic, exploring the commonalities and differences between written and spoken varieties of the language. Students also learn to use the Arabic dictionary. Now that students have mastered the basic skills necessary to write essays and letters, they work on writing in an idiomatic Arabic style using good connectors. They are able to discuss a variety of topics, even unfamiliar ones, expressing and justifying their opinions. Students' understanding of the distinction between formal and colloquial Arabic is further refined; they are able to switch as necessary between the two idioms with minimal mixing. The thematic focus of the course is now driven by the curiosity and interest of the students themselves as they take ownership of their language skills. Students must interact with native Arabic speakers outside of the school community, in person or through the internet, bringing their skills from the classroom into the real world. *This course has required summer reading.*

## CHINESE

<b>Chinese I</b> RPCS	(c)	<b>1 credit</b>	<b>Year</b>
Mandarin Chinese I will focus on all four aspects of communication: listening, speaking, reading, and writing. Students will be engaged in vocabulary and grammar exercises, use of audio and video materials, and cultural exploration. Special emphasis will be placed on pronunciation and the recognition on tones in order to convey the correct meaning.			
<b>Chinese II</b> RPCS	(c)	<b>1 credit</b>	<b>Year</b>
Students will participate collaboratively in guided conversations and presentations in both written and oral format on their way to progress through the proficiency levels. The themes will be focused on daily-life topics throughout the year. They will develop strategies and language skills to talk about themselves and communicate with others on familiar topics and situations. Students will also learn to understand the various cultures in China and compare them with their own cultures, and thus appreciate the diversity of languages and cultures around the world, which enables the students to become global citizens in terms of both language and cultural awareness.			
<b>Chinese III</b> RPCS	(c)	<b>1 credit</b>	<b>Year</b>
Chinese III will expand and spiral previous knowledge into more complex structures that link to daily life topics in all four aspects of communication throughout the year. Special emphasis will focus on vocabulary and grammar in order to achieve more independent reading and writing skills. Students will also develop oral skills and strategies to express themselves and communicate with others in Chinese.			
<b>Chinese IV Honors</b> RPCS	(c)	<b>1 credit</b>	<b>Year</b>
<i>Department approval is required for Honors level Chinese.</i> Students in Chinese IV will work on enhancing interpretive skills, both interpersonal and presentational. This course aims to develop real-life communicative skills in Chinese with a focus on oral interactions. Students will learn to use Mandarin to converse at a advanced level, including but not limited to: school life, sports, travel, etc. Students will prepare written responses and oral presentations on a variety of themes and do speaking and writing exercises in class. Class discussions on culture will also be integrated into each unit. Students will develop effective learning habits and strategies to facilitate and promote long-term language acquisition and to aid in knowledge retention. <i>This course has required summer reading.</i>			
<b>Chinese V</b> RPCS	(c)	<b>1 credit</b>	<b>Year</b>
<i>Prerequisite: Successful completion of Chinese IV Honors.</i> Students in Chinese V will work on enhancing interpretive skills, both interpersonal and presentational. This course aims to prepare students to communicate effectively and understand authentic materials. Students will learn to use Mandarin at an advanced level, including but not limited to: school life, shopping, dining, etc. Students will prepare written responses and oral presentations on a variety of themes and do speaking and writing exercises in class. Class discussions on culture will also be integrated into each unit. Students will develop effective learning habits and strategies to facilitate and promote long-term language acquisition and to aid in knowledge retention. <i>This course has required summer reading.</i>			
<b>AP Chinese Language and Culture</b> RPCS in partnership with One Schoolhouse	(c)	<b>1 credit</b>	<b>Year</b>
<i>Department approval required.</i> Students who would like to take AP Chinese will be registered for the online class through One Schoolhouse. AP Chinese Language and Culture provides a deeper understanding and broader application of Chinese language and culture for advanced non-heritage Chinese learners. This course focuses on applying Chinese language and cultural skills in real-world situations, and exploring the six themes of families and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Students use a wide range of engaging activities to enhance learning, including group online seminars, one-on-one conferences with the teacher, and experiential projects to meet individual needs. Students gain advanced language proficiency and cultural competency to compare, examine, evaluate, and solve conflicts successfully. Students are expected not only to delve deeply into the topics but also to take diagnostic AP-style assessments and prepare for the AP Chinese Language and Culture Exam. <i>Note: One Schoolhouse also has an AP Chinese course available for advanced heritage-speakers.</i>			

## FRENCH

<b>French I</b> BMS	(c)	<b>1 credit</b>	<b>Year</b>
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French I will be taught on the Bryn Mawr campus for 2022-2023. See description further below.

<b>French II</b> BMS	(c)	<b>1 credit</b>	<b>Year</b>
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French II will be taught on the Bryn Mawr campus for 2022-2023. See description further below.

<b>French III</b>		<b>1 credit</b>	<b>Year</b>
<b>French III Honors</b>		<b>1 credit</b>	<b>Year</b>

*Department approval is required for Honors level French.*

This third level language course reinforces the linguistic skills of listening, speaking, reading and writing and actively incorporates more sophisticated structural concepts and vocabulary into the students' use of the language. The focus is to increase fluency in both oral and written language, to improve pronunciation, and to expose students to authentic francophone materials, such as literature, the arts, music, and film. The course is conducted almost entirely in French and students are expected to communicate in French.

<b>French IV</b>		<b>1 credit</b>	<b>Year</b>
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This course seeks to further the development of the four language skills, listening, speaking, reading, and writing, through cultural readings and literature as well as through grammatical review. Students work in a variety of texts as well as read and discuss poetry and other literary works. They will also view and discuss a film. Students engage in discussion and prepare presentations on cultural and historical topics. Writing skills are emphasized through paragraphs and compositions with opportunities to refine and edit work. The course is conducted in French.

<b>French IV Honors</b>		<b>1 credit</b>	<b>Year</b>
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*Department approval is required for Honors level French.*

This accelerated course is intended for students who have successfully completed the French 3H course. It is designed to expand upon and add to the students' grammar and vocabulary in order to prepare them for a seamless entry into the new AP French Language and Culture Course. Students will be exposed to and start to master the relevant vocabulary and grammar of the new AP themes. Activities and assessments will prepare the students in the four linguistic skills of world language learning – listening, speaking, reading and writing. This curriculum also includes a variety of French literary and musical works. The course is conducted in French and students are expected to communicate in French.

<b>AP French Language and Culture</b>		<b>1 credit</b>	<b>Year</b>
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*Department approval required.*

BMS

AP French Language will be taught on the Bryn Mawr campus for 2022-2023. See description further below.

<b>French V: Francophone Culture &amp; Conversation Through Cinema</b>	(c)	<b>1 credit</b>	<b>Year</b>
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*Prerequisite: Successful completion of French IV H*

<b>French VI: Francophone Culture &amp; Conversation Through Cinema</b>	(c)	<b>½ or 1 credit</b>	<b>Semester, Year</b>
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*Prerequisite: Successful completion of AP French Language and Culture*

RPCS

This course will concentrate on improving conversational skills through the study of various aspects of French and Francophone cultures and history as represented in the cinema. The course will examine to what extent various cultural aspects of the given Francophone country are accurately represented in each film studied and will also attempt to compare these cultural aspects to current events in the United States and the world. Conversation and vocabulary acquisition will be based on the situations and vocabulary presented in the films. The course will sometimes examine how accurate subtitles are and what is lost in the necessary steps of translating the spoken word into short written sentences that will fit on the screen. Assessments will include vocabulary quizzes, debates and round table discussions, film critiques, oral presentations, and essays.

## RUSSIAN

<b>Russian I</b> RPCS	(c)	<b>1 credit</b>	<b>Year</b>
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This course introduces the Russian sound system and alphabet and some of the fundamental structures of Russian grammar. Students learn to write in script, acquire a basic vocabulary, and begin to develop reading fluency. They learn how to interpret and convey basic information about themselves and others and are introduced to some of the products,

practices, and perspectives associated with Russia and the Russian-speaking world. Considerable time is devoted to preparing for the Maryland Olympiada of Spoken Russian, an annual event that gives high school students of Russian the opportunity to use their language skills and show off their knowledge of Russian culture. *Students with prior knowledge of Russian must consult the RPCS World Languages Department for guidance on placement.*

<b>Russian II</b> RPCS	(c)	1 credit	Year
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Students in second-year Russian continue to build their vocabularies, work to master the basic grammatical structures needed for speaking and writing about themselves, their families, and other topics of personal relevance, and explore products, practices and perspectives associated with Russia and the Russian-speaking world. Considerable energy is devoted to preparing for the Maryland Olympiada of Spoken Russian, where students recite poetry, speak in the presentational and interpersonal modes, and demonstrate knowledge on topics related to Russian culture. *Students with prior knowledge of Russian from outside this program must consult the RPCS World Languages Department for guidance on placement.*

<b>Russian III</b> RPCS	(c)	1 credit	Year
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Third-year Russian students continue to develop their vocabulary and understanding of the Russian case system and are increasingly able to express themselves in paragraph-length discourse. They use Russian to explore and communicate about some of the practices, products, and perspectives associated with Russia and Russian-speaking people. They also work on figuring out how to present themselves—and the world they come from—to others while tackling linguistic and intercultural challenges. At the Maryland Olympiada of Spoken Russian, students speak in increasing depth on a variety of topics and navigate more challenging interpersonal communication tasks. *Students with prior knowledge of Russian from outside this program must consult the RPCS World Languages Department for guidance on placement.*

<b>Russian IV Honors</b> Department approval is required for Honors level Russian. RPCS	(c)	1 credit	Year
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This course seeks to refine language skills and intercultural understanding, with a continued emphasis on increasing proficiency in all communication modes. An ongoing grammar review occurs as additional grammatical concepts and forms are introduced and practiced. As during their previous years of study, students participate in Russian language contests, with particular emphasis on preparing for the Maryland Olympiada of Spoken Russian, which sets rigorous goals for fourth-year students as they recite and interpret poetry, engage in increasingly complicated role-play scenarios, speak at length about their own lives and cultural perspectives, and give presentations on topics related to Russian civilization and culture. *Students with prior knowledge of Russian from outside this program must consult the RPCS World Languages Department for guidance on placement.*

## SPANISH

<b>Spanish I</b>	1 credit	Year
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This course is open to students with little or no previous training in Spanish and to those who wish to start another world language. The main objective of this course is to enable students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading, writing, and to learn up-to-date, authentic information about the Spanish-speaking world. This class strives to meet the learning needs of a broad range of students.

<b>Spanish II</b>	1 credit	Year
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This course integrates the teaching of grammar with the development of communication skills and cultural knowledge. Individual projects (oral and written) are encouraged with the primary aim of increasing students' ability to use the materials and language with progressive ease and confidence.

<b>Spanish III</b>	1 credit	Year
<b>Spanish III Honors</b>	1 credit	Year

Department approval is required for Honors level Spanish.

This third-level Spanish course aims to reinforce the linguistic skills of speaking, listening, reading and writing, and to actively incorporate more sophisticated structural concepts and vocabulary to encourage greater fluency. Cultural focus is to broaden students' global awareness of Spain and Latin America.

<b>Spanish IV</b>	1 credit	Year
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This integrated course aims to offer a balanced program to enable students to use the Spanish language with a higher degree of accuracy and fluency in both informal and formal situations. A variety of approaches and materials are used to develop



linguistic and critical thinking skills, as well as knowledge about Spain and Latin America and their cultural traditions. Short stories, poetry, films, music, art and drama are studied.

#### Spanish IV Honors

1 credit

Year

*Department approval is required for Honors level Spanish.*

This fourth-level Spanish honors course is intended for students who have successfully completed the Spanish 3H course. The Spanish 4H course aims to reinforce and further develop the linguistic skills of speaking, listening, reading and writing, and actively incorporate more sophisticated structural concepts and vocabulary to encourage greater fluency. At the same time, the student will be able to analyze, synthesize and evaluate formal written and oral language. Cultural focus is to broaden students' global awareness of Spain and Latin America. A high level of motivation, as well as independent study habits and time practicing new skills, are required in order to be successful in this pre-AP course.

#### Spanish V

(c)

1 credit

Year

*Prerequisite: Successful completion of Spanish IV or IVH*

RPCS

This course is designed to further students' progress in the development of the four language skills, while deepening their insight into Hispanic culture through exposure to readings by modern writers of the Spanish-speaking world. Students will explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. In addition, the important concepts of Spanish grammar are reviewed, including the subjunctive, pronouns, commands, and "si" clauses. Students will be assessed using a variety of methods including oral/aural assignments, presentations, dialogues, short compositions, and other displays. Students are expected to participate using the target language.

#### AP Spanish Language and Culture

1 credit

Year

*Department approval required.*

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. All students are expected to take the AP Language and Culture exam during the first or second week of May. *This course has required summer reading.*

## BRYN MAWR WORLD LANGUAGES

### FRENCH

#### French I

(c)

1 credit

Year

BMS

This level one course enables students to communicate in the French language in simple, everyday conversations. Students learn basic vocabulary and phonetics, are introduced to the fundamentals of grammar, gain cultural awareness, and begin to read and write in the French language.

#### French II

(c)

1 credit

Year

BMS

This level two course builds on the skills acquired in Level I. Conversations, reading selections, and writing assignments become more complex as students expand their vocabularies and use increasingly difficult grammatical structures. Aspects of contemporary culture are presented through different types of reading and listening material such as newspaper articles, poems, short stories, songs and cultural videos.

#### AP French Language and Culture

(c)

1 credit

Year

*Department approval required.*

BMS

This AP French Language and Culture course is intended for students who have successfully completed four years of French study and demonstrated the enthusiasm and aptitude necessary for a college-level course. These students have demonstrated significant competence in the interpersonal, interpretive and presentational modes of communication. This course will be structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will further develop their cultural knowledge of the Francophone World and sharpen their critical thinking skills as they are called upon to make connections between their own culture and that of La Francophonie. French will be the exclusive language used in the classroom by both teacher and students. Students in this course are required to take the Advanced Placement exam at the end of the year. *This is a year-long course and may not be dropped at the end of the semester. This course has required summer reading.*

### French V: The French Woman through the Ages and in the Contemporary World

(c) 1 credit Year

*Prerequisites: French IV with a minimum of a 70% end of year grade*

*Open to seniors only.*

BMS

In this course we will explore the representation of women in the Francophone world. Readings, films, and songs will provide students with opportunities for discussion of women's roles, challenges, and opportunities in the francophone world, and will be the basis upon which we conduct cross-cultural comparisons. We will begin our inquiry by looking at multiple points of view on the properties of the "feminine" and how it relates to the "masculine". Do the new iPhone advertisements target a specific gender? What does body language reveal about women and men? We will analyze women through thematic lenses, organized into units, including "Rites de passage," "Les 'belles rebelles': la mode et la femme," and "Les femmes et le pouvoir de l'imagination." In the second semester, we will study women's francophone film, advertisements and literature from outside of the "hexagon," paying particular attention to questions of immigration, feminine identity, and westernization. *This is a year-long course and may not be dropped at the end of the semester.*

### French VI Honors Seminar:

(c) ½ or 1 credit Semester, Year

#### Les Voix noires -The Négritude movement and its Legacy

*Prerequisites: AP French Language or French V with a minimum of 87% and teacher recommendation*

*Department approval required.*

BMS

This class begins with an overview of the Négritude movement of the 20th century, including a study of works from the primary authors, Césaire, Senghor, and Damas. In what ways was this literary movement revolutionary? How are identity and voice interrelated? We will also examine what lasting themes and effects the movement has had on the expression of contemporary Francophone voices, focusing especially on women and other non-male writers who were not well-represented in the initial movement. The fall semester includes Madame de Duras' novel *Ourika*, an overview of Négritude poets and poetry, and a study of the contemporary poet, Véronique Tadjo. During the second semester, we will explore issues and events related to race and identity in contemporary France via diverse Francophone voices. What does it mean to be "French"? How do the voices of the past inform the themes of identity and community today? The spring semester looks more closely at the intersections of race, class, and gender, and includes the films *La Haine*, *Intouchables*, and *Bande de Filles*, as well as the slam poems of Grand Corps. *This course has required summer reading.*

## SPANISH

### Spanish V: Latin America through Short Stories and Film

(c) 1 credit Year

*Prerequisite: Spanish IV with a minimum of a 70% end of year grade*

BMS

This course is intended for students who have successfully completed Spanish IV. Students gain a deeper cultural awareness of the Spanish speaking Latin American countries as they are introduced to a variety of Hispanic films, short stories, and poems by authors such as Jorge Luis Borges and Pablo Neruda. This level 5 class is a comprehensive course that will help students strengthen all four skill areas in the target language, with a special emphasis on reading and speaking. Through research projects, readings, films and other media, students will learn about current topics and historical events of Central and South America as well as the Caribbean and Mexico. *This is a year-long course and may not be dropped at the end of the first semester.*

### Spanish VI Honors Seminar:

(c) ½ or 1 credit Semester, Year

#### Historia y Cultura de España y América Latina

*Prerequisites: AP Spanish Language or Spanish V with a minimum of 87% and teacher recommendation*

*Department approval required.*

BMS

This course focuses on historic figures and important historic events in Latin America and Spain, for example, Che Guevara, Evita Perón, Franquismo, the Cuban Revolution, etc. We will use different media to better understand these topics: documentaries, movies, poems, short stories and plays. The course is oriented towards improving the four skills in the language: speaking, listening, reading and writing, however the focus will be on speaking and writing. The students will write compositions, give presentations and take part in debates and discussions based on readings and research they have done. *This course has required summer reading.*

## GILMAN WORLD LANGUAGES

### GREEK

**Greek I: Introductory** (c) 1 credit Year  
GILMAN

Beginning with the Greek alphabet, the student gradually gains sufficient fluency to translate first sentences, then paragraphs of Greek prose. Grammar, inflection, and vocabulary are emphasized to provide a secure base for reading selected passages from ancient Greek authors.

**Greek II: Intermediate** (c) 1 credit Year  
GILMAN

After an intensive review of first-year material, the student proceeds to the translation of Greek prose authors (e.g. Plato, Lysias, Xenophon, or Herodotus), with extensive practice in sight readings from other authors. Lectures on Hellenic literature and civilization are interwoven into the course to provide a background for the student.

**Greek III: Advanced** (c) 1 credit Year  
**Greek IV: Advanced Honors** (c) 1 credit Year  
**Greek V: Advanced Honors** (c) 1 credit Year

*Department approval is required for Honors level Greek.*

GILMAN

In successive years either an advanced Greek prose or verse author is selected for extensive translation, analysis, and discussion. Related lectures on archaeology, history, mythology, and scansion help contextualize the text, and independent projects allow the student to explore the wide spectrum of our classical heritage.

### LATIN

**Latin I** (c) 1 credit Year  
GILMAN

Intended for students who start with Latin in the ninth grade. Introductory Latin is planned as a sequential program, with the emphasis evenly distributed among three areas: development of a basic vocabulary, knowledge of inflection, and understanding of syntax.

**Latin II** (c) 1 credit Year  
GILMAN

Intended for students who have completed the Latin program in the Middle School or have completed Latin I; this course is the normal sequel to the introductory program.

**Latin II Honors: Intermediate Readings** (c) 1 credit Year  
*Department approval is required.*

GILMAN

This course provides an accelerated program for a selected group of highly motivated second-year pupils. The material of the course is essentially similar to that of Latin II but is presented at a more rapid pace.

**Latin III** (c) 1 credit Year  
GILMAN

This course continues the regular sequence in Latin. After completing a thorough review of syntax and inflections, students read adapted selections.

**Latin III Honors: Ovid** (c) 1 credit Year  
*Department approval is required.*

GILMAN

Prose composition and Ovid are the mainstays of the Latin III program. After spending the first four cycles of the year reviewing morphology and syntax, students read selections from Ovid's *Metamorphoses*. Students translate literally into English, demonstrate a mastery of grammatical structures and vocabulary, analyze, interpret, and discuss these selections. Stylistic analysis and interpretation are integral parts of this course and develop from a student's ability to read the Latin in the original. Longer prose compositions will continue to reinforce understanding of morphology and syntax.

Latin IV	(c)	1 credit	Year
Latin V	(c)	1 credit	Year

#### GILMAN

The vast variety of writings left by authors of both the Golden and Silver Ages of Latin literature provide unlimited material for study. This course will focus on three or four examples each year who are representative of the classics as the literary ancestors and models of modern European and English literature. Students will be asked not only to extract the essence of thought contained in each chosen Latin masterpiece but also to appreciate the artistic qualities which make it a work of enduring worth and a source of enjoyment. Since the authors taught will vary annually, this course may be repeated for credit.

AP Latin: Caesar and Vergil	(c)	1 credit	Year
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Department approval required.

#### GILMAN

Students gain appreciation of literature, both poetry and prose, as a work of art through their study of Vergil's *Aeneid* and Caesar's *Gallic War*. To accomplish this, they must develop their abilities (a) to translate, to read, and to comprehend Latin through mastery of vocabulary, morphology, and syntax, (b) to read Latin aloud with attention to linguistic, artistic, and metrical qualities, (c) to understand the interaction of the works with references to Roman culture, history, and mythology and to discuss with understanding the image of Roman identity that the texts project, (d) to identify and to elucidate an author's use of stylistic features and rhetorical strategies, (e) to demonstrate and to share their understanding of the texts, and (f) to develop skills and strategies to succeed on the Advanced Placement exam.

Latin V Honors: Lyric Poetry	(c)	1 credit	Year
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Department approval is required for Honors level Latin.

#### GILMAN

Selected poems of Catullus and Horace are translated with special emphasis placed on creative interpretations and critical analysis. In addition, the student learns the scansion of such meters as hendecasyllabic, Alcaic, Sapphic, and Asclepiadean with particular attention to the oral reading of these meters. Through creative and collaborative projects, students explore the poets and their work.

Latin VI Honors	(c)	1 credit	Year
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This course allows those students who have completed the standard curriculum or who wish to take an additional Latin course to continue their studies.

## SPANISH

AP Spanish Literature	(c)	1 credit	Year
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Department approval required.

#### GILMAN

This level of Spanish is designed to get students ready to take the AP exam in May. The students learn about the six thematic areas as prescribed by the AP Board: las sociedades en contacto: pluralismo racial y desigualdad económica, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, la creación literaria. The students come to understand authentic text in relations the historic time and the literary genres. Throughout the year the students gain a better understanding of the overarching themes and concepts that are found in the different texts that they read. Through a focus on essential questions students come to be more aware of the Spanish culture. The text that is used for this level is *Reflexiones*. Students are expected to take the Advanced Placement exam in Spanish Literature. *NOTE: Summer Reading counts for 20% of the first marking period grade.*

Advanced Spanish V: Civilization	(c)	1 credit	Year
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#### GILMAN

Spanish Civilization is a course that provides an understanding and appreciation of the Spanish-speaking world (Hispanic America, Spain and the U.S.) through language, culture, history, social aspects, literature and art. The units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups, as well as specific themes as traditions and values, national identity, personal beliefs, immigration, etc. The topics will make reference to both historic events and current events in order to have a better understanding of the Hispanic World. Writing skills will be practiced by the completion of compositions and short essays, and communication skills will be developed by class discussions, watching movies and short videos, and oral presentations. Students will get familiarized with literary texts, movies, documentaries and periodicals. Structure will be also addressed by reviewing some of the grammar studied in Spanish IV and Honors Spanish III. The new material will cover reflexives with change in meaning, transitional expressions, subjunctive with adverbial and adjective clauses, imperfect subjunctive and Si clauses. We will also explain in more detail the uses for prepositions, relative pronouns, "qué vs. cuál, negative, affirmative and indefinite expressions, and diminutives and

augmentatives. Technology will be a key part of this course. Audio and written activities will allow students to practice all the learning skills in class and outside of class. These resources also help the students improve their language skills, especially in terms of listening and understanding written texts. Students will improve their language skills and their understanding of the Hispanic world through the cultural contexts studied in class, as for example: readings on cultural themes, presentations on Hispanic countries and its traditions, famous people in history or at present, everyday things, current events, etc. Students will be provided with authentic materials, as watching films, news broadcasts or TV shows. Spanish is the primary vehicle for classroom communication.

### Spanish VI: Seminar on Language and Culture GILMAN

(c) 1 credit

Year

The Seminar on Language and Culture is designed for those senior students who wish to continue to deepen their cultural and linguistic understanding of the Spanish-speaking world following AP Spanish Language or Hispanic Civilization. Through study of a series of short and feature-length films, short stories, poems, plays and a short novella, as well as online publications, songs and podcasts, students will be exposed to a wide variety of rich, authentic cultural material from throughout the Spanish-speaking world while at the same time enhancing their reading, listening, and analytical skills. Students will also continue to develop both formal and informal written and spoken registers of Spanish through activities designed specifically to work towards mastery in each of these areas, including class discussions and debates and interactive, student-led lessons. In addition, students will strengthen their research skills via independent and collaborative projects. Course objectives include further stimulating student interest in Spanish and its many representative cultures while preparing students for college-level study in Spanish.

## SIGNATURE AND CERTIFICATE PROGRAMS

### The Gore Leadership Institute

#### Program Overview

Roland Park Country School believes that leadership is a process of engagement which moves people toward awareness, compassion, and action to ultimately impact the world for the better. By helping each student to be their best self and positively influence others, the Gore Leadership Institute (GLI) equips our students with the tools to innovate and create positive change in the world of today—and tomorrow. Offerings through this Institute are designed not only to embolden students to want to make a difference, but also to consider, with their numerous strengths, what kind of difference they intend to make, and how they might begin to make their ideas into realities..

#### Courses

##### Leadership Seminar

½ credit (Pass/Fail)

Year

*Required for 9<sup>th</sup> Grade.*

In 9<sup>th</sup> grade, all students take three required seminars to build foundational understandings in key areas: Power Systems, Ethics, and Making Change. These seminars, helmed by master teachers, are designed around deep-thinking, exploration, and creative problem solving.

##### Advanced Topics in Leadership

¼ credit (Pass/Fail)

Semester

*Required for 10<sup>th</sup> Grade; Elective for seniors and juniors (priority given to sophomores).*

After 9<sup>th</sup> grade, students work with the principles of leadership through multi-faceted seminars they choose to take. Students work in small groups to research and refine solutions that respond to a specific need they have identified in the world. Our aim is that every student will be involved in activities that foster resilience, promote healthy risk-taking, nourish passions, nurture curiosity, and promote purposefulness. Topics offered in 2022-2023 include:

**Athletics:** How does your role within a team impact those around you both positively and negatively? How might having a better understanding of group dynamics and roles within a team structure impact the way that you approach your athletic experience? Athletics is a people/relationship centered experience and without clear expectations, strong communication and understanding of how you fit into the overall team, even the most talented individuals struggle to find success. Students will explore how to understand and navigate group dynamics to prepare them for sports and their life beyond the playing field.

**Finance:** Is it possible to be a socially responsible investor AND beat the market? This seminar will provide you with some financial tools, tips, and tricks to help you become both financially savvy as well as empowered.



**Food Systems:** How might we produce a sustainable version of your favorite meal? This seminar will culminate with a project in which students will study a single meal and learn about the impacts on people, the environment and/or climate from the farm to consumer.

**Improv:** How might learning the skill of improv theater make us better listeners who are more empathetic and open to the ideas of others? Participants in this seminar will work towards the live performance of a longform improv set consisting of several completely improvised scenes based on a true monologue.

**Nonprofits:** What is a nonprofit organization and how can it fulfill a need within a community? During this seminar you will learn how 501(c)3 nonprofit organizations work, the types of jobs and volunteer opportunities they can provide, why they are important to communities, and how they can bring about positive change and impact to the constituents they serve. Topics will include writing a mission statement, government compliance requirements for 501(c)3s, finance, fundraising, board development, and marketing. You will research and create an idea for a nonprofit organization that would benefit the Baltimore community and pitch your idea to your classmates. Two ideas will be selected and then in groups you and your classmates will develop and write a business plan to form a new nonprofit organization.

**Visual Art:** How might we, as artists, create a piece of visual art that changes people's minds and hearts about a specific social justice topic? Students will explore how art works to illuminate injustice and suggest a way forward.

**Water:** This course will delve into the science of water and environmental ethics surrounding how we humans distribute and share water which is essential for life. We will learn about water from the molecular to global scales; its transformations among solid, liquid, and gaseous forms; and how we use and depend on water for agriculture, industrial purposes, our domestic lives, and the climate systems of which we are a part.

### GLI Leadership Independent Study

¼ or ½ credit (Pass/Fail) Semester 1, Year

*Elective for seniors and juniors.*

*Proposal due to the GLI Program Coordinator by June 1, 2022.*

In the 11<sup>th</sup> and 12<sup>th</sup> grade, students have the option to pursue a customized leadership journey that builds on a topic or goal that captivates them. Those may be things students do outside school, they may be things students thought about or started in leadership seminars they have taken, or they may be new inspirations. Working independently and coached by the GLI Program Coordinator and mentors, students will work towards their goal. Along the way, students will discover what they need to learn, will rethink some of their assumptions, and challenge themselves. If taken in the junior year, this experience can prepare students for a capstone fellowship or summer internship opportunity in their chosen area. The deadline for a proposal for this elective is June 1.

### Public Speaking I: Presentation Skills

No credit (Pass/Fail) Semester

*Required for 10<sup>th</sup> Grade.*

In 10<sup>th</sup> grade, all students will learn the basics of public speaking, with an emphasis on presentation skills. This course is designed to help students focus on their audience, engage with them, and keep them interested while successfully communicating their message. Students will understand how to speak with more confidence and impact while also reducing anxiety through preparedness.

### Public Speaking II: Storytelling

No credit (Pass/Fail) Semester

*Required for 11<sup>th</sup> Grade.*

In 11<sup>th</sup> grade, all students will build upon the skills they mastered in Public Speaking I: Presentation Skills. Students will find their voice as a public speaker as they learn how to tell stories that deeply engage their audience. This course is designed to inspire and prepare students as they begin to formulate their college essays and senior speeches.

### Philanthropic Literacy Board (PLB)

¼ credit (Pass/Fail) Year

*Juniors and seniors may apply to be a member of PLB.*

Uniting students' growing understanding of the critical issues facing the Baltimore community with the opportunity to effect positive change, the RPCS Philanthropic Literacy Board (PLB) allows students to lead for the greater good in the world around them. Participants on this board are the decision-makers who oversee the grant proposal process, defining their mission and evaluating applications from Baltimore-area organizations. Student board members research the local organizations and then develop a Request for Proposals that they send to those organizations. PLB members then evaluate applicants and choose which organizations they feel should be awarded the funds. Organizations that have been awarded funds in previous years are invited back to help the PLB members understand the impact of the PLB's award on the organization's work.

## Power Lunch

¼ credit (Pass/Fail) Year

*Juniors and seniors may apply to be a member of Power Lunch.*

Power Lunch is an investing and networking offering for juniors and seniors by application only. Students learn about investing in the stock market and engage with a variety of guest speakers. As student participants move from Junior Analysts to Associate Analysts to Senior Analysts, they will spend time learning more about how to read and analyze financials, and have the opportunity to make suggestions to decision makers for how to re-balance the investment portfolio. At the end of the year students will pitch investment ideas to the Head of School to have additional funds added to the Power Lunch portfolio.

## GLI Summer Internship

¼ credit (Pass/Fail) Summer

Internships, which take place during the summer between junior and senior year, are based on the opportunity for students to select a topic, whether it be career-based or an interest/passion they would like to explore further. They plan and participate in a 40-hour experience surrounding that topic, including site-based experiences, research, reflection, and presentation of experience. Upon acceptance to the Internship program, students work closely with the Assistant Upper School Head and GLI Program Coordinator to create a personalized, unique opportunity and earn transcript credit for their efforts.

## GLI Capstone Fellowship

½ credit (Pass/Fail) Summer

Fellowships, which take place during the summer between junior and senior year, are a deep-dive experience where students have the opportunity to select a topic, whether it is career-based or centered on an interest/passion, that they would like to explore further and to engage in a more intensive 80-hour experience. Students build toward that experience through significant research and reflection, in consultation with the Head of School and Assistant Upper School Head, as well as the GLI Program Coordinator. The 80-hour on-site experience will be followed by the creation or execution of a project, the details of which will be developed as part of that process of reflection and consultation. Some part of the student's experience or project will be presented in the following fall semester and students receive transcript credit for their time and effort.

# The Holliday Heine STEM Institute

## Institute Mission

The Holliday Heine STEM Institute strives to foster in young women the confidence, passion, persistence, and curiosity to explore the empirical world and to develop innovative habits of mind. Our goal is to produce graduates who possess the attitudes, cognitive skills, and academic foundations to investigate intellectually rigorous problems in the fields of science, technology, engineering, and mathematics. Engaging in a problem-based curriculum, students of the Institute will learn to plan research projects, work with others, synthesize new knowledge, generate novel solutions, and communicate effectively about their results. Participants will develop the necessary ethical, analytical, and creative reasoning skills to pursue interests in and to prepare for careers in the STEM disciplines.

## Program Description

The core of the Institute consists of a series of research seminars that start in the 9<sup>th</sup> grade spring semester and are taken in sequential order. The courses in 9<sup>th</sup> and 10<sup>th</sup> grade teach a collection of unique skill sets within specific STEM fields that complement the regular scope & sequence of the RPCS math and science programs, and all courses employ differentiated instruction to meet the academic needs of students with prior STEM experience as well as those of the novice researcher.

Students interested in pursuing the full STEM Certificate apply to enroll in the program in the fall of their 9<sup>th</sup> grade year. Graduates of the Institute will be expected to take all three seminars: STEM I in 9<sup>th</sup> grade, STEM II in 10<sup>th</sup> grade, and STEM III in 11<sup>th</sup> grade, and develop a final portfolio of major work completed. Students may take the 9<sup>th</sup> or 10<sup>th</sup> grade STEM courses on a Pass/Fail basis. However, any student who fails to make adequate progress will not be permitted to continue in the Institute and any student wishing to obtain the STEM Certificate must take each semester course for a grade.

In addition to the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade components of the program, graduates of the Institute must complete the following academic coursework as part of their general training to receive Certification:

- 1 Computer Science course – courses that qualify are:
  - Advanced Topics in Computer Science H
  - AP Computer Science Principles
  - AP Computer Science A
  - Programming iPhone Apps H

- 1 Statistics course OR 1 Introductory Engineering course – courses that qualify are:
  - AP Statistics
  - Biomedical Engineering Innovation
  - Statistics
  - Sustainable Design and Engineering
  - Robotics
- Any 2 Advanced Placement STEM courses\* – courses that qualify are:
  - Computer Science: AP Computer Science Principles, AP Computer Science A
  - Math: AP Calculus AB, AP Calculus BC, AP Statistics
  - Science: AP Biology, AP Chemistry, AP Environmental Science, AP Physics, AP Psychology
- 1 summer STEM Fellowship (approval required)

\*One AP class may be substituted for 1 year-long or 2 semester-long STEM-focused senior electives by departmental approval only.

Completion of the STEM Fellowship will be marked on the transcript.

Students who earn the STEM Certificate will receive recognition on Class Day.

## Courses

The following research seminar courses in STEM are not NCAA-approved core courses.

### **STEM Research Seminar I: Robotics**

**¼ credit**

**Semester 2**

*Prerequisite: Departmental approval through an application process*

This course is an introduction to the STEM Institute, with a focus on the foundational elements of engineering and computer science. Students will explore the role of robots and automation in various fields, including medicine, industry and machine learning. Students will have hands-on experience in the construction of robots and the programming of sensor-rich components for design projects, such as developing capabilities for autonomous machines.

### **STEM Research Seminar II: Scientific Modeling and Data Science**

**½ credit**

**Year**

*Prerequisite: Enrollment in or completion of Physics*

This STEM Institute course introduces students to the process of scientific investigation and statistical modeling with technology. Students will learn to write basic software programs to model different natural phenomena, complete a scientific investigation, and evaluate scientific literature. They will learn to use statistics to interpret results. The class will also delve into the emerging field of data science to explore, analyze, and model data sets and create data visualization displays with professional statistical tools.

### **STEM Research Seminar III: Material Science and Engineering**

**½ credit**

**Year**

*Prerequisite: STEM Research Seminars I and II*

Each full graduate of the Institute will complete this year-long course, introducing students to how the disciplines of science and engineering are integrated with one another. Students will explore materials science and environmental impact to develop a novel sunscreen formula and the package to contain it for retail purposes. Students will learn how to develop an engineering research proposal, and they will create a prototype product to test for quality control. All students will complete a culminating project examining sustainable design.

## Summer Fellowship

### **STEM Fellowship**

**½ credit**

**Summer**

The STEM Fellowship opens not only minds and doors but also fields of possibility in science, technology and engineering. Taking place during the summer between sophomore and junior year OR junior and senior year, STEM students select a topic, whether it is career-based or centered on an interest/passion in a STEM field, that they would like to explore further and to engage in an authentic, real-world opportunity. Students build toward that experience through significant research and reflection, in consultation with the STEM Director and on-site mentor. The 80-hour on-site experience will be followed by the creation or execution of a project, the details of which will be developed as part of that process of reflection and consultation.

**See the Computer Science, Math, and Science sections for courses that fulfill other STEM Certificate requirements:**

- **Computer Science – see page 12:**
  - Advanced Topics in Computer Science H
  - AP Computer Science A
  - AP Computer Science Principles
  - Programming iPhone Apps H

- Robotics
- **Math – see page 31:**
  - AP Calculus AB
  - AP Calculus BC
  - AP Statistics
  - Statistics
- **Science – see page 36:**
  - AP Biology
  - AP Chemistry
  - AP Environmental Science
  - AP Physics
  - AP Psychology
  - Biomedical Engineering Innovation (*new course for 2022-2023*)
  - Sustainable Design and Engineering

## Wellness & College Counseling

### Program Overview

At Roland Park Country School, we want our students to live healthy and be well. According to a study by the Centers for Disease Control and Prevention, school wellness programs can have a positive impact on academic performance, improve students' health outcomes, and reduce high-risk behaviors.

Our Wellness curriculum is designed to meet student developmental needs, which includes classroom guidance from our counseling department in every year of upper school. Because parents and guardians are the number one influencer for student health and wellness, Roland Park Country School has made a commitment to helping families find reliable, current information and resources. We offer an annual Upper School parent sex education coffee, and a mandatory ninth and 10<sup>th</sup> grade drug and alcohol round table talk as well as annual guest speakers on topics including mental health, social media and wellness.

Our College Counseling curriculum offers a course for juniors and seniors which addresses topics related to college exploration, the college application and admission process, and the transition from RPCS to college. These courses provide a space in the school day for guidance and supported work time, as well as activities to help students effectively manage stress, handle disappointment, and discuss the excitement and challenges of navigating life as a college student.

### Courses

#### 9<sup>th</sup> Grade Wellness and Issues

1/4 credit (Pass/Fail)

Semester

##### *Required Course*

Ninth grade students participate in Wellness for one semester. This course is taught by the counseling department and supplemented with outside speakers, which shift annually according to the students' developmental needs and issues in our community. The goal of this course is to provide a foundation for health, wellness, diversity, and relationships. At Roland Park Country School, we recognize that our students are experiencing more stress than ever before and we use course topics to explore good and bad stress, reflect on boundary setting and the importance of self-care, and talk about asking for help as steps to create resilience. There is no homework in this class. Annual topics include:

- Anxiety and depression. The Johns Hopkins Adolescent Depression Awareness (ADAP) Program includes three one-hour classes on depression and bipolar disorder.
- Sex education, which focuses on respect, relationships, and responsibility, from the Our Whole Lives Curriculum, and specific topics, including body image, consent and rape culture/ sexual assault.
- Drugs and alcohol
- Self-care and mindfulness
- Culminating art project, "Story People"
- Cooking

#### 10<sup>th</sup> Grade College Counseling and Wellness (CCW-10)

No credit (Pass/Fail)

Year

##### *Required Course*

For the first part of the year, tenth grade students participate in wellness education and activities which culminates with a Health Fair for all Upper School students and faculty to help decrease the stigma of mental health and increase the belief that wellness is for everyone. The counseling and student services department collaborate with our student-run Wellness organization to bring in speakers from the community on two core topics: sex education and nutrition. In the second

portion of the year, programming includes standardized test prep and goal-setting to prepare students for their transition to upperclassmen.

### 11<sup>th</sup> Grade College Counseling and Wellness (CCW-11)

No credit (Pass/Fail) Year

#### *Required Course*

College Counselors and Wellness teachers collaborate to help students connect with their purpose and manage the stress and pressure of the college process. Specific topics that are covered include how to research colleges, explore majors and careers, have a productive campus visit, and present yourself professionally to admissions officers. Students will write a peer recommendation and secure letters of recommendation from teachers. Students develop essay ideas, a resume and begin work on college applications. College Counselors also invite outside voices from RPCS alumnae and college admissions officers to provide advice about the college process. Time is allotted for other teachers to cover topics such as Harkness Math strategies in standardized testing. Wellness activities are offered throughout the course, and all students also receive drug and alcohol classes from Prevention Solutions (formerly called FCD), which are run through the counseling department.

### 12<sup>th</sup> Grade College Counseling and Wellness (CCW-12)

No credit (Pass/Fail) Year

#### *Required Course*

During the fall semester, College Counselors and Wellness teachers cover topics such as writing primary and supplemental essays, crafting resumes, sending standardized testing scores to colleges, demonstrating interest to colleges, interviewing, celebrating admissions decisions with sensitivity and handling disappointment in the college process. Considerable supported work time is allotted for completing college applications. Wellness activities to help manage the stress of the college process and transition to college are offered throughout the course. In spring of senior year, the counseling team introduces students to new practices in self-care and mindfulness that can be utilized in their transition to college. Students hear from a variety of experts including mental health practitioners, RPCS graduates, nutritionists, people in finance, life coaches, drug and alcohol experts, self-defense teachers, and mindfulness practitioners to gain a broad understanding of how to live their best life. Through self-reflection and goal setting students learn the difference between what is healthy versus what is "healthy" for them.

### Safety & Self-Defense

No credit (Pass/Fail) Semester

#### *Course open to seniors.*

This comprehensive safety course for seniors is taught by the RPCS Director of Safety and Security and has 12 class sessions during the semester. The goal is to prepare students for their next phase of life as they leave home for college, take on jobs and move out into the world on their own. Course content includes personal safety (how to react and respond to potentially dangerous situations and locations), self-defense (RAD – rape aggression defense) training, active shooter response, safety in relationships, and workplace violence.

### Peer Health Education

No credit Ongoing

In addition to coursework, students receive peer education. The purpose of peer health education is to create a stronger community within RPCS and beyond, and help students deal with the challenges they face by giving them an opportunity to talk to and learn from their classmates. Throughout ninth grade, students have peer health classes on friendships, social media wellness, alcohol and drugs, relationships, and sexual education. In 10<sup>th</sup> through 12<sup>th</sup> grades, students may sign up to be peer health leaders and are trained by the counseling department at the annual peer health retreat.

## World Languages Certificate

### Purpose

- To recognize students who concentrate their academic program in World Languages and who go above and beyond the graduation requirement in this subject area.
- To encourage students to consider the benefits of studying two world languages simultaneously during Upper School.
- To give students the opportunity to design and execute an independent research project pertaining to the languages they have studied.

### Certificate Components

There are three required components to the World Languages Certificate program:

- 1) The **formal study of two world languages** beyond the beginning level.
- 2) A **project** designed to apply your language skills outside the classroom.



- 3) A culminating oral presentation in both languages.

### **PART 1: Formal Language Study**

Two of the following languages may be chosen: Greek, Arabic, Chinese, French, Latin, Russian or Spanish

Certificate Levels	Total Credits	Language 1	Language 2
<i>summa cum laude</i>	8	4 credits	4 credits
<i>magna cum laude</i>	7	4 credits	3 credits
<i>cum laude</i>	6	4 credits	2 credits
	6	3 credits	3 credits

Requirements:

- Language classes may be regular, honors or AP level.
- A student must be enrolled in a tri-school class to earn credit for the Certificate. Other course work in a world language may be eligible for credit, pending approval of the Department.
- Language levels prior to Upper School do not count towards the Certificate.
- A student must achieve a minimum overall average of 80 in all world language courses; year-end grades are used in the calculation.
- A student may not repeat a level of a language, and no credit will be awarded if a year-end average is below 72.

### **PART 2: Extension of Language Study**

The World Languages Certificate recognizes students who demonstrate commitment both to the academic study of language and to the values that are inherent to language learning. The culminating extension piece consists of a student-designed project that combines both languages studied with other disciplines of interest to the student. It is the hope of the World Languages Department that the design and implementation of the project will enhance the student's critical thinking and communication skills and reinforce their desire to become an engaged world citizen.

#### **The requirements include:**

- Create and carry out an approved project of choice.
- Identify a theme/issue as it relates to a language that you study.
- Reflect with a mentor, research, raise awareness, and present the final oral report.

Examples of themes include: Social Justice, Literature in Translation, and Oral History. More details about the projects can be found [here](#).

Although mentors will ultimately be assigned by the Department Head, students may indicate the member of the World Languages Department with whom they would like to work in fulfillment of this component. The certificate candidates will be able to work on their projects during a scheduled afternoon period in the first semester of senior year.

### **PART 3: Oral Presentation**

To demonstrate proficiency in both languages, candidates will display their mastery of the languages in an oral presentation:

- Students must speak naturally and without reading during the presentation (students may use notecards but no written scripts)
- Presentation must include both languages in proportion to the length of study, and the whole presentation must be a minimum of six minutes in length; and include visual components such as a PowerPoint
- Presentations will be made to teachers of both languages, members of the World Languages Department, and invited guests (parents, friends, advisors, etc.)

Students will present to the World Languages Department in your two languages (in proportion to your years of study in each language) about your experience. You should cover:

- a) Why you chose the topic
- b) What you learned about the topic
- c) How you engaged the community about the topic

At the end of the presentation, you may be asked to reflect (in English) about how your second languages helped you to see the issue through a different lens.

All members of the World Languages Department will monitor the progress of candidates and support the Certificate Program. The Upper School Department Chair will serve as the administrator of the program.

Students earning the World Languages Certificate will receive recognition on Class Day.

## ACADEMIC LEARNING SUPPORT

### Program Overview

Staffed by two Upper School learning specialists and overseen by the Director of Learning Support, Upper School Learning Support serves students and families in a variety of ways:

- through the development of Individualized Student Education Plans (ISEPs): Upper School learning specialists create ISEPs unique to each Upper School student with diagnosed learning differences, indicating the classroom and testing accommodations for which they qualify. These ISEPs are reviewed by students and their families, and students are offered the opportunity to add their own insights to their plans to foster self-advocacy and to ensure that they've provided their teachers with the knowledge of the supports that help them best;
- through the completion and submission of needed paperwork to secure testing accommodations through the College Board and ACT: For those who qualify for testing accommodations on standardized tests such as the SAT, the SAT IIs, AP exams, and the ACT, an Upper School learning specialist guides students and their families through the application process and provides the required school-based documentation;
- through Study Hall Plus (see description below);
- through individualized support sessions, called Study Skills (see description below);
- through communication with families: Upper School learning specialists communicate as needed with families of students to discuss concerns, to review student progress, to update ISEPs, or to answer questions about standardized testing or needed accommodations;
- through the communication and collaboration with teachers, Grade Level Deans and Student Services staff: Upper School learning specialists communicate and collaborate with various staff members to promote the successful academic and social-emotional support of students with learning differences in the classroom;
- through Learning Partnerships: Each quarter or semester, an Upper School learning specialist partners with a classroom teacher to model varied methodological techniques and to serve as a resource for all students; and,
- through push-in support: Upper School learning specialists move in and out of classrooms to provide support on an as-needed basis to students and teachers.

### Courses

#### **Study Hall Plus**

**No credit**
**Semester, Year**

*Available to students in 9<sup>th</sup> Grade*

Study Hall Plus is a small group community of learners who have the opportunity to receive learning support from an Upper School Learning Specialist during a structured study hall period that meets two times per week. Students are placed into Study Hall Plus based on teacher recommendation regarding the need for additional support and/or as a result of learning needs documented through their Individualized Student Education Plans (ISEPs). Group meetings are devoted to the preview and/or review of course content, provision of strategic information about how to approach varied classes and assignments, and assistance with the development of self-advocacy.

#### **Study Skills**

**No credit**
**Semester, Year**

*Available to students in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Grades*

Based on teacher recommendation regarding the need for additional support and/or as a result of learning needs documented through their Individualized Student Education Plans (ISEPs), Upper School students can schedule regular one-on-one meetings with learning specialists to address areas of individual need relative to how they learn. Topics covered in these individual sessions include but are not limited to the development of strategies for reading comprehension, writing, note-taking, studying, time management, and long-range planning, along with the development of appropriate self-advocacy skills.

## NCAA CORE COURSE APPROVAL

Courses that are not NCAA-approved may not be used for NCAA eligibility certification.

Courses in **art, music, dance, acting/theatre, and STEM** cannot be approved as NCAA core courses in any core area.

**Additional courses from other disciplines** which are pending approval or not currently approved are listed below.

**As of February 14, 2022**

*Prior to signing up for a course marked with pending approval, a student should inquire about an updated status to ensure it does not impact NCAA eligibility certification.*

### PENDING APPROVAL

None

### NOT APPROVED

#### English

- Newspaper (RPCS)

#### Mathematics

- The Mathematics of Investing (RPCS)
- Financial Math (GIL)

#### Natural/Physical Science

- Advanced Topics in Computer Science H (BMS)
- AP Psychology (RPCS/BMS) – *note: approved for Social Science only*
- Entrepreneurship (BMS)
- Graphic Design I (BMS)
- Graphic Design II (BMS)
- Innovation and Industrial Design (BMS)
- Introduction to Programming and Game Design (RPCS)
- Programming iPhone Apps H (BMS)
- Psychology (RPCS) – *note: approved for Social Science only*
- Social Psychology Honors (BMS) – *note: approved for Social Science only*

#### Additional Core Courses

- Introduction: Sports Medicine (GIL)

## Addendum A: Summary of Courses by Department

### ARTS

#### PERFORMING ARTS\*

##### DANCE

Studio Dance Technique	RPCS		¼ or ½ credit	Semester, Year
Advanced Studio Dance Technique	RPCS		¼ or ½ credit	Semester, Year
Roses Repertory Dance Company	RPCS		1 credit	Year

##### MUSIC

Chorus	RPCS		¼ or ½ credit	Semester, Year
Chorus+ ( <i>required for Semiquavers and Somettos</i> )	RPCS		¼ credit	Year
Piano I	RPCS		¼ credit	Semester 1
Piano II	RPCS		¼ credit	Semester 2
Somettos	RPCS		½ credit	Year
Semiquavers	RPCS		1 credit	Year

##### THEATRE

Acting: Foundations of Theatre	RPCS		¼ credit	Semester 1
Directing for the Actor	RPCS		¼ credit	Semester 2
Theater Design Appreciation	RPCS		¼ credit	Semester 1
Footlights Theatre Ensemble (FTE)	RPCS	(c)	1 credit	Year

#### VISUAL ARTS\*

##### STUDIO ART ELECTIVES

Introduction to Studio Art	RPCS		¼ credit	Semester
Drawing	RPCS		¼ credit	Semester 1
Advanced Drawing	RPCS		¼ credit	Semester 1
Fashion Design	RPCS		¼ credit	Semester
Mixed Media	RPCS		¼ credit	Semester
Painting	RPCS		¼ credit	Semester 2
Advanced Painting	RPCS		¼ credit	Semester 2
Advanced Studio Art	RPCS	(c)	½ or 1 credit	Semester, Year
AP 2-D Art & Design (Studio Art)	RPCS	(c)	1 credit	Year

##### CERAMICS ELECTIVES

Introduction to Ceramics	RPCS		¼ credit	Semester
Developing Ideas and Creativity in Ceramics	RPCS		¼ credit	Semester
Alternative Processes in Ceramics	RPCS		¼ credit	Semester
Personal Directions in Ceramics	RPCS		¼ credit	Semester
Bits and Pieces – A Study of World Traditions...	RPCS		¼ credit	Semester
Ceramics	RPCS	(c)	½ or 1 credit	Semester, Year
Advanced Ceramics	RPCS	(c)	½ or 1 credit	Semester, Year
AP 3-D Art & Design (Ceramics)	RPCS		1 credit	Year

##### PHOTOGRAPHY ELECTIVES

Introduction to Photography	RPCS		¼ credit	Semester
Darkroom Photography	RPCS		¼ credit	Semester
Photoshop	RPCS		¼ credit	Semester
Advanced Photography ( <i>Part-Time</i> )	RPCS		¼ credit	Semester
Advanced Photography	RPCS	(c)	½ or 1 credit	Semester, Year
AP 2-D Art & Design (Photography)	RPCS	(c)	1 credit	Year

##### TRI-SCHOOL SENIOR ART ELECTIVES

Drawing & Painting II	GILMAN	(c)	1 credit	Year
Advanced Studio Art III	GILMAN	(c)	1 credit	Year
Advanced Studio Art IV Honors	GILMAN	(c)	1 credit	Year
AP History of Art ( <i>History or Art credit</i> )	GILMAN	(c)	1 credit	Year

### COMPUTER SCIENCE

Introduction to Programming and Game Design*	RPCS		¼ credit	Semester 1
AP Computer Science Principles	RPCS	(c)	1 credit	Year
Advanced Topics in Computer Science Honors*	BMS	(c)	1 credit	Year
AP Computer Science A	BMS	(c)	1 credit	Year
Entrepreneurship*	BMS	(c)	½ credit	Semester 2

Graphic Design I*	BMS	(c)	½ credit	Semester
Graphic Design II*	BMS	(c)	½ credit	Semester 2
Innovation and Industrial Design*	BMS	(c)	½ credit	Semester 1
Programming iPhone Apps Honors*	BMS	(c)	½ credit	Semester 1
Robotics	BMS	(c)	½ credit	Semester 2

## ENGLISH

English 9	RPCS		1 credit	Year
English 9 Honors	RPCS		1 credit	Year
English 10	RPCS		1 credit	Year
English 10 Honors	RPCS		1 credit	Year
English 11	RPCS/GILMAN	(c)	1 credit	Year
Newspaper*	RPCS		½ credit	Year

## SENIOR ELECTIVES

AP English Literature	RPCS		1 credit	Year
Coming of Age Literature	RPCS	(c)	½ credit	Semester 2
Disabilities in Literature	RPCS	(c)	½ credit	Semester 1
Feminist Gothic Literature	RPCS	(c)	½ credit	Semester 1
Genocide in the Modern World ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 2
Honors Research Seminar: Profiles in Leadership ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 1
Honors Research Seminar: Telling African Stories ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 1
Literary Essay	RPCS	(c)	½ credit	Semester 1
Literature of Incarceration	RPCS	(c)	½ credit	Semester 2
Reading and Writing Poetry	RPCS	(c)	½ credit	Semester 2
Witchcraft in History, Literature and Film ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 2
Contemporary American Poetry	BMS	(c)	½ credit	Semester 1
Creative Writing	BMS	(c)	½ credit	Semester 1
Creative Writing: The Found Object	BMS	(c)	½ credit	Semester 2
Detective Fiction: The Search for Truth	BMS	(c)	½ credit	Semester 2
Literature of Folk Tales & Fairy Tales	BMS	(c)	½ credit	Semester 2
Representations of Black Women in Literature and Film	BMS	(c)	½ credit	Semester 2
Terror in American Literature	BMS	(c)	½ credit	Semester 1
Terrorism in the Modern World ( <i>H/E credit</i> )	BMS	(c)	½ credit	Semester 2
The Writings of Toni Morrison Honors	BMS	(c)	½ credit	Semester 1
20th Century African American Literature	GILMAN	(c)	½ credit	Semester 1
American Literature of the 60's	GILMAN	(c)	½ credit	Semester 1
Award Winning Literature	GILMAN	(c)	½ credit	Semester 1
China and Modern East Asia ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
Civil War: Maryland ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
Classical Literature	GILMAN	(c)	½ credit	Semester 1
Classical Mythology	GILMAN	(c)	½ credit	Semester 2
Creative Writing	GILMAN	(c)	½ credit	Semester 1 or 2
Creative Writing: Verse	GILMAN	(c)	½ credit	Semester 2
Dystopian Fiction	GILMAN	(c)	½ credit	Semester 2
Film as Literature	GILMAN	(c)	½ credit	Semester 1
Heroic Journey	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: America ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: World ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
Holocaust Studies ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 1
Jesmyn Ward	GILMAN	(c)	½ credit	Semester 2
Law and Literature	GILMAN	(c)	½ credit	Semester 2
Leadership Literature	GILMAN	(c)	½ credit	Semester 1
Literary Adaptation	GILMAN	(c)	½ credit	Semester 1
Literary Letters	GILMAN	(c)	½ credit	Semester 1
Literature of Civil Rights	GILMAN	(c)	½ credit	Semester 2
Literature of Plays	GILMAN	(c)	½ credit	Semester 2
Memoirs of Expatriates in Paris	GILMAN	(c)	½ credit	Semester 2
Modern European Intellectual Thought ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 1
Short Fiction	GILMAN	(c)	½ credit	Semester 2
The Scandal of <i>Ulysses</i>	GILMAN	(c)	½ credit	Semester 1
Urban Studies ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
World War II ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
Writers in Revolt	GILMAN	(c)	½ credit	Semester 1

## HISTORY

World History I	RPCS		1 credit	Year
World History I Honors	RPCS		1 credit	Year



World History II	RPCS		1 credit	Year
AP World History	RPCS		1 credit	Year
United States History	RPCS/GILMAN	(c)	1 credit	Year
AP United States History	RPCS		1 credit	Year

### SENIOR ELECTIVES

America's Immigration Experience	RPCS	(c)	½ credit	Semester 2
Genocide in the Modern World ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 2
History of Black American Music	RPCS	(c)	½ credit	Semester 2
History of Capitalism	RPCS	(c)	½ credit	Semester 1
Honors Research Seminar: Profiles in Leadership ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 1
Honors Research Seminar: Telling African Stories ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 1
Politics and Mass Media in the US	RPCS	(c)	½ credit	Semester 2
The US Constitution and You	RPCS	(c)	½ credit	Semester 1
Witchcraft in History, Literature and Film ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 2
AP Comparative Government and Politics	BMS	(c)	½ credit	Semester 2
AP Economics	BMS	(c)	1 credit	Year
AP United States Government and Politics	BMS	(c)	½ credit	Semester 1
Baltimore Studies: Past and Present	BMS	(c)	½ credit	Semester 1
Comparative Diasporas Honors: Jewish, African and South Asian...	BMS	(c)	½ credit	Semester 2
Modern Art and Visual Culture Honors	BMS	(c)	½ credit	Semester 1
Terrorism in the Modern World ( <i>H/E credit</i> )	BMS	(c)	½ credit	Semester 2
The United States in the World Honors	BMS	(c)	½ credit	Semester 1
African American History	GILMAN	(c)	½ credit	Semester 1
Ancient Greece: Greek History Bronze Age-Death of Alexander	GILMAN	(c)	½ credit	Semester 1
AP History of Art ( <i>History or Art credit</i> )	GILMAN	(c)	1 credit	Year
China and Modern East Asia ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
Civil War: Maryland ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
Historical Fiction: America ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 1
Historical Fiction: World ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
History of Science*	GILMAN	(c)	½ credit	Semester 1
Holocaust Studies ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 1
Modern European Intellectual Thought ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 1
Roman Republic	GILMAN	(c)	½ credit	Semester 2
The Great War Honors	GILMAN	(c)	½ credit	Semester 1
Urban Studies ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2
US History Since 1960 Honors	GILMAN	(c)	1 credit	Year
World Religions: Eastern Religions	GILMAN	(c)	½ credit	Semester 1
World Religions: Western Religions	GILMAN	(c)	½ credit	Semester 2
World War II ( <i>H/E credit</i> )	GILMAN	(c)	½ credit	Semester 2

### INTERDISCIPLINARY STUDIES

Genocide in the Modern World ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 2
Honors Research Seminar: Profiles in Leadership ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 1
Honors Research Seminar: Telling African Stories ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 1
Witchcraft in History, Literature and Film ( <i>H/E/IS credit</i> )	RPCS	(c)	½ credit	Semester 2
Senior Independent Study	RPCS		½ credit (P/F)	Semester

### MATHEMATICS

Algebra I	RPCS		1 credit	Year
Algebra II/Geometry	RPCS		1 credit	Year
Algebra II/Geometry Honors	RPCS		1 credit	Year
Advanced Algebra/Trigonometry	RPCS		1 credit	Year
Advanced Algebra/Trigonometry Accelerated	RPCS		1 credit	Year
Advanced Algebra/Trigonometry Honors	RPCS		1 credit	Year
Pre-Calculus	RPCS		1 credit	Year
Pre-Calculus AB Accelerated	RPCS		1 credit	Year
Pre-Calculus BC Honors	RPCS		1 credit	Year

### MATHEMATICS ELECTIVES

AP Calculus AB	RPCS/BMS/GILMAN	(c)	1 credit	Year
AP Calculus BC	RPCS		1 credit	Year
AP Statistics	RPCS/BMS/GILMAN	(c)	1 credit	Year
Calculus	BMS/GILMAN	(c)	1 credit	Year
Statistics	RPCS	(c)	1 credit	Year
The Mathematics of Finance	RPCS	(c)	½ credit	Semester 1
The Mathematics of Investing*	RPCS	(c)	½ credit	Semester 2
Introduction to Multivariable Calculus Honors	BMS	(c)	½ credit	Semester 1

Topics in College Mathematics Honors	BMS	(c)	½ credit	Semester 2
Financial Math*	GILMAN	(c)	1 credit	Year
Topics in Combinatorics	GILMAN	(c)	1 credit	Year

## PHYSICAL EDUCATION

Physical Education 9	RPCS		½ credit (P/F)	Year
Physical Education 10	RPCS		½ credit (P/F)	Year
Physical Education 11	RPCS		½ credit (P/F)	Year
Physical Education 12	RPCS		½ credit (P/F)	Year
Introduction to Sports Medicine*	GILMAN	(c)	½ credit	Semester 2

## SCIENCE

Biology	RPCS		1 credit	Year
Biology Honors	RPCS		1 credit	Year
Physics	RPCS		1 credit	Year
Physics Honors	RPCS		1 credit	Year
Chemistry	RPCS		1 credit	Year
Chemistry Honors	RPCS		1 credit	Year
Biomedical Engineering Innovation	RPCS		½ credit	Semester 1

## SENIOR ELECTIVES

Anatomy & Physiology	RPCS	(c)	½ credit	Semester 2
AP Biology	RPCS	(c)	1 credit	Year
AP Chemistry	RPCS	(c)	1 credit	Year
AP Psychology***	RPCS	(c)	1 credit	Year
Chesapeake Bay Ecology and Environmental Policy	RPCS	(c)	½ credit	Semester 1
Genetics and Biotechnology	RPCS	(c)	½ credit	Semester 1
Psychology****	RPCS	(c)	½ credit	Semester 2
Sustainable Design and Engineering	RPCS	(c)	½ credit	Semester 2
AP Biology	BMS	(c)	1 credit	Year
AP Chemistry	BMS	(c)	1 credit	Year
AP Environmental Science	BMS	(c)	1 credit	Year
AP Physics	BMS	(c)	1 credit	Year
AP Psychology***	BMS	(c)	1 credit	Year
Public Health and Epidemiology of Infectious Diseases	BMS	(c)	1 credit	Year
Social Psychology Honors***	BMS	(c)	½ credit	Semester 2
Medical Problem Solving	GILMAN	(c)	½ credit	Semester 2
Neurobiology	GILMAN	(c)	1 credit	Year

## WORLD LANGUAGES

### ARABIC

Arabic I	RPCS	(c)	1 credit	Year
Arabic II	RPCS	(c)	1 credit	Year
Arabic III	RPCS	(c)	1 credit	Year
Arabic IV Honors	RPCS	(c)	1 credit	Year

### CHINESE

Chinese I	RPCS	(c)	1 credit	Year
Chinese II	RPCS	(c)	1 credit	Year
Chinese III	RPCS	(c)	1 credit	Year
Chinese IV Honors	RPCS	(c)	1 credit	Year
Chinese V	RPCS	(c)	1 credit	Year
AP Chinese	One Schoolhouse (Online)	(c)	1 credit	Year

### FRENCH

French I	taught at the BMS for 2022-2023			
French II	taught at the BMS for 2022-2023			
French III	RPCS		1 credit	Year
French III Honors	RPCS		1 credit	Year
French IV	RPCS		1 credit	Year
French IV Honors	RPCS		1 credit	Year
AP French Language and Culture	taught at the BMS for 2022-2023			
French V: Francophone Culture & Conversation Through Cinema	RPCS	(c)	½ or 1 credit	Semester, Year
French VI: Francophone Culture & Conversation Through Cinema	RPCS	(c)	½ or 1 credit	Semester, Year

## RUSSIAN

Russian I	RPCS	(c)	1 credit	Year
Russian II	RPCS	(c)	1 credit	Year
Russian III	RPCS	(c)	1 credit	Year
Russian IV Honors	RPCS	(c)	1 credit	Year

## SPANISH

Spanish I	RPCS		1 credit	Year
Spanish II	RPCS		1 credit	Year
Spanish III	RPCS		1 credit	Year
Spanish III Honors	RPCS		1 credit	Year
Spanish IV	RPCS		1 credit	Year
Spanish IV Honors	RPCS		1 credit	Year
Spanish V	RPCS	(c)	1 credit	Year
AP Spanish Language and Culture	RPCS		1 credit	Year

## TRI-SCHOOL WORLD LANGUAGES

### FRENCH

French I	BMS	(c)	1 credit	Year
French II	BMS	(c)	1 credit	Year
AP French Language and Culture	BMS	(c)	1 credit	Year
French V: French Woman through the Ages & Contemporary World	BMS	(c)	1 credit	Year
French VI Honors Seminar: Les Voix noires...	BMS	(c)	½ or 1 credit	Semester, Year

### GREEK

Greek I: Introductory	GILMAN	(c)	1 credit	Year
Greek II: Intermediate	GILMAN	(c)	1 credit	Year
Greek III: Advanced	GILMAN	(c)	1 credit	Year
Greek IV: Advanced Honors	GILMAN	(c)	1 credit	Year
Greek V: Advanced Honors	GILMAN	(c)	1 credit	Year

### LATIN

Latin I	GILMAN	(c)	1 credit	Year
Latin II	GILMAN	(c)	1 credit	Year
Latin II Honors: Intermediate Readings	GILMAN	(c)	1 credit	Year
Latin III	GILMAN	(c)	1 credit	Year
Latin III Honors: Ovid	GILMAN	(c)	1 credit	Year
Latin IV	GILMAN	(c)	1 credit	Year
Latin V	GILMAN	(c)	1 credit	Year
AP Latin: Caesar and Vergil	GILMAN	(c)	1 credit	Year
Latin V Honors: Lyric Poetry	GILMAN	(c)	1 credit	Year
Latin VI Honors	GILMAN	(c)	1 credit	Year

### SPANISH

Spanish V: Latin America through Short Stories and Film	BMS	(c)	1 credit	Year
Spanish VI Honors Seminar: Historia y Cultura de España y América Latina	BMS	(c)	½ or 1 credit	Semester, Year
AP Spanish Literature	GILMAN	(c)	1 credit	Year
Advanced Spanish V: Civilization	GILMAN	(c)	1 credit	Year
Spanish VI: Seminar on Language and Culture	GILMAN	(c)	1 credit	Year

## SIGNATURE AND CERTIFICATE PROGRAMS

### THE GORE LEADERSHIP INSTITUTE\*

Leadership Seminar	RPCS		½ credit	Year
Advanced Topics in Leadership	RPCS		¼ credit	Semester
GLI Leadership Independent Study	RPCS		¼ or ½ credit	Semester 1, Year
Public Speaking I: Presentation Skills	RPCS		No credit (P/F)	Semester
Public Speaking II: Storytelling	RPCS		No credit (P/F)	Semester
Philanthropic Literacy Board (PLB)	RPCS		¼ credit (P/F)	Year
Power Lunch	RPCS		¼ credit (P/F)	Year
GLI Summer Internship	RPCS		¼ credit	Summer
GLI Capstone Fellowship	RPCS		½ credit	Summer

### THE HOLLIDAY HEINE STEM INSTITUTE\*

STEM Research Seminar I: Robotics	RPCS		¼ credit	Semester 2
STEM Research Seminar II: Scientific Modeling and Data Science	RPCS		½ credit	Year
STEM Research Seminar III: Material Science and Engineering	RPCS		½ credit	Year
STEM Fellowship	RPCS		½ credit	Summer
STEM Certificate	RPCS		Certificate	Ongoing

### WELLNESS & COLLEGE COUNSELING\*

9 <sup>th</sup> Grade Wellness and Issues	RPCS	¼ credit (P/F)	Semester
10 <sup>th</sup> Grade College Counseling and Wellness (CCW-10)	RPCS	¼ credit (P/F)	Year
11 <sup>th</sup> Grade College Counseling and Wellness (CCW-11)	RPCS	No credit	Year
12 <sup>th</sup> Grade College Counseling and Wellness (CCW-12)	RPCS	No credit	Year
Safety & Self-Defense	RPCS	No credit (P/F)	Semester
Peer Health Education	RPCS	No credit	Ongoing

### WORLD LANGUAGES CERTIFICATE

World Languages Certificate	RPCS	Certificate	Ongoing
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### ACADEMIC LEARNING SUPPORT

Study Hall Plus	RPCS	No credit	Semester, Year
Study Skills	RPCS	No credit	Semester, Year

\*Not a NCAA-approved core course

\*\*\*\*Approved as a NCAA-approved core course for Social Science only (not Physical Science)

\*\*Pending NCAA-approval





## Addendum B: 2022-2023 Senior Schedule

Newspaper meets in the afternoon, open to juniors and seniors.  
Biomedical Engineering is an online course, open to juniors and seniors.  
AP Chinese offered online through One Schoolhouse

Full-time Visual Art Option open to RPCS 10/11/12 and GIL/BMS seniors.  
¼ Credit Performing Arts & Visual Arts electives are also available to all grade levels.

RPCS courses in italics are not coordinated classes.  
Bold courses are "singleton" full-year classes.

(e)= English course (h) = history course

		Period 1 – ODD	Period 2 – ODD	Period 3 – ODD	Period 1 – EVEN	Period 2 – EVEN	Period 3 – EVEN
BRYN MAWR	Year	French 5: French Woman AP Calculus AB <b>AP Environmental Science</b>	<b>AP Economics (h)</b> Spanish 6 Honors Seminar AP Calculus AB AP Biology AP Computer Science A	<b>French 1</b> French 6 Honors Seminar Spanish 6 Honors Seminar AP Biology AP Computer Science A	Calculus AP Chemistry <b>AP Physics</b> AP Computer Science A	AP Psychology <b>Computer Science Topics H</b>	<b>French II</b> AP French Lang & Culture Spanish 5: Latin Am. Film AP Statistics <b>Epidemiology</b> AP Computer Science A
	Sem. 1	Toni Morrison H (e) U.S. in the World H (h) Multivariable Calculus H Graphic Design I	Contemporary Poetry (e) Spanish 6 Honors Seminar	Baltimore Studies (h) French 6 Honors Seminar Spanish 6 Honors Seminar Program iPhone Apps H	Terror in American Lit (e) AP US Government (h)	Creative Writing (e)	Modern Art/Culture H (h) Industrial Design
	Sem. 2	Black Women in Film (e) Terrorism Studies (e/h) Topics in College Math H Graphic Design I/II Robotics	Folk Tales & Fairy Tales (e) Spanish 6 Honors Seminar	Comparative Diasporas H (h) French 6 Honors Seminar Spanish 6 Honors Seminar	Detective Fiction (e) AP Comparative Govt (h)	Creative Writing: Object (e)	Social Psychology H (h) Entrepreneurship
GILMAN	Year	US History Since 1960 H (h) Latin 2 H Latin 3 Latin 3 H <b>Financial Math</b> <b>Neurobiology</b>	<b>Latin 4</b> <b>Latin 5</b> <b>Latin 5H: Lyric Poetry</b> AP Calculus AB Calculus Advanced Studio Art 3 Advanced Studio Art 4 H <b>Drawing &amp; Painting II</b>	<b>Greek 1</b> Spanish 5: Civilization AP Calculus AB <b>Topics in Combinatorics</b> Advanced Studio Art 3 Advanced Studio Art 4 H	<b>AP History of Art (h/art)</b> <b>Latin 1</b> Latin 2 <b>AP Latin: Caesar- Vergil</b> AP Statistics	<b>AP Spanish Literature</b> Latin 2 H	<b>Greek 2</b> <b>Greek 3</b> <b>Greek 4 H</b> Spanish 6: Seminar
	Sem. 1	Award Winning Lit (e) Leadership Lit (e) Historical Fict: America (e/h)	African American Lit (e) Literary Letters (e) World Religions: East (h) The Great War H (h)	American Lit of the 60s (e) Creative Writing (e) Heroic Journey (e) African American History (h)	Literary Adaptation (e) Ulysses (e) Ancient Greece (h)	Classical Literature (e) Film as Literature (e) Holocaust Studies (e/h)	Writers in Revolt (e) Mod Euro Thought (e/h) History of Science (h/s)
	Sem. 2	Civil Rights Lit (e) Short Fiction (e) Historical Fict: World (e/h)	Jesmyn Ward (e) WWII (e/h) World Religions: West (h)	Creative Writing: Verse (e) Creative Writing (e) Law and Literature (e)	Dystopian Fiction (e) Memoirs of Expats (e) Roman Republic (h)	Classical Mythology (e) China & East Asia (e/h) Civil War: MD (e/h) Intro: Sports Medicine	Literature of Plays (e) Urban Studies (e/h) Medical Problem Solving
ROLAND PARK	Year	<b>Arabic 2</b> <b>Chinese 1</b> Chinese 2 <b>Russian 1</b> AP AB Calculus <b>AP BC Calculus</b> Statistics <b>Advanced Studio Art</b> <b>Footlights Theatre Ensemble</b>	<b>Arabic 3</b> Chinese 2 <b>Russian 3</b> Spanish 5 <b>AP English Literature (e)</b> AP Statistics AP Computer Sci Principles	<b>Chinese 3</b> AP Statistics AP Computer Sci Principles AP Psychology <b>Semiquavers</b> <b>AP 2-D Art (Photography)</b> <b>Ceramics</b>	<b>Chinese 5</b> <b>AP Spanish Lang &amp; Culture</b> <i>Pre-Calculus</i> AP Biology <i>AP Psychology</i> <b>Advanced Ceramics</b>	<b>Arabic 4 H</b> <b>Chinese 4 H</b> <b>Russian 4 H</b> AP Chemistry <b>AP 2-D Art (Studio Art)</b> <b>AP 3-D Art (Ceramics)</b>	<b>Arabic 1</b> French 5 French 6 <b>Russian 2</b> AP Psychology <b>Roses Dance Company</b> <b>Advanced Photography</b>
	Sem. 1	Literary Essay (e) Advanced Studio Art	Capitalism (h) Finance	Feminist Gothic Lit (e) Genetics & Biotechnology Ceramics	Leadership Seminar H (e/h) <i>Biomedical Engineering</i> Advanced Ceramics	Disabilities Lit (e) US Constitution (h)	African Stories Sem H (e/h) French 6 Chesapeake Bay Ecology <i>Biomedical Engineering</i> Advanced Photography
	Sem. 2	Coming of Age Lit (e) Advanced Studio Art	Black American Music (h) Investing	Incarceration Lit (e) Anatomy & Physiology Ceramics	Witchcraft Lit (e/h) American Immigration (h) Advanced Ceramics	Read Write Poetry (e) Politics & Mass Media (h) Psychology	Genocide (e/h) French 6 Sustainable Design Advanced Photography



NOTES: