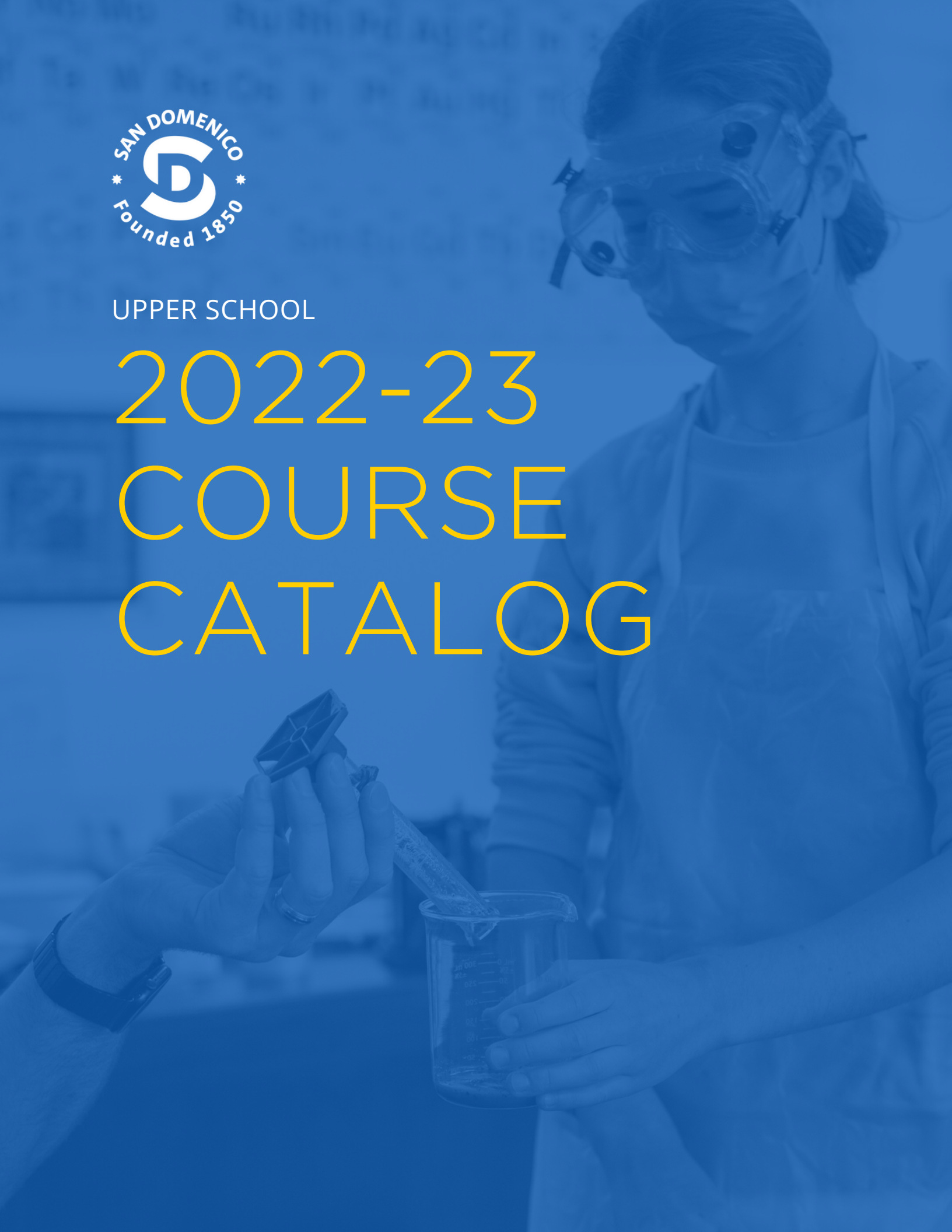

UPPER SCHOOL

2022-23 COURSE CATALOG

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Graduation Requirements

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arts (1 year required)	Visual, Digital, or Performing Arts	Visual, Digital, or Performing Arts	Visual, Digital, or Performing Arts	Visual, Digital, or Performing Arts
Computer Science (1 semester required)	Intro to Computer Science (1 semester)	Electives	Electives	Electives
English (4 years required)	English 9 OR ELL Literature & Composition	English 10 OR English 10 Honors	English 11 OR AP Language & Composition	Electives
Human Development (2 years required)	Human Development 1	Human Development 2		
Mathematics (3 years required; 4 years strongly recommended)	Mathematics	Mathematics	Mathematics	Mathematics
Philosophy, Ethics & World Religions (3 years required)	Global Studies	Myth and Meaning	Social Justice	Electives
Physical Education (12 credits)	*For additional information about how to earn credits, see the Human Development & Physical Education section below.*			
Science (3 years required; 4 years strongly recommended)	Conceptual Physics	Biology or Biology Honors	Chemistry or Chemistry Honors	Electives
Social Studies (3 years required; 4 years strongly recommended)	Global Studies	Modern World History	US History OR AP US History	Electives
World Languages (Completion of level 3)	Mandarin or Spanish	Mandarin or Spanish	Mandarin or Spanish	Mandarin or Spanish
Service Learning	Completion of ROSE Project required.			

Students who transfer to San Domenico after beginning high school elsewhere will be assessed for graduation requirements based on the courses completed at their prior school in addition to those at San Domenico.

Academic Policies and Procedures

San Domenico graduation requirements are intended to prepare graduates for success in college and beyond. Each department offers a wide range of options for students to explore in order to satisfy these requirements. We seek to provide students with multiple and varied opportunities to challenge themselves and be successful in every year of learning. As such, there is no one "right" path to successfully complete our program. We encourage students to avail themselves of the breadth of San Domenico's academic program to explore their interests, choose courses at an appropriate level of challenge, and prepare for the college admission process in senior year.

Minimum Enrollment

Students are expected to enroll in a minimum of six core academic courses per semester. During the Course Change Request process at the start of each semester, students will be expected to maintain enrollment in six courses. Any student requesting fewer than six courses in a semester must submit a request for approval to the Dean of Academics.

Course Request Process and Timeline

The Dean of Academics, College Counselors, and Department Chairs provide an overview of the course request process and course offerings in early March. After these presentations, each student receives their course recommendations for the following year. During the three-week course advising process, students are supported in giving consideration to graduation requirements, extracurricular activities, and personal interests in an effort to create a balanced and appropriately challenging academic schedule. Students receive their course schedules the first week of August.

Each semester begins with a two-week Course Change Request period, during which students may request to add, drop, or change a course. These requests may be submitted for a variety of reasons, and this period is to ensure that students are enrolled in as many of their course preferences as the schedule will allow, and at the appropriate level. Requests to withdraw from a course after the Course Change Request deadline must receive approval from the Dean of Academics, and may result in a "W" on the student's transcript.

The Upper School Academic Office does its best to enroll all students in their preferred courses. Scheduling limitations occasionally present course conflicts, and we work with students to determine their priorities throughout this decision-making process.

College Preparatory Courses

Each course at San Domenico is designed as part of our four-year college preparatory program. All SD courses are held to the highest standard and are part of a student's foundation and preparation for higher education.

Advanced Placement and Honors Courses

Advanced Placement (AP) and Honors courses are accelerated courses and require more work and independent study skills than other college-preparatory courses. Any student taking an AP course is required to complete an AP Contract form at the start of the school year to confirm their understanding of the demands of these advanced and rigorous classes.

All students who are enrolled in AP courses are expected to take the AP examination and pay the associated exam fee set by the College Board. However, a student who has an average below a B- in an AP course at the end of the first semester may opt not to take the AP exam. It is the responsibility of the student to inform their teacher and the AP Testing Coordinator of the decision to opt out by the time specified by the AP Testing Coordinator.

San Domenico strongly believes in students' need for balance as well as support to develop interests and skills in a broad range of courses among all departments. For this reason, San Domenico limits students' AP/Honors enrollment to 3 courses per year. Students who wish to enroll in more than 3 AP/Honors courses may appeal for consideration by the Dean of Academics, and qualified students may be approved to exceed the 3-course limit.

Honors courses and AP courses receive an additional 1.0 GPA point provided the student earns a grade of C- or higher for the course. For example, a student who earns a B+ in AP Biology will receive GPA points of 4 .3. A B+ in the non-AP/Honors Biology course would receive GPA points of 3 .3 GPA.

Recommendations and Expectations for AP and Honors Courses

In early March, students receive course recommendations based on their academic record, providing a foundation on which to base their course requests. A student is recommended for an AP or Honors course based on their current grade in the related subject (B+ in an Honors/AP; A- in College Prep), as well as the student's demonstrated discipline and study habits.

If a student is not recommended for a specific course but still wishes to take on the challenge of an AP or Honors course, they must meet with either the Dean of Academics or a College Counselor to discuss. Further, the student and parent/guardian must sign a Course Recommendation Override Agreement to confirm that they understand the expectations of the course and their commitment to that necessary level of academic engagement.

AP and Honors course expectations include:

- Able to consistently and independently meet assignment deadlines
- Increased expectation of independent work and learning outside of class time
- Increased expectation of active engagement during class time
- Strong self-advocacy and accountability skills
- Strong time management skills to meet the demands of a faster paced course
- Taking the cumulative Advanced Placement exam in May (n/a for Honors courses)

Independent Study at San Domenico

Students may pursue Independent Study (IS) when they have exhausted the course offerings and wish to continue with a specific focus in their studies. Students wishing to do independent study should talk with their current instructor in the spring semester before they register for classes, as approval of the Dean of Academics is required. *(Credits vary.)*

Courses Completed Outside of San Domenico

While enrolled at San Domenico, students may not complete courses that are offered at San Domenico through other schools or programs. The exceptions to this policy are enrollments in courses for grade remediation and/or acceleration in one discipline. For all courses completed through other institutions, the course and final grade will not be included on the San Domenico transcript, nor will the grade be calculated into the San Domenico GPA. Prior to enrolling in courses for advancement, remediation, or enrichment, a student is required to obtain approval from the Dean of Academics. Official transcripts for all completed coursework outside of San Domenico School should be submitted to the Dean of Academics immediately following completion of the course. This transcript will be added to the student's file and submitted to colleges with the SD transcript if appropriate.

2022-2023 Course Offerings

Please note: *Any course listed is subject to cancellation or change at the school's discretion. All courses listed are 10 credits unless otherwise noted.*

Arts

Unless otherwise noted, the Arts courses listed are UC-designated ("f") Visual & Performing Arts courses and may be used to satisfy the Visual and Performing Arts requirements.

Dance Courses

The San Domenico Upper School Dance Program offers a comprehensive training program in modern dance, ballet, hip hop, and choreography, taught by professional teachers and choreographers. The four-year program provides opportunities to explore dance from first steps through the college level, with classes offered five days a week for the serious dance student. The primary focuses of the Dance Program are technical training, performance, and choreography; students are provided with a foundation in technique through which they learn to express their own ideas and stories through choreography and performance.

Dance 1

This course is an introduction to dance technique, choreography, and performance. Students learn the fundamentals of modern dance, ballet, jazz, and hip hop dance, while rehearsing for a final performance at the end of the semester. Students also develop and teach basic dance lessons to students from the Lower School.

Dance 2

Students expand upon their knowledge of dance technique, while exploring the elements of dance composition. Students engage in creative exercises investigating basic components of choreography, and developing the student's unique voice in dance-making. Students work in pairs or small groups to choreograph dances to be performed at the end of the school year. Students are also given assignments including journal entries, reflections, choreography projects, video viewing, sketching, and observations.

Dance 3

Students continue to develop their technical and expressive skills and are expected to be proficient in terminology and execution of ballet, modern dance, and jazz technique. Students also continue to develop their own pieces of choreography to be performed at the end of the school year. In addition, students study the history and theory of western and non-western dance forms through reading and written assignments, video viewing, and performance critique.

Digital Arts Courses

The goal of the Digital Arts Program is to study the intersection of technology and the arts, through the language of multimedia, hands-on use of 21st century technology in creative projects, and the study of the history of arts in the digital age.

Digital Animation

In this class, students learn the core principles of digital animation, storytelling, and sound design. Using these skills, students will create their own short animated films. Students will also collaborate to produce the San Domenico animated film. The San Domenico animated film project will include animation, voice acting, editing, and sound design.

Digital Art and Design 1

This course is an introduction to Graphic Design and Illustration. Adobe Illustrator and Photoshop are used as we learn to draw over photos to make vector drawings, combine parts of different photos to make interesting collages, and manipulate typography (fonts) all while learning how to create dynamic designs. Students will design book covers, posters, album covers, and logos. The design process is used throughout the course and students will become aware of how Graphic artists generate ideas for their work, take feedback from peers, and revise before submitting a final piece. No drawing skills are necessary.

Digital Art and Design 2

This course is designed to build on the Graphic Art and Design introductory class and provides students the opportunity to advance and expand their understanding regarding the process of designing digital and print graphic design products as well as understanding the impact and role that visual art/graphic design has on society and culture. Students review and build on what they learned in the introductory course regarding composition, layout, digital art, illustration, typography, and photo manipulation. Using Adobe Illustrator and PhotoShop students will create Infographics, striking visuals of Digital Data as well as posters, logos, music cover art, and includes real world applications such as school related events and activities.

Film 1

In this course, students learn to produce both narrative and documentary films, from concept development through screenplay, production, and post-production. Student work is strongly informed by both story structure and visual grammar. Through these processes, students learn to find their artistic voice and engage in professional collaboration. Students also learn the fundamentals of screenwriting, directing, producing, cinematography, editing, visual effects, and sound design.

Film 2

Building on the skills and knowledge gained in Film 1, students in this course produce more advanced, collaborative work. In addition to advanced learning in writing and directing, students choose a specific skill or field in which to gain more expertise, from cinematography, camera operating, producing, visual effects, editing, color correction, sound design, and score. Students synthesize their emerging expertise into advanced productions that are shared with a global audience via film festivals.

Film Independent Study

Building on the skills and expertise gained in Film 2, students study and produce at a college level. Students must present a plan for this course. The plan must include the intention to gain deep expertise in a chosen skill or discipline within filmmaking and a film production that will showcase that acquired skill. Students combine their collective advanced expertise into the production of college level short films. In addition to producing their films, students also produce electronic press kits, trailers, and festival packages. Students complete each project by submitting it to at least one film festival. *(You must have the recommendation of your film teacher and the approval of the Dean of Academics to enroll in this course.)*

Introduction to Games and Simulations

The course description for this UC-designated ("f") Visual & Performing Arts course can be found under Computer Science.

Photography 1

This project-based class fully immerses students in the (DSLR) digital camera experience. Students learn the basic functions of the digital camera, and are introduced to the principles of composition and digital editing. Students learn to analyze their own work and the work of their peers through verbal and written critiques. Through a range of technical assignments, Students deepen their engagement with problem-solving behind the lens of the camera. Students have access to digital cameras, production and editing equipment provided by the school.

Photography 2

Students begin the course with an introduction to the history of American photography and iconic photographers from the 20th century. Building on skills learned in Photography 1, students create thought-provoking images using more advanced understandings of composition and lighting. Editing applications for the iPad are introduced, as well as more advanced photo editing techniques. Students analyze the works of their peers through verbal and written critiques, and present their work bi-weekly throughout the semester. Class assessments include presentations on artists, reading and analyzing

texts, and discussions of documentary films and artists. Students have access to digital cameras, production and editing equipment provided by the school.

Music Courses

Studying music develops many of the skills needed to succeed in the 21st century. Students learn to set high personal standards, problem-solve both individually and in a team, think creatively, and appreciate the relationship between commitment and achievement. We offer the nationally-recognized Virtuoso Program for string students who wish to explore a professional career in music, as well as a variety of music classes for students who seek to perform, produce and appreciate music in all of its forms.

Roots of American Music

This course introduces students to the performance, history, theory, and impact of American music from its origins to the present day. This class is geared toward students with an interest in pursuing contemporary music performance in our Band Workshop course. Open to vocalists and instrumentalists, this course traces the evolution of genres such as blues, country, jazz, rock, and soul. Students will learn how to read and write song charts, develop their ear, compose and improvise original music, and have opportunities to perform in ensemble.

Band Workshop Series

For some instruments, prerequisites may be required; consult the Director of the Music Conservatory.

The Band Workshop class is a comprehensive and sequential course for students who want to study and perform contemporary popular music. The course is open to all instrumentalists and vocalists but focuses primarily on guitar, drums, bass, keyboards and vocals. Students in the class form groups to rehearse and perform a variety of contemporary music from the 50's to the present. Groups are composed of two to ten students. Students explore a wide range of musical styles, composers, instrumental combinations, arrangements and difficulty levels from a vast repertoire of contemporary music. Student groups meet bi-weekly to perform their pieces in an open critique format to analyze performances and give feedback to help improve performance skills. During the course of the year, students will progress through units that include performance practice, improvisation, transcribing, music theory and ear training. As part of the course design, students will explore a variety of cultural styles that influenced each period of contemporary music. This is course one in a series of Band Workshop: *Band Workshop 1, Band Workshop 2 & Band Workshop 3.* Students who complete *Band Workshop 1* are eligible to participate in *Band Workshop 2.*

Digital Music Composition & Theory 1

This course introduces the essentials of digital music composition through the use of a digital audio workstation (DAW) and popular software such as GarageBand and Logic Pro X.. Students will learn the basics of using MIDI keyboard controllers to construct chord progressions and melodies, and gain introduction to production and arrangement techniques that contribute to modern electronic music, pop music and other popular contemporary styles. Students will learn, practice and apply standard music theory skills. Students will study musicians influential to the development of digital music, have opportunities to collaborate with other arts departments, and get an introduction to recording arts techniques.

Digital Music Composition & Theory 2

This course expands upon the essentials of digital music composition taught within the Digital Music Composition & Theory I course. Music theory fundamentals are essential for this course and are covered in Digital Music 1. Students gain hands-on experience writing directly for films, video games, and other multimedia and collaborate with live musicians. Students learn comprehensive skills in composition and arranging in various formats and genres. Students apply these skills by writing for both live instruments as well as using digital audio workstations for composing and recording. This course is a great introduction to the professional-level process of applied songwriting and digital music production.

AP Music Theory

In preparation for the AP Music Theory exam, this course develops a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a musical score. Through listening and creative exercises, sight-singing, and written analyses, the course uses a variety of music to teach the terminology and concepts integral to a foundation in common-practice musical understanding. In addition to technical knowledge and skills, students gain exposure to and familiarity with a wide variety of musical literature, and the ability to apply their knowledge and skills to it.

Virtuoso Program

Students seeking admittance into the Virtuoso Program should apply to the Virtuoso Program Director. The Virtuoso Program faculty committee, led by the Virtuoso Program Director, will decide upon a student's acceptance to the Program. Once accepted into the Program, string students need to be members of the Orchestra da Camera and a Virtuoso Program Chamber Music Ensemble, and participate in all related sectional, group, and individual rehearsals.

Chamber Music

This course is required of all Virtuoso Program string students. Each string group is coached one hour weekly and rehearses as a group without a coach a minimum of one hour per week, with the expectation

of individual preparation outside of rehearsal. Ensemble skills commensurate with string quartet performance are stressed. Studying much of the world's greatest chamber music on a one-to-one basis requires accountability, builds a strong sense of tonal and rhythmic awareness, encourages a deep understanding of compositional techniques, and fosters a lifelong appreciation for chamber music. In rehearsing together, students learn the art of collaboration and cooperation as well as effective rehearsal technique.

Orchestra da Camera

The Orchestra specializes in music for strings and performs three formal concerts during the year. The Orchestra rehearses for 90 minutes twice a week and an additional hour in sectional rehearsals. Repertoire is selected to represent a variety of historical and contemporary styles and composers. Soloists may be chosen from within the ensemble to perform on certain orchestra concerts at the discretion of the Director. Solo works must be played from memory and should include a cadenza. The Virtuoso Program faculty committee will take into consideration the performance experience of each applicant.

Theatre Arts Courses

The Theatre Arts Program offers a comprehensive interdisciplinary study of theatre arts. The program is designed to build self- confidence in all areas of acting and theatre in classes and in our main stage productions. The program provides opportunities for students with a beginning interest in theatre to those with advanced-level training. Performance Studies include acting, voice and diction, theatrical movement, stage rapier and dagger, monolog, scene study, improvisation, Shakespeare and classical theatre. In addition, students may gain performance experience and technique when cast in our mainstage productions: Musical Theatre in first semester, and Plays in the second Semester. The Theatre Department offers a comprehensive program in technical production, including construction, set, lighting, costume and sound design; and opportunities for crewing a show.

Theatre Arts 1: Introduction to Acting

Theatre 1 is a skill-building acting course. We learn about theatre by *doing*, and this is a highly participatory class. In the first semester we build acting skills and theatre knowledge with improvisations, acting exercises, performing short one acts, and a team playwriting/performance unit. By the end of the course, students should understand how to create a character in a play; know how to listen and react on stage; know the basic elements of theatre production and theatre etiquette; and be comfortable and confident taking part in school productions, acting classes, and public speaking in classroom situations and beyond. In the second semester we will go deeper into character study with a contemporary scene unit and a Shakespeare scene unit. This course lays the foundation for all future theatre courses and performance opportunities at SD.

Theatre Arts 2: Contemporary Acting

This is a course in acting. In this course you students learn essential acting tools to create characters, and we work on scenes and monologues continually throughout the year, with each unit introducing new skills and polishing those you have already learned in previous units. We focus on contemporary realism in comedy and drama, and also do a unit on Shakespeare, and a unit on sword fighting for the stage. We work together to develop an acting process for you, based primarily on the concepts developed by Constantin Stanislavski. Each acting assignment will have specific instructions, and everyone receives acting coaching as students work on the assignments. Students read the plays from which the scenes and monologs are selected and learn how to write and apply Stanislavkian analysis.

Theatre Arts 3: Advanced Acting

Theatre 3 is an Advanced Acting Class focusing on deepening and fine-tuning performance skills developed in Theatre 2, working with scripts of greater complexity. Units of study will draw upon the works of Classic American plays by authors such as Arthur Miller, Lorraine Hansbury, Lillian Hellman, and Tennessee Williams; High-Style Comedy/Farce; stylistically groundbreaking plays such as those by Pinter and Brecht; traditionally underrepresented playwrights; and Shakespeare. Actors benefit from classical training as well as contemporary acting, and a strong base in classical acting (specifically Shakespeare) is essential for students auditioning for training programs in universities and conservatories, as well as summer theaters. Acting skills developed in the course are applicable to musical theatre performance as well. The emphasis of the class is on performance; the students develop their acting skills by performing monologs and scenes with practical, character-driven analyses. At the end of the year, students have an evening Showcase performance, potentially with the Honors Capstone performances.

Theatre Honors

In this honors-level course, students achieve a high level of skill in the art of acting and theatre through a deep understanding and experience of the aesthetic processes of the art. Working in a variety of genres, each unit is devoted to a specific historical period, cultural context, and genre, as exemplified in a specific play or plays. In addition to performing scenes or monologs from the plays, students study the context from which the play emerged. Writing assignments involve an analysis of each play, of the character the student is portraying, and will contextualize the play historically. Each unit of study has a performance objective and an analytical objective. The second semester will culminate in a Capstone Project performance as required by UC Theatre Honors courses. The course uses excerpts from a college-level text. Genres under consideration include Classic American Realism plays by such authors as Miller, Hellman, Hansbury, Williams, and Inge; traditionally underrepresented playwrights; Shakespeare; Noel Coward; Harold Pinter; Brecht. This course is in accordance with UC Honors requirements.

Technical Theatre

Students in this course study the craft of technical theatre. Students learn the principles of stage management, publicity, and producing, and design and implement stage lighting, costumes, sets, sound, props, and make-up. Work includes focusing on particular areas of interest in San Domenico theatrical productions. Participation in this course requires after-school, evening, and weekend hours. Upon approval, Advanced Technical Theatre is available as an Independent Study.

Ethics and Theater: Engaging in Civil Discourse

This is a UC-designated ("g") College-Preparatory Elective course. Please see the course description under Philosophy, Ethics, and World Religions.

Visual Arts Courses

The Visual Arts Department curriculum introduces students to a variety of media and new ways of problem solving, and teaches students to use the art vocabulary fluently, in both verbal and written forms. These courses emphasize authentic studio practices, which involves the development of both creative and analytical skills, as well as personal integrity, originality, thoughtfulness, and work ethic. The upper level classes promote an elevated skill level and original, high-quality art production. Small studio classes and personalized attention are central components of our philosophy and instruction.

Art 1

This 9th grade foundational class is designed to inspire an interest in art. In this UC approved class, students begin to develop perceptual skills in units that address the elements of art and principles of design. These introductory drawing, painting and sculpture assignments may include: still life, portraiture, the study of value and color, painting,ceramics, printmaking and more.

Art 2

This standards-based, UC-approved visual arts course guides students to deepen their technical and perceptual skills using a variety of exciting media and techniques.The course concentrates on 2-dimensional art through a series of structured drawing and painting assignments where students explore a range of creative solutions.. Verbal and written critiques will expand the development of ideas and enhance student ability to talk about art. The class integrates technology, research, reading, and writing in units that include art making, art history, and cultural connections. Students may create an ongoing journal/sketchbook.

Art 3

This advanced level course sharpens the skills and ideas learned in Art 2 through writing an artist statement, utilizing a sketchbook, and discussing and analyzing various artists and art movements. The projects allow students to envision and create artwork that is distinctly their own, with a clear point of view. Verbal and written critiques are a dynamic method for furthering student ideas and expanding their strengths as artists.

Art 4 Honors

Art 4 Honors explores advanced media and methods for the highly motivated and self-disciplined students. Students work toward developing their personal style and voice at an advanced proficiency level, to communicate ideas, themes, or emotions in realistic or abstract rendering.

Ceramics 1

This course explores handbuilding with clay as an artistic medium. Students learn processes of working with clay, as well as the historical and scientific facets of the medium. Students begin the year investigating vessels, using three different handbuilding methods to create functional forms. The second semester investigates the figurative form through sculpture by creating faces and large busts. Students learn to integrate contemporary art practices and art history into their work through the study and understanding the history of American ceramics and the history of ceramics around the world. Students participate in group and solo critiques following each project.

Ceramics 2

This course is designed for students who want to continue to develop their hand building skills at an advanced level. Students begin the first semester by reacquainting themselves to the medium through more advanced processes of creating vessels. Their work incorporates technical processes from Ceramics 1 as well new, more challenging techniques introduced at the beginning of the Semester. Second semester, students propose a semester-long project to the instructor. This semester-long project should explore either functional forms or sculpture. The project must incorporate elements of art history and contemporary art. Students participate in group and solo critiques following each project.

AP Art and Design Courses

RECOMMENDED PREREQUISITES: AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Prior experiences learning about and making art and design support student success in AP Art and Design.

The AP Art and Design program consists of three different courses: **AP 2-D Art and Design, AP 3-D Art and Design**, and **AP Drawing**, corresponding to college and university foundation courses. In this course, Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of an introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively.

* **AP Photography** falls under the AP 2-D Art and Design course.

Computer Science

The Computer Science department is designed to inspire students by offering a variety of classes that integrate multiple disciplines: science, technology, engineering, art, and mathematics (STEAM) and prepares students for the rigor of these disciplines. The courses utilize teamwork, computational thinking, and the engineering design cycle to develop projects that expand students' creativity, analytic thinking skills, and creative and cultural empathy.

Computer Science Courses

Unless otherwise noted, the Computer Science courses listed are UC-designated ("g") College-Preparatory Elective courses and may be used to satisfy the one-semester computer science requirement.

Introduction to Computer Science and Technology

In this one-semester introductory course, students will be exposed to a variety of topics in the fields of computer science and technology. Learning objectives for the course will focus on collaboration with others, developing problem-solving skills, and persisting through difficult tasks. Students will begin with an introduction to the digital tools and resources that will form the bedrock of their time at San Domenico. Then students will dive deeper into computer science topics such as algorithmic thinking, logical control structures in programming, physical computing and computer-aided design, binary and digital information, hardware, the internet and networks, artificial intelligence, and more. All of these topics will involve applying the computational and design thinking skills that form the foundation of the course, building a strong toolbox of problem-solving skills for all content areas. *(5 credits)*

Introduction to Games and Simulations

This course is the introduction to a 3-year Games and Simulations pathway. Students in this pathway learn relevant technical and artistic knowledge and skills to prepare for further education and careers in Game/Simulation Design, Game Programming, or 2-D/3-D Art or Animation. This introductory course is designed to give students a solid foundational understanding of game design, 3D and VR simulation design, and the fundamentals of the Unity Editor. The course covers Level Design, Shaders and Materials, VFX, Cameras and Lighting, Post-Production Processing, AI Navigation, Animation, Audio Effects, UI, the Script/Editor interface, and other creative and technical skills. *(This is a UC-designated ("f") Visual & Performing Arts course and may be used to satisfy the Visual and Performing Arts requirement.)*

AP Computer Science Principles

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, cybersecurity concerns and computing impacts. The course also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. (*This is a UC-designated Laboratory Science ("d") course.)*

AP Computer Science A

This is a one year course that will teach students to program in the Java language. The course emphasizes problem solving skills necessary to solve modern day problems. While no prerequisites are required in terms of experience with coding, those who have had previous experience with a text based language like Python or C will find the course much more accessible. The course will cover basic programming and moves on to expose students to object oriented programming as well. Time is spent examining style and conventions, and preparation for the AP Exam will also ask students to debug code as well as writing their own.

English

SD English classes are foundationally rooted in the belief that reading and writing are inextricably linked, and through reading, we become strong writers, and through writing, we publish material that audiences want to read. English classes are created to help each student develop strong skills in thinking, reading, writing, speaking, and listening through the study of works with literary integrity from around the world. Students develop and hone critical reading, writing and thinking skills that propel them to communicate effectively and logically with multiple audiences through a variety of writing genres, including but not limited to: expository writing, argumentative writing, creative writing, technical writing, essay writing,

persuasive writing, research writing, and writing for media. Students graduate as confident and competent thinkers, readers and writers who can communicate using multiple modalities.

English Courses

Unless otherwise noted, the English courses listed are UC-designated ("b") English courses and may be used to satisfy the four-year English graduation requirement.

English 9

English 9 introduces students to further mastery of reading, writing, and developing the habit of critical thinking. Students examine a wide range of texts from different literary genres: poetry, fiction, drama, and the essay. Students learn to annotate and analyze texts and to identify themes and employ literary devices. English 9 emphasizes the essential elements of expository writing, especially sentence, paragraph, and essay development. Our texts explore the universal concerns of humanity as expressed by the authors and the relevance of those concerns today.

English 10

This tenth grade English course builds on the skills that are taught freshman year, preparing students for more advanced reading and writing, as well as further developing class discussion and presentation skills. English 10 is a composition-based course, and many of the readings for this course will be taken from the composition text, *Models for Writers*. Students will write in various composition modes such as analytical, narrative, and comparison-contrast essays. Through a study of various literary forms, students will develop a broad yet concrete understanding of the purposes to which literature shapes our understanding of identity. Students will frequently practice critical writing and annotated reading skill-building in preparation for their junior year and beyond.

English 10 Honors

This challenging course is as described above in English 10 but serves students who read and write at an advanced 10^{th} grade level. English 10 Honors will feature additional and more challenging texts, more frequent writing assignments, and the instruction and curriculum will advance at a greater speed than the college prep English 10 course in order to prepare students for English 11 or AP Language and Composition.

English 11

This one-year college-preparatory American Literature course provides Junior-year students with the next level of reading, writing, and presentation experiences requiring critical thinking and text-based analysis. This course explores what it means to be an American and the "American Dream" as promised to its people the freedom to pursue happiness and the ways in which America has succeeded or failed to

live up to this promise. Students read a wide variety of genres of American literature, including novels, drama, poetry, short stories, and essays, in order to develop an appreciation of the breadth of American writing, developing competence in the elements of literary style, structure, and interpretive response. Students write in a range of forms and on an assortment of topics throughout the year in both formal writing and impromptu in-class essays and reading responses.

Senior English Electives

English electives are year-long or semester-long courses that are tailored for seniors. Placement depends on student choice, enrollment, and departmental approval. Please note that scheduling conflicts might limit student choice.

The Art of Rhetoric

This is an introductory course in rhetoric, or the art of the argument. How artful depends upon one's commitment and development as a reader and writer of purpose. We analyze rhetorical principles and apply those principles in our writing. Our goal is to prepare for college level writing; as one who thinks and writes clearly, coherently, and critically, we want our readers to want to read on and then reflect on what we've said. By creating personal and formal arguments, we develop individual voice and style. Our readings focus on the subject of race with such writers as James Baldwin, George Orwell, Eula Biss, Zora Neale Hurston, Ralph Ellison, and Nikki Giovanni. This course is more a practicum, where students write, revise and reflect, and less a lecture or discussion. *(5 credits)*

Banned Books

Book banning is the most widespread form of censorship in the United States, with young adult literature being a major target. Advocates for banning books fear that students will be swayed by their contents, which they regard as potentially dangerous. However, books are often banned with a higher political, societal, or moral agenda. The focus of this course is to read books that have been banned in schools in the United States in the last century by respectfully researching the historical context as to why they were banned, and analyzing, discussing, and writing about the larger ramifications of banning books. The reading list could include: the recently banned graphic novel *Maus* by Art Speigelman, *Huckleberry Finn* by Mark Twain, *The Catcher in the Rye* by J. D. Salinger, *The Color Purple* by Alice Walker, *The Lord of the Flies* by William Golding. *(5 credits)*

Creative Writing

Creative Writing is a senior English class that explores different genres of creative writing including memoir, poetry and spoken word, dramatic writing, and short story. Students read a variety of stories, essays, memoirs, and poems in studying craft and how writers add layers of meaning to their writing. The course is designed to set writers free in developing the skills for understanding and analyzing the art

and craft of writing fiction, literary nonfiction, and poetry. Class time is spent discussing the assigned readings, doing writing exercises, and participating in workshops. *(5 credits)*

Dystopian Fiction

Recently popular movies such as *The Hunger Games* and the *Matrix* series are just two examples of the widespread appeal of dystopian stories in our contemporary age. Living in an age where we feel threatened by climate change and other serious problems, it is not too surprising that dystopian novels and films have become so popular. In Dystopian Fiction, we will focus on some classics of dystopian literature with a bit of science fiction thrown into the mix. As we study these novels and a few films, we will consider how they address contemporary concerns regarding the relationship between nature and culture, gender and sexual identities, the individual and community, the erosion of democratic institutions, and the impact of scientific and technology. Course texts may include *Fahrenheit 451, Never Let Me Go, Brave New World, The Handmaid's Tale,* and *Slaughterhouse-Five*. *(5 credits)*

Mystery and Crime

"A mystery is more than a novel, more than a compelling account of people whose fate engages us. The mystery is a way of examining the dark side of human nature, a means by which we can explore, vicariously, the perplexing questions of crime, guilt and innocence, violence and justice" (Sue Grafton). This course will introduce the genre of crime fiction, clarifying its basic formulas and examining its various types of "heroes": the secret agent, the hard-boiled detective, the police inspector, and the amateur sleuth. Themes of the course may include the idea of justice; the shifting nature of the hero; debates about corruption, inequity, discrimination and exploitation; fear of the underclass and foreigners; women cast as the "victim"; the masculine hero; the use of disguise; true crime; and competing political forces in the Cold War. Literary works by authors such as Sue Grafton, Erik Larson, Stephen King, Dennis Lehane and Martin Cruz Smith are studied. *(5 credits)*

Journalism

Note: This a UC-designated ("g") College-Preparatory Elective course and does ***not*** *satisfy the SD English graduation requirement. Seniors enrolled in this course must do so in addition to a full year of English 12 electives or AP level English.*

Students in this course will produce the Upper School's first student-led newspaper, reporting the news of the school community, as well as issues and events of concern to the students. Students will learn communication theory, the historical background and responsibilities of a free press, and qualities of good writing through reading core literature and journalism models. Students will become familiar with the various types of journalistic writing: news, editorials, opinion, features, sports, narratives, columns, reviews, advertising copy, captions/cutlines, and headlines. They will produce material for publication by researching, interviewing, writing, and editing stories designed to inform, persuade, or entertain.

Student-written copy will reflect an aptitude for language communication while using correct conventions of English. They will also engage in production work in the areas of design, advertising, photography, and electronic publishing.

Senior Composition

Senior Composition is a composition-based Senior elective which focuses on the argumentative essay. The course is built around the composition text, *They Say / I Say*, a text which also focuses on argumentative writing, especially the strategy of designing one's argument in response to the opposition view. Students in this course will use the philosophies and strategies articulated in *They Say/ I Say* as they write and revise their essays. While some of the essays will focus on political topics, students will also have the opportunity to write argumentatively about personal issues such as friendship, community, and specific challenges in their lives.

World Literature

How does literature from Africa, China, Central and South America, Russia and the Pacific Islands align with and differ from Western literature? Cultures and societies are mirrored in the stories that arise from them; Shakespeare wrote that literature "holds a mirror, as t'were, up to nature".[MOU17] In this course, students will delve into poems, plays, stories and novels from non- Western countries across the globe, to understand better both the art and culture of the source countries and writers, and to discover the unifying themes that bind all stories and storytellers together. (5 credits)

Advanced Placement English Courses

AP English Language and Composition

The AP English Language and Composition course is an introductory college-level rhetoric class. The reading and writing in this course are designed to deepen and expand students' understanding of how written language functions rhetorically: to communicate purpose and elicit response. Students will cultivate their understanding of rhetorical arguments by exploring rhetorical situations, claims and evidence, reasoning and organization, and style. Students will also deepen their ability to evaluate, synthesize, and cite research to support their arguments by reading and analyzing multiple non-fiction sources from a range of diverse disciplines and historical periods. Students are prepared to write three different academic essays: Argument, synthesis, and rhetorical analysis, in order to successfully pass the AP exam given in May of each year. This course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. After enrolling in this AP course, students sign a contract and agree to meet all course requirements, including summer assignments.

AP English Literature and Composition

This year-long, college-level course is designed to prepare students for college-level literature and writing, while indirectly preparing them for the Advanced Placement Examination in English Literature and Composition. In this course, we will discover literary riches from around the world and across the centuries. We will investigate and study specific analytical approaches to a text and will implement these varying approaches through reading critically a breadth of poetry, short stories, novels, and plays. Throughout this process, we will pay close attention to the writer's language, intentions, and use of literary devices. In doing so, we will naturally and organically develop and refine the skills necessary to gracefully approach both the reading and the writing aspects of the Advanced Placement Examination in English Literature and Composition. You will learn how to analyze a variety of writings and to think inductively, which will arm you with the critical reading, thinking, and writing skills necessary for the rest of the year, the AP exam, for college, and for life.This course requires a considerable reading load and demands a serious commitment from students both in and out of class. After enrolling in the course, students sign a contract and agree to meet all course requirements, including summer assignments.

English Language Learning (ELL) Courses

Unless the proficiency level demonstrated through testing indicates full readiness for English 9, non-native English speakers entering SD in Grade 9 are enrolled in Literature & Composition and College Preparatory English Language 1, both of which are classes in the English Language Learning Program. All students entering Grade 10 are placed into English 10. Non-native speakers may additionally be placed into College Prep English Language Workshop if the proficiency level demonstrated through testing or their 9th-grade coursework indicates that they would benefit from continued support. All non-native English speakers in ninth through twelfth grades can receive support on a drop-in basis for English reading and writing tasks in any subject during weekly Writing Workshops.

Literature and Composition

Literature and Composition is designed to encourage a love of reading and writing, as well as to foster students' confidence in their developing English skills. This course is the freshman English class for international students and as such, it provides additional support in achieving academic reading and writing fluency. Through an introduction to short stories and
novels, students gain valuable historical and cultural knowledge while developing the analytical skills that deepen personal connections between the reader and stories, ultimately helping to prepare them for success in their high school English classes. Students explore elements of literature such as plot, point of view, character, and theme; they engage in composition practice focusing on the structure of the paragraph, the essay, and creative writing. Over the course of the academic year, students gain language skills, cultural context, knowledge of writing with technology, general academic skills, as well as grow competencies for working independently and cooperatively.

College Prep English Language 1

This workshop-based course is designed to complement and support Literature & Composition and is required for all non-native speaking incoming Freshman unless they demonstrate full mastery of the skills necessary to succeed in the English 9 class. Students write everyday in this class as well as review English grammar rules. The daily practice of writing increases English fluency and their academic English writing skills. Students participate in daily class discussions to enhance and build on their English speaking acquisition and fluency. This class also helps students increase their knowledge of the American usage of English, and American culture to prepare them for college preparatory courses. Students are given time to work on reading and composition assignments from their other humanities classes to apply the skills they are acquiring to a variety of different subjects and tasks.

Human Development & Physical Education

Health and Wellness programming at San Domenico provides students the opportunity to explore every sense of the word "wellbeing." From physical fitness to self-exploration, from healthy decision-making to making connections with each other, students learn how caring for themselves allows them to care for others. These tenets are woven into each year through specialized units in courses, orientation trips, Spring Discovery opportunities, grade level retreats, and the Senior Transitions program. Most specifically, however, we focus on health and wellness through SD's Physical Education requirements and Human Development courses.

Physical Education Requirements

The SD Physical Education requirement is designed to promote within students a sense of respect and responsibility towards themselves and their bodies and an appreciation of individual and group achievement. It provides students the opportunity to participate and develop skills and knowledge in group, individual, and lifelong activities, and is also designed to help students appreciate the value of fitness throughout their lives.

All students are required to earn twelve (12) Physical Education credits by the time they graduate. Student may earn credit through any of the following opportunities:

- Participation in one season of a San Domenico sports team: **three (3) credits**
- Participation in one semester of Strength & Conditioning (after school class): **three (3) credits**
- San Domenico dance course: **three (3) credits**

- After-school San Domenico dance class: **one (1) to two (2) credits**
- Participation in a trimester-length Co-Curricular PE-designated activity: **one (1) credit**
- Participation in an off-campus independent study can also earn PE credit with prior approval of the Athletic Director and Dean of Academics **(credits dependent upon activity)**

Human Development Courses

Human Development 1

Human Development is a required year-long course for all 9th Grade students. During this pivotal year, students will focus on self-reflection and discovery, while also discussing concepts such as identity, belonging, and connecting with others. Throughout the year, students will explore concepts such as academic skill-building, stress management, relaxation techniques, healthy relationships, sexual responsibility and education, mental health awareness, and community building.

Human Development 2

Students in Human Development 2 will build on the skills they discovered in 9th grade and continue to individualize their own approaches to self-care and supporting each other. With a focus on Identity, Diversity, Equity, and Inclusion, students will explore their own relationships to difference and adversity, and support each other to navigate the new challenges of Sophomore year. Further, students will continue to explore topics such as sexual identity and education, substance abuse, healthy habits, and study skills.

Mathematics

The Mathematics Department seeks to encourage students to learn and apply concepts of mathematics through interesting and challenging course work provided at each level of instruction. The major goal of teaching mathematics is for each student to gain knowledge and skill in the field in accordance with their ability. Students should continue in upper division courses beyond the three-year requirement in order to prepare themselves for any major for which mathematics is a prerequisite.

Mathematics Courses

All courses offered in the Mathematics Department are UC-designated ("c") Mathematics courses unless otherwise noted. All math students are required to have a TI-83 Plus or TI-84 Plus graphing calculator.

Algebra 1

This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Students will develop algebraic skills and apply them in a wide range of problem-solving situations. The concept of function is emphasized. Topics include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, rational expressions, and nonlinear equations.

Geometry

Geometric figures, primarily in two dimensions, are studied using multiple perspectives. Exploration and inductive reasoning accompanies a traditional Euclidean approach of deductive reasoning and an introduction to logic and formal proofs. Coordinate geometry and transformations are also used to study congruence, similarity, symmetry and other properties of geometric figures. Real-world connections are made and algebra is reviewed and applied.

Geometry Honors

This course is designed to provide students the opportunity to learn about the nature of geometric shapes and their applications to the real world. Students will learn how to reason and communicate logically and develop arguments both deductively and inductively. Additionally, students will extend their knowledge of algebraic concepts through the study of geometric relationships. Topics include properties of parallel/perpendicular lines, congruence and similarity of polygons, polygon characteristics, right triangle relationships (including basic trigonometry), properties of circles, transformations, and surface area/volume of polyhedrons. This course is designed to cover the same topics in the Geometry course but in greater depth and emphasis is given to the theory underlying the mathematical concepts and more challenging problems and experiential projects are included.

Algebra 2

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials and factoring, imaginary and complex numbers, quadratics, probability and data analysis, and an introduction to series and sequences.

Algebra 2 Honors

This course is designed to build on algebraic and geometric concepts, and delve into them more deeply and with more rigor than in the College Prep Algebra 2 course. This course is paced to prepare students for Precalculus Honors and, eventually, AP Calculus. It is assumed students will pursue a college major heavy in mathematics or science. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, probability and data analysis, and series and sequences. Please note that UC only recognizes an Honors designation for Mathematics (“C”) courses at the Precalculus level and higher.

Precalculus

The focus of this course is on understanding and analyzing the fundamental concepts of algebra, trigonometry and analytic geometry. Students will learn how algebra and trigonometry can be used in real-life problems. Throughout the course, numerical, graphical and algebraic methods will be emphasized.

Precalculus Honors

The focus of this course is on understanding and analyzing the fundamental concepts of algebra, trigonometry and analytic geometry. Students will learn how algebra and trigonometry can be used in real-life problems and important themes of calculus will be introduced from a conceptual perspective. Throughout the course, analysis will be performed numerically, graphically and algebraically. The pace and rigor of this course prepare students for Advanced Placement study of mathematics.

Calculus

This introductory course in Calculus is best suited to students who are not pursuing the Advanced Placement Exam in Calculus and are particularly interested in how the concepts apply in the social and life sciences. The course touches upon the major topics of limits, derivatives, and integrals and requires students to possess a certain level of competency in algebra, trigonometry, and functional analysis. Students are expected to engage fully and commit to the rigors of this upper level math course.

AP Calculus (AB)

This course is equivalent to Calculus 1 and the beginning of Calculus 2 of a three semester college level calculus course. Topics studied include limits, methods of differentiation and integration, and applications of differentiation and integration. At the end of the course students are required to take the Advanced Placement Calculus AB test offered by the College Board.

AP Calculus (BC)

This course is equivalent to Calculus 1 and most of Calculus 2 of a three semester college level calculus course. Topics studied include all of the AB topics, listed above, as well as improper integrals, series and sequences, and parametric, vector and polar equations. At the end of the course students take the Advanced Placement Calculus BC test offered by the College Board.

Introduction to Statistics

Introduction to Statistics is designed to provide students with an understanding of variation and the ability to summarize and make use of data, across a wide range of topic areas. The four major themes of the course are exploratory analysis, planning a study, probability, and statistical inference. Students engage with the material through a variety of hands-on activities and in-depth projects. The pace of this course allows students to develop and hone their curiosity, guided by each of these themes. Every unit culminates with an assessment or a project to demonstrate student mastery.

AP Statistics

AP Statistics is equivalent to an introductory college statistics course. Through preparing to succeed on the AP Statistics exam, students develop statistical literacy that will benefit them across a wide variety of college courses. Students learn through class discussion, experiential activities, readings, interacting with online resources, and solving many practice problems. AP statistics closely follows the course topics recommended by the College Board. Course topics include: exploring data, modeling distributions of data, describing relationships, designing studies, probability, random variables, sampling distributions, estimating with confidence, testing claims, and comparing populations or groups.

Multivariable Calculus

This course is the culmination of the standard college calculus series and undertakes the study of vectors in two and three dimensions, vector-valued functions, partial derivatives, and multiple integration. Applications include calculating surface area, centers of mass and centroids, and optimization in several variables.

Philosophy, Ethics & World Religions (PEWR)

In the Dominican tradition, students study the history and teachings of all the religions of the world. Within that context, they explore and discover their own beliefs through inquiry, discussion, and reflection. When they find their own ideals, they practice living them out in the world.

PEWR Courses

All courses offered in the PEWR Department are UC-designated ("g") College-Preparatory courses unless otherwise noted.

Global Studies

This course is a UC-Approved "a" History elective course. See Social Studies for the full course description.

Myth and Meaning

In the first semester, this class examines the teachings and philosophies found in the sacred texts of the world's major religions. Readings include selections from the Torah, the Gospels, the Quran, the Bhagavad Gita, the Buddhist Sutras and the Tao Te Ching. The second semester is dedicated to Project

Wayfinder. Project Wayfinder is a purpose learning curriculum. Within it are tools, drawing upon purpose development research and brain science, to help develop meaningful goals that positively impact our world. Underpinning each activity are personal philosophical questions such as: What shapes your worldview? What do you value? What impact do you want to have on the world?

Social Justice

In this yearlong course, students begin and end with how their personal and social identities have shaped their perspectives. The course unpacks concepts such human rights, identity, privilege, oppression, equality and the definition of Social Justice. Through discussions, reflections, and individual and team projects, students investigate the root causes of injustice. Together with the teacher, students work to understand the role and responsibilities of existing political, economic, and social systems in creating and perpetuating Social Justice issues as a catalyst for starting their capstone ROSE (Real Opportunities for Service) project.

Senior Electives

Ethics in Science and Medicine

Nanotechnology, Genetically Modified Food, the right to die, designer babies, and genetic testing are all topics being debated in new legislation and in the news today. These are a few of the many ways in which science and medicine are rapidly transforming how we are able to interact in our world. It will take a new generation of ethically aware scientists and technically informed citizens to lead the global community through the challenges we will face in the twenty-first century. It is essential to reconcile innovations in science with our responsibility to seek health, prosperity, equity, and dignity for all on a sustainable basis. In our informal debates and small-group discussions, our class explores many of these compelling questions. *(5 credits)*

Ethics and Theater: Social Justice on the Stage

Theater as a tool to engage in ethical and civic discourse dates back to the Greeks. This course uses theater and student-driven community education to explore Social Justice and Ethical issues of our times. With guidance from the instructor, the class creates, performs, and techs an original documentary play. The class researches the topic and, using the research and with guidance from the instructor, creates a documentary script to perform for the Upper School under the direction of the instructor. An important component of the course is peer-to-peer teaching on the central issue, and students create a study guide for use with the documentary. Through their work in the course, students reflect and engage in a vigorous discourse on a myriad of vital and timely issues surrounding our topic. *(5 credits)*

Human Condition

This literature course is presented through a philosophical lens. We begin by asking a fundamental question: What does it mean to be human? Although this is, decidedly, not a theory focused course, we do study the existential features of human- ness in a somewhat abstracted mode through some modern literature, which presents human-ness in surprisingly different and contestable ways. We begin by asking: What is distinctive about a human being? How are humans different from other beings, elephants for example? This spotlights a few key existential features and puts subjectivity and identity squarely at the center of the course. Our authors present some maddeningly, strangely, inexplicably, and wonderfully rich challenges to what we think about ourselves, qua human. Is there a writer more bizarre yet more grounded than Franz Kafka of bug fame? Will Albert Camus' Sisyphus ever succeed in pushing his rock up the hill? Gradually, we unfold a concept of self, raising serious questions about human agency, desires, nihilism, alienation, authenticity, autonomy, and freedom. *(5 credits)*

Philosophy

What is philosophy for? The answer lies within the name itself. The word philosophy comes from the Ancient Greek word φιλοσοφία (philosophia), which literally means "love of wisdom." In this class we explore the discipline of philosophy from its roots in antiquity to its role in our world today. Along the way we discover ways philosophy can offer insights into the most meaningful facets of our lives: relationships, education, work, money, and belief itself. Throughout the course we experiment with practices philosophers have developed to cultivate greater happiness and harmony within oneself and society. *(5 credits)*

Science

The Science Department offers a challenging array of college-preparatory laboratory classes, all of which stress observation, laboratory skills, and problem solving. Classes involve analysis and discussion of scientific phenomena, and prepare students to make informed decisions on environmental issues and technological advances.

Science Courses

All courses offered in the Science Department are UC-designated ("d") Lab Sciences unless otherwise noted in the course description .

Conceptual Physics

Conceptual Physics is an inquiry-based physics course to engage and understand processes and relationships that organize our world and Universe. It is the foundation for all other high school sciences and the gateway into engineering. From the very small to the vastly large, Conceptual Physics strives to make the laws of science and the universe tangible through answering essential questions. This course develops fundamental skills of interpreting patterns, correlating relationships, executive functioning, planning, teamwork, and the joy of discovery with demonstrations, labs, and projects! Conceptual Physics focuses on the ideas of physics using examples from everyday life where connections are emphasized over computation. This course emphasizes conceptual comprehension, critical thinking, scientific inquiry, teamwork, and investigation skills necessary to understand and apply the rules of physics. The core concepts include Newton's Three Laws of Motion, Pressure, Buoyancy, Projectile Motion, and Energy Transfer.

Physics

Physics is an exciting journey to discover the rules that govern the universe. This course emphasizes mathematical reasoning along with conceptual comprehension, critical thinking, scientific inquiry and investigation skills necessary to understand these rules. We will develop these skills as we explore motion, forces, momentum, energy, and properties of matter. Course work will be presented through experience-based activities and many hands-on projects that allow students to understand the science by creating an example of the topic at hand, as well as through group and class discussions.

Biology

This course is a comprehensive survey of topics in biology and includes such topics as ecology, cellular biology, biochemistry, genetics, evolution, classification of living things, human physiology and anatomy. The goal of the course is for students to increase their understanding of the living world so that they can find patterns, analyze information, and ask educated questions. Teaching techniques include lecture, discussion, labs, projects, papers and activities. Tests are typically given every 2 or 3 weeks and there is at least one project or paper assigned every few months.

Biology Honors

Biology is a course designed to expand the students' knowledge of the living organisms in this world. This is done through a variety of teaching methods, labs, group and individual activities, discussions and cooperative learning. Activities include laboratory investigations, data analysis, and scientific writing. The major themes of the course are the Skills and Processes, Ecology, Biochemistry, Cellular Biology, Genetics, and Evolution. This class will cover biology topics and concepts in depth and will include independent research and experimental design.

Chemistry

This course presents the principles of chemistry and helps students gain a strong foundation in scientific literacy. Major goals are to stimulate interest in science and to encourage a spirit of inquiry. The course

covers the basic properties of matter, solids, liquids and gasses, the atom, the chemical families, the Periodic Table, stoichiometry and chemical reactions, and includes laboratory techniques and keeping comprehensive laboratory records.

Chemistry Honors

This course is recommended for serious science students with a strong background in mathematics and who are interested in a rigorous, in-depth chemistry course. The concepts in this course focus on both quantitative and qualitative descriptions. Among the topics studied are atomic theory, stoichiometry, chemical bonding, chemical reactions, thermodynamics, solutions, and the different phases of matter. Lab work and keeping a lab notebook are important components of the course.

Electives

AP Biology

This is a rigorous college level course that requires students to apply skills learned from their previous science courses with a more in-depth, critical focus. AP Biology is designed for academically strong students with a keen interest in the biological sciences, and a willingness to devote at least 1-hour daily of after-school time for independent content study. The topics covered include biochemistry, molecular and cellular biology, heredity and molecular genetics, biotechnology, evolution, diversity, structure and function of organisms, populations and ecology. The course includes hypothesis- based laboratory experiments that mirror those performed in introductory biology courses offered at most universities.

AP Chemistry

The AP Chemistry class is designed to be the equivalent of a college introductory chemistry course usually taken by science and engineering majors in their first year of study. It is also for the student who desires to take a second year of chemistry in high school. The student is expected to have a solid background in the basic principles of chemistry prior to taking this class. This is a rigorous elective with a tighter focus than the first year Honors Chemistry classes. Topics covered in the first year of honors chemistry class are briefly reviewed, but not stressed. “How to” problem solving, equilibrium, kinetics, thermodynamics, and acid base chemistry will be covered in great depth. Laboratory work is also stressed, as much of the AP exam covers laboratory techniques and procedures.

AP Environmental Science

This course is the equivalent of a semester-long college course exploring the world around us, both natural and man-made. APES requires a rapid pace of one chapter every 1 to 2 weeks, but concepts

continually build and connect throughout the year. Each unit culminates in a summative assessment in the style of the AP exam; testing both knowledge and scientific skills such as data analysis, calculations and evidence based arguments. In order to practice the concepts, students will work on projects, presentations, debates, and labs. In order to explore these concepts students will gather information and make connections between many disciplines across the sciences including earth science, basic chemistry, geology, and ecology as well as economics, sociology and social justice. Students will investigate the Earth's resources (energy, water, air, soil/land, forests, wildlife/wilderness) and their management, as well as issues caused by waste and human population pressures. The class will explore both the foundational concepts and the interconnections between many of the problems as well as the solutions.

AP Physics C: Mechanics

The AP Physics C: Mechanics course is a national calculus-based course in physics. This course is equivalent to the introductory physics courses for university students that are looking towards a career in engineering or the sciences. The emphasis is on understanding the physics concepts and critical thinking skills, and using the concepts and formulae to solve problems mathematically . Topics for the class include Kinematics, Dynamics, Momentum, Energy in translation and rotation as well as Simple Harmonic Motion and Gravitation. Laboratory work is an integral part of this course.

Application of Physics in Engineering

This class is about engaging in the process of dreaming it, designing it and building it! Students are presented with open-ended, design challenges and the goal is to complete this design process, then be asked to reflect back on what has been created. Students use science to help to understand how to create something and, in doing so, come to understand how the physical world works.

Human Biology

This is a lab-based course that investigates structures and functions of the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. The course offers students an opportunity to probe topics such as homeostasis, anatomical and physiological disorders, and medical diagnosis and treatment. Students will design experiments and investigate the structure and function of the human body, and test and monitor body functions such as muscle movement, voluntary, reflex, and respiratory responses. Exploring science in action, students will build models to explain how systems work, work through real world cases, and play the role of bio-medical professionals to solve medical mysteries.

Ecology and Field Studies

This one-semester course will use our amazing campus and surrounding area to explore ecosystems and interconnected earth systems. If you like to work outside this is the course for you. Throughout the

semester students will learn ecology through hands-on experience by observing the environment, organisms and the habitats around us as well as learn field techniques, instrumentation and methodology for field research. Each unit will culminate with a project such as restoration, citizen science or completing an individual field research project. *(5 credits)*

Physical Geology

This one-semester course is an exploratory and interdisciplinary science course drawing on topics from physics, chemistry, and biology. As an introductory class in geologic science, the class will have an emphasis on the origin and evolution of both our planet and the solar system to include: nucleosynthesis, planetary accretion, and isotopic dating. Through history, we will then study the theory of plate tectonics and the geological processes involved, such as mantle convection, earthquakes and volcanism. Students will practice quantitative reasoning and mathematical concepts. Laboratory and field work will involve the practical study and identification of minerals, rocks, and common landscape features; the reading and understanding of topographic and geologic maps; and an introduction to geologic mapping. This will be a lab intensive course with hands-on experiments and an introduction to basic geologic field work. Class enrollment is open to all curious juniors and seniors. *(This 5 credit course is a UC-designated ("g") College-Preparatory course and cannot be used to satisfy the 3-year science requirement.)*

Social Studies

Through a wide range of courses, the Social Studies Department strives to put the present into context, to cultivate students' intellectual curiosity, and to inspire engagement in the civic process. By investigating multiple perspectives regarding gender, ethnicity, and world religions, students develop an essential understanding and appreciation of the complex and diverse needs of people worldwide. The social studies curriculum also provides an in-depth understanding of how historical, economic, political, psychological and environmental forces have shaped the world we live in today and how they will impact our collective future.

Social Studies Core Courses

All of the core courses listed are UC-designated ("a") History courses and may be used to satisfy the 3-year social studies requirement.

Global Studies

This course is intended to cultivate understanding, respect, and empathy for individuals and groups of people living both within our own community and globally. We begin with the question of why "where"

matters, considering how human life has been shaped and altered by unique environments. We then examine the current distribution of the human population across the planet, investigate what contributes to migration, and assess how migration can impact language, culture, and religion. All of this sets the stage for a deep dive into the origins of race and ethnicity and an exploration of the unique histories of Native Americans, Asian Americans, Black/African Americans, and Chicanx/Latinx peoples through specific case studies.

Modern World History

You are one of over 7 BILLION people living on Earth. Over 95% of the world's inhabitants live outside the U.S. and due to their own historical experiences, they see the world in very different ways. Today, we live in a "global village" connected to the rest of the world, and to be successful, we need to look beyond our own life experiences to understand each other. This course aims to help students understand why other parts of the world are the way they are today, why they may have different priorities and values than we do, how we can emulate past successes while avoiding the pitfalls, and how we can work as global citizens to create a more just and peaceful world. Through the study of colonization, the Enlightenment and Age of Revolutions, industrialization, and world wars, we consider some of the root causes of injustice in the world today and see how geography, economics, technology, and perceptions of race and ethnicity have shaped world events.

United States History

This year-long survey course offers a comprehensive overview of US history from its founding to the present, with considerable emphasis on the functions of the United States government and Constitution, and the events and ideas that affected the lives of all Americans. The course focuses on the social and political developments of the nation throughout history, emphasizing how these changes affected different groups of those who identify as American. Students practice their discussion skills, while also focusing on research, document analysis, current events, and group collaboration.

AP US History

The Advanced Placement (AP) United States History course offers a rigorous college level examination of the United States from the 1400's to the present. This year-long course challenges students not only to consider key historic events but also to connect broad themes such as identity, power, and global connection, as they appear within the landscape of the nation's past. In addition to the core text, primary and secondary readings, including excerpted works of literature, help students develop a more nuanced perspective of US history, and exemplify professional historical interpretations and evaluations. This course demands initiative and independent motivation, as course requirements include a considerable amount of reading, writing, and independent study. This course culminates in the comprehensive College Board AP exam in May.

Electives

All of the core courses listed are UC-designated ("g") College Preparatory courses. These electives are open to seniors and are also available to juniors when space permits.

AP Macroeconomics

Macroeconomics provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.

AP Microeconomics

The study of microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP Psychology

This is the equivalent to an introductory college psychology course. This social science course explores the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course investigates the history of and differences between the major philosophies and approaches in the field. Students investigate the biological basis of behavior through studies of the brain and the senses. Other topics include the nature/nurture debate of cognition, perception, emotion, learning, motivation, personality development, intelligence, social behaviors, and therapy. With so much to cover, this requires a rapid pace of one chapter every two weeks. Students are expected to keep up with the readings and participate daily in class. Students participate in discussions, activities, and class presentations and projects. Students will continuously be tested in the style and level of the AP test on a bi-weekly basis and be expected to keep up with chapter readings and outlines.

Applied Economics

Applied Economics at its most basic level is the study of choice. The class revolves around the following overarching questions: How do people, businesses, nations make decisions and interact with one another? How can individual wants and needs be balanced with societal wants and needs? What is the

role of government in an economy? What is happening with the national and world economy today? This course introduces basic macro and micro economic principles with a focus on the American economy. Students examine micro components of the American economy such as sup. The study of economics provides students with a structured way of seeing cause and effect relationships. Using the tools of economics, students can create economic models that can provide useful information in analyzing and navigating the financial world around them. Students participate in a personal finance/budget culminating project. *(5 credits)*

Government and Civics

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy approaches. *(5 credits)*

Ethnic Studies

Race structures life for people of every racial group in the U.S., and yet many people find race difficult to talk about and even more difficult to understand. Considering the centrality of race to American life, it is essential that students learn to talk about race, to understand the ways race works to privilege some and disempower others, and to access the histories and social movements of various individuals and communities that have challenged the status quo in a racist society. Ethnic Studies is designed to introduce students to important concepts, theories, and analytical frameworks that shape the field of Ethnic Studies and help us understand the ways race (among other intersecting determinants such as gender, sexuality and class) structures American society. This course explores concepts such as radicalization, the development of race as a social category, the relationship between race and U.S. imperialism, and the deep history of contemporary racial formations. The course uses interdisciplinary and comparative approaches to study race from many angles, which means the classes draw on and integrate work in history, sociology, cultural studies, anthropology, and law, among other disciplines, in order to develop holistic understandings of the lives of people of Native American, white, black, Latino, Asian, and Arab heritage. *(5 credits)*

Human Behavior

Human Behavior is a year long class that studies both an introduction to psychology and an introduction to sociology. In Human Behavior classes, students learn about the biological, psychological and social factors that influence how people act or respond to each other and events. Students are also introduced to the research methods used to measure human behavior, including rational decision-making, and data analysis. The course establishes a strong grounding in scientific principles and methodology. Other areas

of study are cognition, personality, human development, motivation, learning, group dynamics, culture, and abnormal psychology.

International Relations

Students study and analyze global foreign policy issues with a focus on conflict, human rights, and social justice. This semester course examines complex current events from a range of perspectives in an attempt to better understand their causes and the competing interests of various state and non-state actors. Students come to understand the nature of these issues, as well as, consider the ethical implications of various approaches to addressing the issues, and in turn, propose potential solutions. In addition to the factual knowledge and moral deliberations surrounding these topics, the class works on developing important skills in historical inquiry, analysis, and crafting arguments based on evidence. Because the content of our course is going on around us daily, it is important that students pay attention to international news on an ongoing basis, and look for news coverage from a range of reliable sources that reflect competing political ideologies. *(5 credits)*

Issues in American Democracy (Offered only during election years. Not available 2022-23.)

This seminar style course examines the context, mechanics, influences, and role of news media in US elections. Students will identify and analyze the factors and issues that influence contemporary politics, and develop an understanding of how the American electoral system works and why. In addition, issues like campaign finance laws, gerrymandering, the lack of women in positions of power, and foreign interference in American politics are explored. We look closely at the erosion of privacy and big data collection in the last decade, as well as the role "fake news" plays in crafting public opinion. This course aims to give students the tools and knowledge to help them be an active and effective participant in the political process, making sound, reasoned decisions in their role as a member of a democratic society. *(5 credits)*

World Languages

San Domenico Upper School's World Language Department requires completion of a world language through level 3 for graduation. Through immersion, regular practice, and continued work with authentic resources and materials, students achieve an advanced level of oral and written language proficiency. They learn about the people, customs and histories of the target cultures in order to successfully communicate with native speakers. Additionally, they challenge themselves to tolerate the ambiguity and imperfection inherent in the study of a second language. Teachers emphasize communication over explicit grammar instruction. Language lessons are meaningful, personalized and engaging. Course levels reflect the guidelines outlined by the American Council of Teachers of Foreign Language (ACTFL).

All of the language courses listed are UC-designated ("e") Language Other than English courses and may be used to satisfy the world language requirement.

Mandarin Courses

Mandarin 1

This is an introductory Mandarin Chinese course designed for beginning students. No background in Mandarin is presumed or required. The course focuses on developing communication in Mandarin about daily life and personal interests. Students are able to make comparisons and connections to their own culture and Mandarin speaking countries. Students will use technology to research, produce, publish, and collaborate with others. Students will also use age-appropriate gestures and expressions in very familiar, common daily settings. Students are exposed to Chinese culture to develop an understanding and appreciation for Chinese people, customs, behavior, and traditions. At the end of Mandarin 1, students are expected to reach the novice-high level as outlined by ACTFL.

Mandarin 2

Mandarin 2 is a yearlong course that continues the study and development of Mandarin. Students continue to develop skills in listening, speaking, reading, and writing. The course emphasizes fundamental communicative-based competencies, grammar, orthography, and Chinese-language cultures. By the end of the second semester, students write simple questions and sentences on a variety of familiar topics in Chinese. At the end of Mandarin 2 students are expected to reach the intermediate-low level as outlined by ACTFL.

Mandarin 3

Mandarin 3 is an in-depth continuation of Mandarin 2. It is designed for students who have acquired a familiarity with Pinyin and know how to write Chinese characters in the correct stroke order. They further expand their understanding of Chinese culture, extend their skills in grammar, and are encouraged to increase their communicative interaction with native speakers. The cultural activities are arranged to provide students with opportunities to enhance language and cultural learning. The class covers topics such as religion, music, performing arts, food, medicine, and holidays. At the end of Mandarin 3 students are expected to reach the intermediate-mid level as outlined by ACTFL.

Mandarin 4

Mandarin 4 students review and refine the language learned in previous levels of Mandarin, increasing their accuracy and fluency. This course covers new topics such as shopping, vacation, the community,

and includes more complicated conversations in the Chinese store . The class engages in many communicative activities, play games, perform skits, and create projects. This class is conducted predominantly in Mandarin and students must speak in Mandarin at all times. At the end of Mandarin 4, students are expected to reach the intermediate high level as outlined by ACTFL.

AP Chinese Language and Culture

AP Chinese Language is the equivalent of a fourth semester college course. Coursework provides students with opportunities to perform Intermediate to Advanced-leveled tasks and students are expected to achieve proficiencies throughout and sometimes beyond the Intermediate level. Students will explore themes related to contemporary and historical cultures. Students will use authentic Chinese materials and sources to develop multiple modes of communication, including two-way interactions in both writing and speaking, interpretation of audio, audiovisual, and printed materials, and oral and written presentation of information and ideas. The class prepares students for the Advanced Placement Chinese Language and Culture Examination.

Spanish Courses

Spanish 1

Spanish 1 is a comprehensive introduction to Spanish designed for beginning Spanish students. Students will learn to understand, speak, read, and write simple questions and sentences on a variety of topics. Proficiency-based methods and authentic materials are used to teach pronunciation, conversational skills, and grammar. Spanish 1 includes an introduction to contemporary Spanish and Latin American culture. This course is taught in Spanish. At the end of Spanish 1 students are expected to reach the novice high or intermediate low level as outlined by ACTFL.

Spanish 2

Spanish 2 builds on the communication skills acquired successfully in Spanish 1. Students continue to practice their communication skills through contextualized and authentic readings and listening activities. Students are able to produce more language in Spanish 2, to tell stories and recount events. Students increase their knowledge of the cultural diversity of the Spanish-speaking world. This course is taught in Spanish. At the end of Spanish 2 students are expected to reach the intermediate low or mid level as outlined by ACTFL .

Spanish 3

Building on the language skills learned in Spanish 1 and 2, Spanish 3 students will continue to develop oral and written proficiency in the language. There will be frequent opportunities for speaking, reading, listening and writing in Spanish. As fuel for our lively conversations we will look at topics such as art, relationships, driving, finances, and current events. We will look at these topics as they relate to our own

lives as well as their importance in the Spanish-speaking world. The course is conducted in Spanish and students must speak in Spanish at all times. At the end of Spanish 3 students are expected to reach the intermediate mid or intermediate high level as outlined by ACTFL.

Controversies in Latin America

In this course, students review and refine the language learned in previous levels of Spanish, increasing their accuracy and fluency. Many opportunities for speaking, reading, listening and writing in Spanish give students the chance to hone their language skills. Authentic materials–news articles, videos, films, songs, editorials– generate lively class discussions. We examine controversial issues in several Latin American countries such as, the pros and cons of the "Tren Maya", should Yale return artifacts to Perú found in Machu Picchu, the contested presidential elections in Nicaragua among others. These topics require students to formulate an oral or written argument and support it with evidence. This class is conducted entirely in Spanish and students must speak in Spanish at all times. At the end of this course, students are expected to reach the intermediate high/advanced low level as outlined by ACTFL. *(Must have completed Spanish 3 to enroll.)*

AP Spanish Language and Culture

This class prepares students for the Advanced Placement Spanish Language and Culture Examination. AP Spanish Language and Culture is the equivalent of a third-year Spanish language college course. Class is conducted entirely in Spanish. Students study the Spanish language and culture within the context of 5 themes: (1)Families & Societies (2) Language, Culture & Identity (3) Beauty & Art (4) Science & Technology (5) Quality of Life and (6) Global Challenges. Students advance their interpersonal communication with in-class conversations, spontaneous partner dialogues, and email replies. They perfect their presentational communication through speeches, debates, and cultural comparisons. They refine their interpretive communication skills through analysis of and reflection on a variety of articles and audio samples. Students are exposed to Latin American and Spanish cultures through different means including songs, movies, newspaper and magazine articles, short stories, poetry and excerpts from novels and plays. At the end of AP Spanish, students are expected to reach the advanced level as outlined by ACTFL.

Advanced Seminar in Spanish

The Advanced Seminar offers students a chance to delve deeply into Spanish and Latin American culture through literature and cinema, organized around thematic units. Some of the units include: "Life with a purpose" in which students read Unamuno's novel *San Manuel bueno Mártir* and Ruben Darío's poem, *Lo fatal* and ask what is a life well lived? Another unit is "Encounters", in which students read works related to the Spanish conquest of the Americas such as Augusto Monterroso's short story *El eclipse* and ask what types of knowledge are valued and by whom? In the unit "Parents just don't understand" students read Horario Quiroga's tragic short story *El hijo* and ask how much independence is the right amount to give a child and at what age? A high level of communication both spoken and written from

students is expected. Students will continue to develop their proficiency at the advanced level as outlined by ACTFL.

Extracurricular Program

Students can extend their in-class learning through a variety of options: advanced individualized study opportunities, academic teams and enrichment courses. With the exception of Co-Curriculars, these extracurricular opportunities are offered primarily after school and on the weekends. Unless otherwise noted, the courses and programs listed below are ***non-credit****.*

Afterschool Arts Program

The San Domenico Arts Program offers a variety of non-credit enrichment courses. These activities occur most commonly after school, and the frequency and timing of meetings vary by year. These opportunities include (but are not limited to):

- Private Conservatory Music Lessons
- Ensemble: Chamber Music, Piano Ensemble, Flute Choir or Classical Guitar Ensemble
- San Domenico Singers
- Sinfonia
- Theatre Performance Workshop
- Dance Ensemble
- Beginning Pointe
- Hip Hop
- Intermediate Ballet
- Visual Arts Evening Elective

Co-Curriculars

The Co-Curricular Program is a block of time integrated into the weekly schedule that is reserved for student interests and needs that are not otherwise represented in the official SD curriculum. The time is used for everything from opportunities for students to try sports that are new to them, such as lacrosse, to micro-courses in dance, cooking or archery.

Model United Nations

San Domenico High School's Model United Nations delegation is the oldest program of all independent schools in Marin. Our students participate in both the Stanford and Berkeley conferences every year. In the last few years, our student delegates have won multiple research awards and one delegate award for research, presentation, and debate on topics such as containing the spread of contagious diseases, empowering women in the Middle East, increasing access to much needed healthcare in Africa, and

responding to the proliferation of nuclear weapons. Model United Nations provides a meaningful forum for students with interests in international relations and problem-solving to collaborate, discuss, and interact with like-minded students from around the world.

Speech Team

Speech Team is a competitive activity in which students can compete in over a dozen very unique events, ranging from impromptu speaking to acting to poetry and prose reading, as well as informative presentations. Students are judged against their competitors at tournaments, competing for a chance to compete in the final round of the tournament, and boost the overall team score. We compete in at least 4-5 tournaments each year, including tournaments hosted by Stanford and Berkeley.

Teacher Assistant

A teacher assistant helps the instructor in the set-up and clean up of activities and performs other curricular related duties. Interested students should seek out the teacher for the subject of interest. If the schedule can work final approval will be given by the supervising teacher and Dean of Academics.

Yearbook

Yearbook is an opportunity for students to collaborate with their peers and produce a piece of history that students, staff, and community members will be able to carry with them forever. Students help develop the theme and cover art. They also practice a wide range of skills including: writing stories for various events, taking photographs, conducting interviews, and learning an online graphic design program. We work under real financial deadlines and celebrate all of our successful submissions. Students on staff are first to view the final product and lead the distribution of yearbooks to the rest of the school.

Signature Programs

San Domenico seeks to develop unique, signature programming that addresses the personal development needs of students, encourages their academics and creative growth, and responds to the changing needs and demands of our 21st Century world.

Digital Arts Program

The Digital Arts Program empowers students to become active digital citizens. Within each course, students learn to decode contemporary texts and digital content, to use 21st century tools to engage with their worlds in meaningful ways, and to express their sense of purpose through real-world production. In the Digital Arts program, learning is personalized, collaboration is organic, and expertise is

synthesized into college level, interdisciplinary work. The Digital Arts Program exists at the intersection of technology, society, the arts, and humanity.

Game Design Academy

The Game Academy is a three-year program that gives students the experience of being a practicing member of the 3D video game industry. Students have the opportunity to focus on a branch of the industry, Software Engineering, Digital Art, or Narration Design. They learn the fundamentals of game design and simulations so that they can best function as professionals when they enter the field.

Philosophy, Ethics & World Religions (PEWR)

The Philosophy, Ethics, and World Religions courses study cultural thought and belief systems, historical events, theological concepts, and philosophical issues and movements. Students explore principles of decision-making, inquire into the spiritual dimensions of life, and develop their understanding of the meaning of interconnections with self, with others, with God, and with the universe. Course offerings honor the diversity of beliefs within the context of the Dominican tradition.

Real Opportunities in Service Education (ROSE)

A vital facet of the junior year is the design and implementation of a service learning project. San Domenico students are not simply “helping” by volunteering, or logging volunteer hours. The Real Opportunities for Service Education (ROSE) Project is a two-year commitment to an issue with reciprocal benefits for both the community and the student. The project begins when the student writes an Action Plan to choose a justice issue that will be the focus of their project. The student then identifies a group with which they will work or designs their own project. After completing their projects, the students present them at a special evening event that includes SD faculty and students, family and local community members.

Spring Discovery

For one week in April, the 9th-12th grade students have the opportunity to do fully immersive, project-based, experiential learning and discovery outside of the classroom. Each grade takes a trip that offers students the opportunity to stretch their limits and deepen their sense of community. The trips are carefully planned to connect both with the developmental themes of each grade level and the common grade-level curriculum. In addition, our outdoor trips at the 9th and 10th grade levels introduce students to a wide variety of outdoor activities, including backpacking, kayaking, river rafting, camping,

hiking, canoeing, and snorkeling. No previous experience is required and activities are also provided to provide challenges for those students with more outdoor experience.

STEAM Program

The Science Technology, Engineering, Art, and Math (STEAM) Program facilitates multidisciplinary and project-based learning across departments. Teachers across disciplines work with the STEAM Integration Specialist to generate innovative projects – many of which are completed in the 3D Lab, the physical heart of the program. As students work to complete projects, they are encouraged to use not only the knowledge gained from coursework but also to develop the skills to solve tough problems, gather and evaluate evidence, make sense of information and design innovative solutions.

Sustainability Program

Our ecoliteracy program is integrated into the K through 12 curriculum with environmental education, engagement, and stewardship at the core of who we are and what we do. SD's 515 acres and faculty counsel provide students the time and space to work and learn outdoors, allowing for a natural development of reverence, respect, and care for the land. Here students learn to think critically, analytically, and contextually using real life, hands-on, integrated projects to solve real world problems. Ecoliteracy at San Domenico means our students develop a sense of their place on the land, in our community, and in the world at large. We continue to push the boundaries, to explore where we can reduce our ecological footprint and educate globally minded citizens. Students in the Upper School have the opportunity to participate in our Sustainability Program by joining Green Team and co-curriculars, such as Gardening.

Virtuoso Program

The Virtuoso Program is designed for Upper School students who are exploring their potential as string musicians and wish to dedicate themselves to a rigorous academic and musical curriculum. San Domenico is the only upper school in the nation that offers an integrated and intensive music program, combined with college preparatory academics, that prepares students for music careers. Limited enrollment guarantees personal attention for every student.

Wayfinder

Starting in the winter of 2019, San Domenico partnered with Stanford d.School's Project Wayfinder, a curriculum that utilizes a wayfinding metaphor—using traditional and indigenous navigation techniques and skills to journey through the natural world—to equip students and teachers with tools and skills to create purposeful lives. This collaboration has brought forth another layer of learning, as the Wayfinder

curriculum has been integrated into both the 9th Grade Human Development and the 10th Grade Myth and Meaning curriculum, providing students with the opportunity to develop a sense of personal purpose and meaning.