



COURSE
OF
STUDY

2022-23

GEORGETOWN DAY SCHOOL MISSION STATEMENT

Georgetown Day School honors the integrity and worth of each individual within a diverse school community. GDS is dedicated to providing a supportive educational atmosphere in which teachers challenge the intellectual, creative, and physical abilities of our students and foster strength of character and concern for others. From the earliest grades, we encourage our students to wonder, to inquire, and to be self-reliant, laying the foundation for a lifelong love of learning.

HIGH SCHOOL CURRICULUM OVERVIEW

School should prepare students for life as well as college. A GDS education engages students with real-world problems, motivates them by placing them at the center of their learning, teaches them to collaborate across difference, empowers them to connect with resources both at school and beyond our campus, challenges them to think critically and creatively, and prepares them to be active citizens in the world. These beliefs guide the High School to recommend the following course of studies for all its students.

RECOMMENDED COURSE OF STUDIES

The recommended course of study for the High School is:

- 4 years of English
- 4 years of mathematics
- 4 years of a world language
- 3–4 years of natural and physical sciences
- 3–4 years of history and social sciences
- 1 year each of performing and studio arts
- 2 years of physical education
- 9th grade seminar

MINIMUM REQUIREMENTS

The minimum requirements for receiving a Georgetown Day School diploma are:

- Arts, Performing: One year of performing arts.
- Arts, Studio: One year of studio art.
- Community Service: At least 60 hours of service (See guidelines under Community Service.)
- English: Four years of assigned English.
- History and Social Sciences: 9th Grade: Communities and Change; 10th Grade: African History, Asian History, Latin American History, European History, or World History; 11th Grade: U.S. History, UL U.S. History, or American History Studies.
- Mathematics: Three years of math while in high school.
- World Languages: Two successive years of the same language completed in high school.
- Ninth Grade Seminar: A required course for all 9th graders. The course covers study skills and strategies for success in high school, as well as concepts of identity development and cross-cultural communication.
- Physical Education: Two years of physical education, taken freshman and sophomore year.
- Science: Three years, of which one is a life science (9th grade biology) and one is a physical science.

COURSE LOAD

The required minimum for each semester's work is five academic courses, unless special circumstances arise. Many students elect to take additional academic, fine arts, or elective courses. GDS encourages all students to pursue their individual passions while exploring our diverse curriculum. Students who persist through our curriculum will be well positioned to gain admission to many colleges and universities. Highly selective colleges will expect students to explore beyond the minimum requirements for a diploma. All students must have at least one free period.

COURSE LENGTH

Except where noted, most courses are yearlong (two semesters).

COURSE CANCELLATION

At the School's discretion, any course in which the enrollment is fewer than ten students may be canceled.

INDEPENDENT STUDY POLICY

If a student in their junior and senior years has a particular interest in a subject that is not covered in our curriculum, they may apply to complete an Independent Study. An Independent Study course is the equivalent of a regular academic course with the same level of rigor expected.

- Independent Studies will be evaluated on a Pass/Fail basis.
- Each Independent Study will be limited to a maximum of three students.

In order for an Independent Study to appear on a GDS transcript the Independent Study must be:

- Supervised by a member of the GDS faculty
- Approved by the Assistant Principal for Academics
- Approved by a Department Chair



To be approved for an Independent Study, a student must submit an application (available in the Assistant Principal for Academics' office) that clearly and thoroughly describes the work to be completed, the resources necessary for completion of the work, the scheduled meeting times between student and faculty mentor, and an explanation for how the student work will be assessed. Copies of all assessments that are given in an Independent Study will be filed with the Assistant Principal for Academics. Proposals for Independent Study will not be accepted after the deadline for adding a course.

PASS/FAIL OPTION (JUNIORS AND SENIORS)

Students in their junior and senior years have the option to take one course pass/fail each semester.

Eligible Courses

The P/F option may not be used to fulfill department requirements but could apply to courses that fulfill the five academics per semester requirement. A select group of courses determined by individual departments may not be taken pass/fail. See stipulation about sequential courses under pass/fail grading (next).

Pass/Fail Grading

A 60 or better is a passing grade. In sequential courses (i.e., math, science, and language courses), a 70 or better is required to move on to the next course. Students whose average grade is between 60 and 70 may not be eligible to take the next course in the sequence without intensive remedial work as determined by the department chair and Assistant Principal for Academics.

Pass/Fail Process

Students may take one course pass/fail per semester and have at least four courses that are assessed with grades. Students may elect to take a course P/F up through the end of the first progress period. Students must request to take a course P/F from the appropriate department chair and also get approval from the College Counseling Office and the Assistant Principal for Academics.

COMMUNITY ENGAGEMENT

Students must complete 60 hours of approved service at no more than two locations. At least 20 hours must be completed by the beginning of junior year. The 60-hour community-service requirement must be completed and submitted to the Community Engagement and Experiential Learning office by January of senior year.

UPPER LEVEL (UL) COURSES

Upper Level (UL, marked **UL**) courses represent the most challenging level of coursework offered at GDS. Students in UL courses examine the material at the highest levels with sustained intellectual independence. These classes often involve increased expectations for time spent out of class.

LIBRARY • INFORMATION & LITERACY SKILLS

The GDS library program supports the curricular mission of GDS by providing print and online collections, managing welcoming library spaces, encouraging exploration of identity via interactions with media, supporting independent reading and individualized learning, and teaching information skills. In the High School, the librarian teaches students effective research skills and information-finding strategies, including efficient searching, critical evaluation of sources, and ethical and responsible use of intellectual property. This occurs through project planning with other departments, co-teaching within classrooms, stand-alone lessons, reference interactions, and individualized instruction. The library is available for reference, research, and readers' advisory for the entire community, encouraging lifelong habits of library use to prepare our students for life beyond GDS.

NINTH GRADE SEMINAR

Diversity and Equity: The Intersections of Identity

The 9th grade seminar will focus on identity and points of connections within groups. The start of high school is a key time to examine identity and how it reflects personal as well as community values. Building a campus culture that embodies equity, inclusion, and engagement is essential for equipping today's students with the knowledge and skills necessary to successfully and compassionately address the increasingly complex challenges of our global society.

SENIOR QUEST

All seniors participate in a Quest, or investigation, in which they apply their curiosity, talents, interests, skills, and knowledge to a question, task, creation, or issue of relevance to the student in particular as well as to a significant constituency outside of the GDS community. Quests call for teamwork, a multi-disciplinary approach, community involvement, demonstrable social value, and presentation and communication skills. Quest proposals are due in February of senior year. Work on a Quest may begin once approval has been granted by the Senior Quest Committee, composed of GDS staff and seniors. Seniors present their Quests results to parents, staff, and invited guests at the Senior Quest Night in late May.



ARTS: PERFORMING

Graduation Requirement: One year of Performing Arts
One semester courses may be combined with any other one or two semester course to meet the full year Performing Arts credit. The two semesters do not have to be in the same academic year.

THEATER

Acting I

Practice the basic skills required to be an actor. Begin your journey with an exploration of the actor's vocal, physical, and psychological instrument while building skills and creating characters using fun exercises. Discover in what ways an actor's body, voice, and imagination are used when creating/performing a character. Experience how warm-ups for each part of the actor's instrument help ready an actor to perform. Discuss the negative effects of performance anxiety and explore ways to release oneself from its power. Connect and embrace the power of working as an ensemble in a safe learning environment. Uncover clues an actor uses when analyzing a script.

Acting II

Prerequisite: Permission of instructor or audition

Plunge into scene work through in-depth text analysis, concentrated partner work, and full investment in given circumstances. As the first step in the continued study of the craft of acting, students in this class explore ways to activate contemporary texts in rehearsal and performance.

Scene Study

Prerequisite: Acting II

In this course students will apply the lessons of Acting I and II to the preparation, rehearsal, and presentation of scenes, focusing on contemporary realist plays, mid-20th century to the present. Scenes are presented in class for critique, then reworked to explore and apply the feedback. Technique exercises will be introduced diagnostically to address problems as they arise. An important course for students wishing to participate in extracurricular theater, including directing a One Act.

Directing for the Stage

Prerequisite: One course from the GDS High School Performing Arts Department acting track and permission of instructor.

This course for the advanced theater student concentrates on the vision and the methods of significant directors of American,

European, and Japanese theater, including Stanislavsky, Meyerhold, G.B. Shaw, Peter Brook, Suzuki, Joseph Papp, and Craig Wolfe. Plays studied include those from the classical repertoire, including Shakespeare, Chekhov, and Brecht, as well as contemporary works by recognized playwrights such as Mamet, Fugard, McNally, and N. Shange. Students study the theatrical values in Ancient Greek theater. Students both direct and act in each other's projects and direct designers and actors from other classes in the department. Student work is performed in the Lunchbox Series and the spring theater arts showcase. Instructors include a director, acting coaches, and a variety of guest artists. This course is recommended for students who wish to direct a show in the Winter One Acts series. Students attend several professional productions.

Theater Production

Theater Production examines elements of technical theater and how the practical skills gained in that subject can apply to everyday living. This is a project-based class grounded in the different areas of technical theater: scenic, lighting, sound, props, and costumes. Students will learn about the history of each discipline, complete a project on design, as well as a project on a skill from that discipline. Technical skills include drafting, understanding light plots and instruments, sound manipulation, basic sewing skills, basic power tool usage, and problem-solving, as students expand their skill sets through hands-on-learning.

Advanced Theater Design and Technology (Spring)

Prerequisite: Theater Production course or equivalent experience.

This course continues the progression from Theater Production by focusing on design and advanced technical skills. In the design part of the course, each student will select a theater discipline (scenic, lights, props, sound, or costume). Through script reading, analysis, research, discussion, and presentation, students will hone their design and communication skills, following the regional theater process, from first production meeting to presentation of final designs. For the technical elements of the course, each student will work with the instructor on an area to increase their skills. Projects will vary by discipline and will also identify real-world challenges. This process will equip students with the skills necessary to meet those challenges. Students will have access to working professionals in the field.



AutoCad (Fall)

AutoCad is a computer-aided design program that is the industry standard for architecture, engineering, and theater design, as well as many other professions. In this class, students will learn 2D drafting basics and expand into 3D drafting. Students will apply principles learned in geometry and other math courses to create drawings that are clear communication tools. This type of drawing asks students to determine how structures work and how to describe that information graphically. The goal of the course is for students to be able to create clear drawings as tools of communication, and in the process to increase their spatial awareness.

DANCE

Introduction to Ballet (Full Year)

Ballet is a multi-level class that focuses on learning and refining basic technique as well as learning beginning ballet steps. Once students have mastered basic skills and steps, higher level technique is incorporated into the understanding and exploration of both ballet choreography and history. Through exercises, choreography and discussions, the course emphasizes not only specific technique, but also polishing one's own style. The course will involve significant physical study with additional work including viewing films of live dances, discussion, and writing projects.

Ballet II (Full Year)

The study of classical ballet for the student with previous experience. Students will work on refining their execution of techniques, including turn out, placement, and alignment. Students will practice in detail the mechanics, dynamics and artistic qualities of ballet. Students will perform in Lunchtime Showcases. Class includes trips to the ballet and visits from guest artists. This course is highly recommended for students interested in any and all forms of dance and for those wishing to choreograph for Fata Morgana.

Introduction to Tap Dance (Fall)

Tap is a multi-level class that focuses on learning and refining basic technique, as well as learning beginning tap steps. Once students have mastered basic skills and steps, higher level technique is incorporated into the understanding and exploration of both tap choreography and history. Through exercises, choreography, and discussions, the course emphasizes not only specific technique, but also polishing one's own style. The course will involve significant physical study with additional work including viewing films of live dances, discussion, and writing projects.

Tap II (Spring)

This class is for students who have cultivated the basic vocabulary of tap and have at least one year of experience. Students will learn more skills and vocabulary and develop strong technique. Students will explore original combinations, simple time steps, paddle and roll combinations, and music fundamentals. Students will perform in Lunchtime Showcases. Class includes trips to musical theater and visits from guest artists.

Introduction to Jazz Dance (Spring)

This is a historically informed jazz technique class. Class will focus on rhythm and syncopation, musicality, and improvisation. Dancers will develop flexibility, strength, range and ease of motion, and technique. Working from a strong center, dancers will find freedom in the use of torso and limbs, a sense of dynamics and initiation of movement, and balance and control in breath. An important class for students wishing to participate in extracurricular musicals or choreograph for Fata Morgana. Class will include trips to musical theater and visits from guest artists.

Jazz Dance II (Fall)

Prerequisite: Audition and permission of instructor

A historically informed jazz technique class for dancers with at least one year of experience in jazz or ballet. Class will focus on rhythm and syncopation, musicality, and improvisation. Dancers will work on flexibility, strength, range, ease of motion, and maintenance of technique. The class is structured to allow dancers to work to their fullest potential, using technique to efficiently and effectively communicate with the choreography. With traditional jazz combinations, dancers become magnetic and confident performers. Recommended for students wishing to participate in extracurricular musicals or choreograph for Fata Morgana. Class will include trips to musical theater and visits from guest artists.

MUSIC

Music Theory Fundamentals (Fall)

This course will focus on foundational components of music theory including pitch, pitch class and class collection; rhythmic hierarchy; simple and compound meters; major and minor diatonic scales; pentatonic and whole tone scales, melodic and harmonic scales; and metric displacement. The course will examine both Western and non-Western techniques such as West African rhythmic construction, Indian Raga scale construction and application, Middle



Eastern modal construction and application, and Asian melodic techniques. This course is recommended for students wishing to take the UL Music Theory and Composition course.

Music Theory and Composition

Prerequisite: One course from the GDS HS Performing Arts Department and permission of instructor

In this course students will learn the rudiments of musical structure and form. Topics include sound and notation, rhythm, melodic writing, ear training, and chord progressions. In addition to these theoretical concepts, student will work with the compositional elements of orchestration, balance in structure, motivic development, and setting text to music. Students will also learn keyboard technique. Students will present their arrangements and compositions at public performances.

Music and Power (Fall)

Societies have used music as a tool of power for centuries. This course will examine how music was used in terms of nationalism, subversion, war, and protest. How did the Nazi party use the music of Carl Orff? How did American hymnody promote the Civil War? What are the hidden messages of American slave music? What does Rap really talk about? Why is the Broadway musical so catchy yet so thought-provoking? Probing these topics and more will arm students with the skills to critically examine the music we consume and mine it for deeper truths. Throughout the semester, students taking this course will perform appropriate music associated with the topics studied. Additionally, they will offer a public presentation of their findings from this course.

Music and Religion (Spring)

The Western music canon is rooted in Christianity. When tracing the history of Western music, scholars begin in the Medieval church and track its development against Western Christian polity, reformation, and rebellion. But what of other major world religions? How does music function in religious settings outside of Christianity? How did non-Western music develop in conjunction with other religions? This course explores the partnership of music and religion and will compare its religious function in Buddhism, Hinduism, Judaism, Islam, and Christianity. Throughout the semester, students taking this course will perform appropriate music associated with the religions studied. Additionally, they will offer a public presentation of their findings from this course.

VOCAL MUSIC

Chamber Choir

Prerequisite: Audition/Permission of the Instructor.

Chamber Choir is a 24-voice mixed choir and open to all GDS students. The curriculum includes music from the Western canon, Africa, Asia, Latin America, and the Muslim World. Particular attention is paid to music literacy, music theory, music appreciation, and some form and analysis. The course is designed for s. Included are a Spring Break performance tourtours and a rigorous concert schedule, which includes participation in GDS Singers at the final rehearsal and concert of each semester.

TOLV (Full Year)

Requirements: For students in grades 10-12 who have completed one year in GDS's choral ensemble. TOLV is by permission of instructor and limited to 3 soprano, 3 alto, 3 tenor and 3 bass voices.)

TOLV is a highly selective, 12-voice, mixed ensemble. The ensemble explores chamber music of the Western canon, Africa, the Muslim world, Asia, and Latin America. Particular attention is paid to ensemble building, music literacy, intonation, international phonetic alphabet, and appropriate performance practice.

INSTRUMENTAL MUSIC

Jazz Improvisation and Creative Music Lab (Introductory Level)

Jazz Improvisation Lab is open to all students of any instrument. The Lab provides answers to the question, "What do I play?" when asked to improvise. The course develops instrumental technique, as well as a foundation in music theory. Activities in class include reading notated music, playing by ear, improvising, and learning to read chord progressions and notation. The course includes opportunities to perform on and off campus throughout the year.

Jazz and Creative Music Chamber Ensemble (Advanced Levels II-IV)

Prerequisite: Jazz Improvisation. Open by audition or permission of instructor.

Jazz Chamber Ensemble is an advanced-level jazz ensemble for mixed instruments. Improvisation, written music, and ear-training/theory are incorporated into the creation and performance of arrangements of music from the standard



jazz repertoire and creative music. Students will participate in several performances through the year on and off campus. Jazz Chamber Ensemble and Jazz Ensemble-Big Band will combine for special events and repertoire presentations.

Jazz - Large Ensemble (Advanced Levels II-IV)

Prerequisite: Jazz Improvisation. Open by audition or permission of instructor.

The Jazz Ensemble is a classic big band (reeds, trombones, trumpets, guitar, piano, bass, drums) as well as other instruments (flute, clarinet, vibraphone, violin, etc.) performing music from the Swing Era and beyond. Written music, “head” arrangements, improvisation, and more culminate in performances with concerts of music by Duke Ellington, Count Basie, Sun Ra, and contemporary big band composers. Students will participate in several performances throughout the year on and off campus. Jazz Chamber Ensemble and Jazz Large Ensemble will combine for special events and repertoire presentations.

Jazz ^{UL}

Prerequisite: Permission of instructor

This course focuses on repertoire for small groups and on improvisation techniques. Students will hone skills acquired in previous jazz courses. Arranging, theory, and the business of making music will be explored in order to give the students a fuller picture of a music career. Students will record, tour, and participate in competitions and festivals.



ARTS: STUDIO

Graduation Requirement: One year of Studio Art

The studio art department offers a comprehensive curriculum that fosters skills and creativity in a variety of media.

Students may begin their study of art in ceramics/sculpture, photography, drawing/painting, digital media, graphic design, or film and animation. Advanced courses are available once students have completed a first year in a specific course.

Students are advised to begin their study of art in 9th or 10th grade in order to meet the requirement for graduation and to allow time for advanced study for those inclined. The curriculum emphasizes the study of fine arts, digital arts, and principles of design and complements these skills with research projects including museum visits and historical and contemporary artist studies.

Foundations in Ceramics & Sculpture

This course introduces students to a range of three-dimensional media, with a strong emphasis on wheel-thrown pottery.

Students learn how to prepare clay, use a variety of glazes, and successfully operate a pottery wheel. During the first semester, students complete a broad range of wheel-thrown vessels, while in the second semester the course focuses on a more hand-built and sculptural approach to form. Work will be completed using clay, plaster, plastic, wood, paper, and found objects. Projects will range from realism to abstraction. Students electing this class should expect to get messy and be challenged to be resourceful and imaginative in their art-making.

Advanced Ceramics & Sculpture

Prerequisite: Foundations in Ceramics and Sculpture

Advanced Ceramics and Sculpture is for students who are exceptionally motivated and work well independently. Although not specifically an AP course, students may elect to focus their work on preparation of an AP 3D portfolio. Students will work directly with concepts of design and articulate artwork that clearly reflects an understanding of these principles. In addition to refining skills and building their craft as potters, students will tackle more challenging assignments in sculpture. The objective will be to help students learn to articulate a cohesive vision, while producing engaging artwork.

Foundations in Drawing & Painting

This introductory drawing and painting course offers training in basic and advanced techniques of drawing and painting.

Foundational skills will include color theory, composition, proportion, value, form, brushwork, perspective, and working from life. Students work in a variety of traditional and digital methods that challenge them to see more analytically while gradually expanding their repertoire of skills. Students work toward building a portfolio of artwork that meets the criteria for advanced course work and reflects their unique vision.

Advanced Drawing & Painting

Prerequisite: Foundations in Drawing & Painting

This class is for highly motivated students who want to further their studies in fine, abstract, and conceptual art as well as prepare a portfolio for the UL Master Studio: Interdisciplinary Workshop course or college applications. Students also learn to develop a variety of traditional and multimedia skills.

Projects are designed to help students further develop their technical and conceptual skills, including landscape painting, life drawing and oil painting, technical and architectural drawing, themed and identity-based projects, and anatomical studies using the skeleton and live models.

Master Studio: Interdisciplinary Workshop

Prerequisite: Advanced Painting & Drawing or Advanced 2D Art

This course is geared toward students wishing to be challenged by further developing their portfolios and/or pursuing the AP exam. Highly motivated students should be resourceful, creative thinkers, and be able to work independently while experimenting with various mediums in their work. Students will experiment with any of the following projects: prompt-based projects, group projects, murals, large-scale paintings, social justice projects, original drawings, multimedia, graphic design, and digital art. Students will participate in field trips, critiques, and discussions about current, past, and multicultural art movements. Students will also learn how to prepare high-quality college portfolios, write artist statements, develop online portfolios, apply for internships, and participate in major scholarship competitions.

Foundations in Digital Photography

This course provides a comprehensive experience in current photographic processes. It introduces students to the technical and visual processes of photography. Students examine how digital technology has transformed photography from a medium of absolute record to one of limitless manipulation of digital images with Adobe Photoshop. Assignments initially stress the essentials of the photographic process and then shift toward fostering an understanding of the expressive elements



of the medium. Students follow an introductory photography curriculum that covers both technical and aesthetic aspects of this rapidly evolving medium using digital cameras in conjunction with the computer programs Adobe Photoshop and Lightroom. Students learn the essential principles of composition and design while exploring classic photographic subjects such as architecture, still life, portraiture, landscape, and social documentary. In addition, an art history research project will focus on prominent photographers. Each student is expected to develop a portfolio that meets assignment objectives and demonstrates technical competence.

Advanced Digital Photography

Prerequisite: Foundations in Digital Photography

Through a series of portfolio-building assignments, advanced photography students continue their creative, visual, and technical inquiry into traditional and/or color digital camera operation. There is a strong emphasis on the photograph both as fine art and as an interrelated extension of the students' interests and perceptions. Advanced metering, studio lighting, alternative printing techniques, Lightroom, and Adobe Photoshop manipulations are taught. Initially assignments stress the essentials of the photographic process, however as the year progresses students gain an understanding of the expressive elements of the medium. Students are expected to build a comprehensive portfolio in addition to designing and hanging an exhibition for the community.

Foundations in Digital Media & Graphic Design

Students will learn the basic principles of design through the following projects: magazines, album covers, game covers, identity projects, posters, logos, and infographics using Adobe Photoshop, Illustrator, and InDesign. Students will also learn how to develop a concept, work with typography, create original digital graphics, and manipulate and create composite photos.

Foundations in 3D Modeling & Design

The new course will explore the basics of 3D Modeling using both the latest in laser cutting technology and Adobe Dimensions, Photoshop, and Illustrator to create and apply realistic textures, lighting principles and techniques, and camera types and their appropriate usage. The laser cutter will be used to create prototypes from materials such as wood, plastic, and metal.

Foundations in Digital Film & Animation

This introductory course takes a new approach to learning about cinema and animation as an important medium for self-expression and as an art form. Students will be learning a variety of video techniques, including: scriptwriting, storyboarding, camera work, lighting, video editing, animation, and special effects. Students will create hands-on art projects with sound design and learn basic production methods of shooting and editing with Adobe Premiere. The second semester will focus on animation and using traditional tools combined with the latest animation software. Students will attend field trips to museums and watch movie screenings of current shorts and features. Students will also learn film history and appreciation.



COMMUNITY ENGAGEMENT

Graduation Requirement: Students must complete a minimum of 60 hours of approved social impact work during their four years at the High School.

At least 20 hours must be completed by September of junior year. The 60-hour community service requirement must be completed and turned in to the Community Engagement & Experiential Learning office by second semester of senior year.

No more than 40 hours earned on a service trip, camp, or experience outside the DMV will count toward the requirement.

Community Engagement at GDS

Community engagement has been a bedrock of GDS's educational mission since the school's founding. We firmly believe that independent community service and activism helps prepare GDS students for life beyond our school walls. Students who interact within and outside of their communities, who have engaged with—and learned about—a variety of individuals, and who have had to think critically about real-world problems, leave GDS prepared for the 21st century with better communication and collaboration skills, an ability to think creatively about the world's challenges, and tools that empower them to address the systemic inequities that exist in the world.

Independent Engagement Guidelines

Community service and action work must be:

- Approved before the work begins.
- Completed in an unpaid capacity with established nonprofit organizations or at the School.
- Free to the organization's consumers.
- Local, at least in part.
- Focused on social and/or environmental justice and increasing equity of opportunities, rights, and resources for all.
- Unique to this requirement (the service must be done for this requirement and not also applied for a scout project, court ordered, or for another organization), and
- Supervised by someone unrelated to the student

Students must track their approved action work and submit

experiences for credit through MobileServe. The entry process requires a written reflection, as well as verification from a supervisor by email and/or proof of service through a certificate, timesheet, etc. <https://www.gds.org/academics/community-engagement>

GDS Student-Led Community Service Clubs

GDS students find participation in student-led community service clubs particularly rewarding. Students can receive community service credit for ongoing involvement in a service club. Current service clubs include teaching and tutoring, environmental work, and informal mentoring through arts instruction.



ENGLISH

Graduation Requirement: Four years of assigned English

It is in the shared encounter with great literature that we reflect on our deepest humanity, discover our most inventive thinking, and hone our powers of articulation (both written and spoken) in order to participate in the most crucial conversations about the world and our place in it.

English 9

English 9 serves as an introduction to literature and composition. Common texts include the Book of Genesis (selections), Hurston's *Their Eyes Were Watching God*, Yang's *American Born Chinese*, Homer's *The Odyssey*, and a Shakespeare play (*Romeo and Juliet* or *A Midsummer Night's Dream*). Individual teachers supplement these texts with works of their own choosing, including Foer's *Extremely Loud and Incredibly Close*, Cisneros's *The House on Mango Street*, Achebe's *Things Fall Apart*, Whitehead's *Sag Harbor*, Woodson's *Red at the Bone*, Torres's *We the Animals*, and Brontë's *Jane Eyre*. English 9 texts focus on journeys—both metaphorical and physical—in which the protagonists adolcesce as they struggle toward the formation of tested and tempered identities. The readings and discussions introduce students to basic literary concepts pertaining to epic, dramatic, and narrative forms. Class discussion generally focuses on the assigned reading and emphasizes the interdependence of close attention to textual detail and sound interpretive generalization.

Students write poems, stories, tests, and extended critical essays, all of which constitute “major assignments”—but the abiding focus of the writing project is the five-paragraph essay. Beginning with single paragraphs in response to relatively narrow writing prompts, students are guided toward an essay whose thesis unfolds like a short, discursive sonata. The format enables students to present a long thought in an efficient and logically satisfying array. Once students have mastered this paradigm—and have felt the momentum that coherent and efficient presentation can give to their thinking—this model can guide them to more sophisticated argumentative designs.

Along with the writing project, there is a good deal of grammar instruction. Formal grammar lessons are reinforced by teachers' extensive notations in the margins of student compositions and by one-on-one meetings with students as they plan drafts and revisions. Teachers work to deliver their students to tenth grade with a firm grasp of the mechanics of strong writing, together with an alertness to the accent of mature prose.

English 10

In the readings and discussions of English 10, we carry the ninth-grade theme of identity formation into more problematic terrain, attending to the ways in which identity can be compromised by its social and cultural context. We also pay more attention to intertextuality, to the ways in which parallels and symmetries between texts—even texts so far afield that they could not have influenced each other—can open rich, interpretive terrain. Reflecting this new level of complexity in text and discussion, the writing project of English 10 tackles increasingly complex issues of form in both analytical and creative writing. Analytical essays move beyond the boundaries of the five-paragraph essay to explore diverse argumentative forms that respond organically and nimbly to the textual issues at hand. Creative writing becomes increasingly investigative of and responsive to the literary work being studied, while still honoring the student's powerfully individual writing voice.

Our shared texts are the Gospel According to Mark, Morrison's *Song of Solomon*, Fitzgerald's *The Great Gatsby*, Smith's *Life on Mars*, Lahiri's *Interpreter of Maladies*, Baldwin's *Giovanni's Room*, and English Romantic poetry. These texts are supplemented by a variety of works chosen by individual teachers, with a particular emphasis on texts with female protagonists; these might include Barry's *One Hundred Demons*, Alderman's *Disobedience*, Gyasi's *Homegoing*, DeLappe's *The Wolves*, or Sophocles's *Antigone*.

English 11

The first semester of English 11 is a writing course that we call “Argument.” Our shared texts are the Declaration of Independence, Thoreau's “Civil Disobedience,” King's “Letter from Birmingham Jail,” the Alcatraz Proclamation, Morrison's *Playing in the Dark*, Jacobs's *Incidents in the Life of a Slave Girl*, the Declaration of Sentiments, “Woman-Identified Woman,” and essays by bell hooks. Other texts might include Baldwin's *The Fire Next Time*, Lorde's “The Master's Tools Will Never Dismantle the Master's House,” and Chisholm's “Equal Rights for Women.” These works are supplemented by a wide variety of readings on contemporary issues of the day—for instance, transgender rights, immigration, and the criminal justice system—along with some classical models of persuasive discourse, all chosen to bring the students' argumentative skills into contact with questions beyond our standard literary topics. In the readings and in discussion, there is a strong focus on issues of social justice and on the logical skills and habits of mind that enable one to take well-grounded and effective



stands in the conversations that shape our national life. The second semester focuses on the figuration of American identity in American poetry and fiction. Our shared texts include poems by Walt Whitman, Emily Dickinson, and Elizabeth Bishop; short stories and novellas by Herman Melville, Nathaniel Hawthorne, and Edgar Allan Poe; and one novel, le's *The Gangster We Are All Looking For*. Additional texts might include Bennett's *The Sobbing School*, Orange's *There There*, and Parks's *The Red Letter Plays*.

English 12

English 12 serves as the culminating experience of a student's progress through the GDS English curriculum. Common texts include Shakespeare's *Hamlet*, Fornés's *Fefu and Her Friends*, Morrison's *Beloved*, a Faulkner novel (*The Sound and the Fury* or *As I Lay Dying*), and a Greek tragedy (Aeschylus's *Agamemnon* or Sophocles's *Oedipus Rex*). These are supplemented by such texts as Brontë's *Wuthering Heights*, the graphic-novel version of Auster's *City of Glass*, and Smith's *White Teeth*. These texts are chosen for the richness and intensity of their disruptions and for the ways in which they challenge their protagonists to find some sort of decency and fulfillment in worlds where the moral compass seems to be spinning, but also for the ways in which they challenge the students to find interpretations sufficiently capacious and stable to honor the scope and integrity of the works.

The writing assignments include both creative and critical responses to the reading. Following the trajectory of the three previous courses, they hold the students to high standards while giving them room for aspiration and self-expression. While students are reading Faulkner, for instance, and studying the signature Modernist technique of "stream of consciousness" narrative, they're asked to write narratives of their own, in which they attempt to capture the deflected monologue of a mind guided by surprise, both expressing and taking in the converging streams of sensation and reflection. Literary analysis, however, continues to be the course's center of gravity and a realm of particular growth. In class, students focus intensely on the page, with a view to stirring up interpretive possibilities to be explored in the writing, where audacity and originality are encouraged and acknowledged, even as we continue to reinforce the protocols of lucid, logically coherent, and intellectually responsible prose.

The final writing assignment is the Senior Paper. The paper is a work of original critical inquiry on a text not included in the 9-12 curriculum. The project, a sustained act of "guided autonomy," gets under way in March with a proposal naming

the text to be studied and stating the questions that will guide the student's reading and thinking. The writing begins in earnest after Spring Break. Regular classes convene less often, and students meet at least once a week with their teachers to present their work in progress, meeting internal deadlines, until the final draft arrives on the teacher's desk on the last day of Senior classes.

JUNIOR AND SENIOR ENGLISH ELECTIVES

The following electives are offered both semesters. Students may take these courses as a semester course in the fall or in the spring or as a yearlong course. (Elective offerings may change from year to year.)

The Age of Shakespeare

While this course focuses on the dramatic works of Shakespeare (plays and sonnets) within their social, cultural and theatrical context, there will be an equal focus on interpreting scenes and monologues from the plays into production design and/or performance.

Contemporary Women's Literature ^{UL} (not offered in 2022-23)

"I write hungry sentences," says poet Natalie Diaz. "They want more and more lyricism and imagery to satisfy them." All of the works we'll read in this course share this hunger for beauty and power in their language, as Diaz describes her poems' hunger. Equally important, our books share an appetite that looks up off the page and at the world around us. These books are hungry to disrupt authority, challenge presumptions, and unsettle truths—authority, presumptions, and truths predicated on (mis) conceptions of gender as it intersects with class, race, ethnicity, religion, sexuality. Our work—our joy—will be to sit at the table with these hungry texts.

The reading for this class will include work from among the following: *Salvage the Bones* (Jesmyn Ward); *Another Brooklyn* (Jacqueline Woodson); *Dry Land* (Ruby Rae Spiegel); *Department of Speculation* (Jenny Offill); *A Visit from the Goon Squad* (Jennifer Egan); *Nevada* (Imogen Binnie); *Severance* (Ling Ma); *Bright Dead Things* (Ada Limón); *When My Brother Was an Aztec* (Natalie Diaz); *Conversation with Friends* (Sally Rooney); *Lost Children Archive* (Valeria Luiselli); and *Black Light* (Kimberly King Parsons). To complicate and deepen our encounters with this literature, we will also be reading critical theory from various disciplines, including feminist theory, queer theory, and critical race theory.



Contemporary Art, Literature, and the (Dis)Empowered Body ^{UL NEW}

In a cross-disciplinary dive into a diverse array of contemporary fiction and contemporary visual art, we'll ask the vexed questions: What does it mean to inhabit a body in our present moment? Why is it that occupying a body is so utterly exhilarating and also so wholly disquieting? The writers and artists with whom we'll spend the semester are especially concerned with marginalized bodies existing in spaces and structures designed to diminish, deform, or even destroy them. How can these marginalized bodies shift from disempowerment to empowerment, and, crucially, how might literature and art live up to their elusive promise of transformation?

Our fiction reading may include Paul Beatty's *The Sellout*; Ottessa Moshfegh's *My Year of Rest and Relaxation*; Natalie Diaz's *Postcolonial Love Poem*; Colson Whitehead's *The Nickel Boys*; Alison Bechdel's *Fun Home: A Family Tragicomic*; Imogen Binnie's *Nevada*; Art Spiegelman's *Maus*; Anthony Veasna So's *Afterparties*; Carmen Maria Machado's *Her Body and Other Parties*; and Robin Coste Lewis's *Voyage of the Sable Venus and Other Poems*. Our visual artists may include Kara Walker, Mickalene Thomas, Titus Kaphar, Decolonize This Place, Nan Goldin, Zanele Muholi, Bill Traylor, Catherine Opie, Miguel Luciano, Shirin Neshat, Roberto Lugo, Glenn Ligon, and Fred Wilson. Essay and theory writers may include Zadie Smith, Olivia Laing, Michel Foucault, Judith Butler, Hilton Als, Fred Moten, Laura Mulvey, and Saidiya Hartman. Films may include *We Are the Best!* and *La Haine*.

Creative Writing (not offered in 2022-23)

Creative Writing is an elective which, on some days, will look like other literature classes, with focused and searching discussions of iconic texts, but most days will be a workshop for young poets, playwrights, and storytellers. We will be writing frequently, but each of the writing assignments will begin with reading. Our texts will be *The Norton Anthology of Poetry*, drama and short fiction anthologies that will vary from year to year, and several anthologies of short plays where we will find models, thematic cues, and a tradition of English poetry, drama, and fiction that we can't help but join, and modify by our own contributions to it. In this class, however, we'll try to be particularly mindful of the ways in which the work we're doing relates to the work of artists who have written before us. Writing will be due every week or so, which should give us time to read and discuss each other's work in class, and at the end of the semester each student will submit

a portfolio of finished work that reflects in some integral way the student's response to the notes she has received on work in progress, but also reflects the student's own developing taste and artistic motives. (In each semester, we'll be exploring different genres. The emphasis of the first semester will be poetry. The emphasis of the second semester will be playwriting.)

Philosophy and Literature ^{UL}

"No one is needed to tell us that poetry and philosophy are akin," Wallace Stevens declares in *The Necessary Angel*. "Truth is the object of both." Are literary texts vehicles for philosophy? What are the advantages of each way of driving at truth? How can we best understand the world and our place in it? We'll examine the possibilities of philosophy and literature as ways of knowing and wondering. We'll take up several questions—what can we know? what is death, and should we fear it? how should we live ethically? and more—and see how philosophy and literature each address them. Plato banished poets from his ideal city (but elsewhere praised them); Philip Sidney considered poetry to unite the best qualities of philosophy and history. So even as literary writers ask philosophical questions, they wonder whether and why literature is the right mode in which to do so. We'll wonder along with them. Philosophical texts may include Plato, Aristotle, Lucretius, Descartes, Berkeley, Kant, Nietzsche, and Charles Mills. Literary texts may include Thomas Mann, Fyodor Dostoevsky, W.B. Yeats, Wallace Stevens, Ralph Ellison, Marilynne Robinson, Don DeLillo, and Rebecca Goldstein.



HISTORY AND SOCIAL SCIENCES

Graduation Requirement: 9th Grade: Communities and Change; 10th Grade: African History, Asian History, European History, Latin American History, or World History; 11th Grade: U.S. History, UL U.S. History, or American History Studies

The GDS HS History and Social Science department seeks to confront, interrogate, and connect issues of race, equity, and diversity throughout our wide-ranging curriculum, uses of scholarship, and approaches to learning. As we explore diverse historical, economic, and political developments, teachers and students are grounded by the spirit of inquiry as they actively work together as antiracist practitioners to make connections, discern patterns, and perceive the contingencies of the past. Through thinking, speaking, writing, research, and analysis, we strive to see the past as not a litany of progress but as a series of fits and starts that both respond to and are shaped by the individuals within it. Together, our work in understanding the past helps to inform our understanding of the present as we seek to bring our ideas and actions to bear upon current inequities and matters of social justice, both within and beyond our school community.

History 9: Communities and Change

This dynamic course allows students to actually “do” history as they develop key skills in historical analysis, writing, and research and confront the challenges of applying historical concepts to the world around them in a variety of ways. Students begin by examining the communities that comprise and surround Washington, DC, using historical records, archival newspapers, oral histories, and other sources to explore long-held assumptions and little known facts about life in the nation’s capital. Special attention is paid to the thriving Black community in DC and its persistence, despite challenges, over time. Questions regarding politics and socioeconomics, race and ethnicity, insiders and outsiders, and continuity and change will be explored as students learn to extract, synthesize, and analyze information in order to come up with conclusions about historical patterns and processes. In the second semester, students move to the wider world as they examine current global conflicts in places of origin for many of DC’s newer residents. Throughout the year, students will produce regular research and position papers and comparative essays and they will have many opportunities to engage in discussions and debates about current events and their connections to those of the past.

The following courses are also available for seniors as electives provided they have already taken one of these offerings as a sophomore.

African History (Grade 10, also open to Grade 12 as an elective course)

This survey history course uses a seminar approach to investigate all corners of Africa. The course begins with an exploration of Africa as the cradle of civilization as we examine early humans and new developments in that field. Issues of ethnicity and race emerge in an examination of ancient Egypt and Nubia, along with the ways that western historians have chosen to spin the histories of these civilizations. Much of the course is concerned with Africa’s history before the arrival of Europeans; the arc of Africa’s great kingdoms and the variety of political, religious, and economic life across the range of the continent is explored through discussion, debate, inquiry activities, and research. The second half of the year examines the impact of the European incursion, colonialism, and the struggle for independence. Special focus will be given to the social-cultural, political, and economic transformations that occurred in Africa during this time. As they move from topic to topic, students engage with the material and practice historical analysis in a variety of ways, using literature, art, and music along with primary and secondary sources to develop their active understanding of content and context.

Asian History (Grade 10, also open to Grade 12 as an elective course) ^{NEW}

This survey course is an introduction to the history, languages, politics, and culture of the world’s largest continent. The course will cover the history of Asia from early settlements and culture groups to our contemporary period where Asian powers have come to dominate the global marketplace. While we will focus on the Central, Southern, and Eastern portions of Asia, other regions will also be studied. We will emphasize the immense complexity of the continent and its inhabitants. Special care will be taken to explore themes of imperialism and colonialism, dismantling pre-existing “Western” sentiments that prevail in our culture and reframe how Asia should be understood as one of the core regions of human civilization. Using new schools of thought and the most recent historiography, students will be presented with a more nuanced view of the continent and learn how to grapple with old ways of thinking. Students will be introduced to and learn to master key historical concepts such as chronological thinking, historical comprehension, and intersectionality, among others. Furthermore, students will gain valuable skills



including analytical writing, historical research, and critical thinking. By the end of the course, students will have a deeper understanding of the historical evolution of the Asian continent and the countries that inhabit it today.

European History (Grade 10, also open to Grade 12 as an elective course)

This survey course examines the political, social, and ideological changes in Europe from the Renaissance to the modern era. In addition, the course provides practice in historical analysis through formal writing, research, debate, discussion, and a host of other activities. Topics include the Renaissance and Reformation, the Age of Exploration, the Scientific Revolution, the development of absolute monarchies, the rise of nation states, the Enlightenment and the French Revolution, nationalism, imperialism, industrialization, the two World Wars, the Cold War, and the rise of the European Union. The course emphasizes the importance of how perspectives on the past should be understood because of their continuing role in influencing the present.

Latin American History (Grade 10, also open to Grade 12 as an elective course)

This survey course is an introduction to the history, politics, and cultures of Latin America. The course will examine Latin American history from its pre-contact Native American civilizations to the modern nation-states struggling to become mature democracies. The course will emphasize how Latin America is one of the world's most diverse and complex regions, using the discipline of history to show students how that came to be. Influenced by the newest historiography in the field, the course will confront common misconceptions about the region and the notion of a monolithic Latin America. Special care will be taken to show how the region was created and influenced in innumerable ways by the interweaving of its Native American, European, African, and Asian peoples.

World History (Grade 10, also open to Grade 12 as an elective course)

This dynamic course provides students with a wide-ranging look at the history of the world, focusing on the lived experience of individuals and groups in a variety of settings. Beginning with notions of power and developing webs of relationships and ending with modern expressions of action and agency in response to both internal and external pressure, the course allows students to actively engage with a variety of sources as they develop understandings of the ways that

history manifests politically, economically, and culturally in different settings. Students will employ case studies in order to develop understandings of both commonalities as well as distinct and singular developments throughout the world, exploring routes of engagement as well as agency and action within specific societies. Throughout the course, students will engage in activities designed to develop skills in researching and using evidence to support their ideas, use available technology to present their understanding, and build key competencies in historical writing, thinking, and analysis.

American History Studies (Grade 11) (Gender or Immigration focus)

These interdisciplinary American History Studies courses offer students an opportunity to explore American history with different lenses from the colonial period through to the 20th century. The Focus on Immigration theme will allow students to examine and analyze the experiences of Americans from a variety of backgrounds while exploring continuities and changes in immigration policy over time. Concepts include race and ethnic-based policies; international and national contexts; the politics of immigration, assimilation, acculturation, and ethnic identity; and the social construction of race and ethnicity. The Focus on Gender theme brings together women's and feminist studies, men's and masculinity studies, and LGBT/Queer studies to explore different representations of gender in American history over time. Students will work to understand critical gender theory along with the development of institutionalized approaches to gender.

U.S. History (Grade 11)

U.S. History is a survey course designed to familiarize students with the people, places, and movements in American history as well as to acquaint them with changing historical interpretations. We don't shy away from controversy here, and students will encounter an array of documents, individuals, and stories as they seek to better understand where the country has been and where it is headed. Teachers work to support different learning preferences and styles in ways that anticipate and respond to students as they take risks in their thinking and writing. In addition, the course works to sharpen skills in essay and research writing through a variety of activities that include discussion, debate, historical investigations, and analysis of primary sources and other historical documents. Above all, our goal is to have students acting like historians and developing a depth of understanding that will allow them to engage more meaningfully with the challenges we face today.



U.S. History (Grade 11) ^{UL}

This survey course takes a comprehensive approach to American history by exploring intellectual and social history along with political and economic developments. Together, students and teachers investigate the American past at the highest levels of scholarship, research, writing, and thought. Students in U.S. History^{UL} should be prepared to engage in deep research as they explore and challenge the ways that historians have shaped historical narratives and understandings to serve the needs of their own biases and time periods, often using these to minimize or eliminate the significant contribution of diverse groups and people who are integral to a better understanding of the American story. In the process, students will sharpen key skills in historical thinking, writing, and original research, exploring monographs, articles, and primary sources on their own and in focused study groups. Special attention will be paid to lifting up Black people and Black voices as integral to the development of all of these components. Meanwhile, students will make important connections between the past and the present as they explore the historical roots of current issues and events.

U.S. Political History (Grade 11)

This course will focus on the historical development of our current political system and how our institutions and political practices have changed since Colonial times. This examination will include elections, current and historical, the expansion of the right to vote, the development of our system of political parties, changing roles and expectations of and for the Presidency and Congress, and the Courts. Students will participate in a citywide model court program in the spring. The changing role of the media will also be covered, as well as public interest groups and lobbyists as political influencers. Students will complete analyses, profiles, and projects, on all or most of these topics. Current political issues will serve as the subject of many of our discussions. Students enrolled in this course are advised not to take an additional 11th grade U.S. History course, and to postpone U.S. Government until senior year.

ELECTIVES IN HISTORY

The following courses have been designed to allow students to explore select topics in greater depth than can be covered in the required courses. Electives are open to juniors and seniors.

YEARLONG ELECTIVE

Topics in Contemporary Psychology ^{UL}

This is an overview course with a university level rigor. It introduces students to the major concepts, theories, and methods of the social science of psychology. Topics covered include, but are not limited to: fields of study in psychology; research design and ethics; learning; theories of personality; psychological disorders; treatment for psychological disorders; motivation and emotion; stress; group dynamics; attraction; cognition; empathy; moral development; identity; and others. It will have a strong focus on experiential learning and will include opportunities to participate in psychological research. The course leads to increased self-awareness, improved communication and social skills, and a better understanding of self and others.

SEMESTER ELECTIVES

American Civil War (Fall)

The course will explore the war to end slavery from a variety of perspectives—social and political as well as military—to help seminar participants evaluate how and why the war came, how and why it was fought in the manner in which it was, and how and why the war continues to be a “living” conflict in American culture, society, and politics. Students will explore military history in a broad sense to note not just the tactical and strategic movements of soldiers but also the larger contexts of social and political history that motivated those soldiers’ collective decisions to fight. To that end, the class will focus on seminar-style discussion of primary and secondary sources and culminate in a research project that incorporates scholarly research in both primary and secondary source materials. Hands-on activities will include seminar discussion, primary source research, walking tours of DC’s circle forts, and a visit to a Civil War battlefield.

American Government (Fall) ^{UL}

This course will be an introduction to the study of the American political system. It will introduce the institutional structures, political actors, and constitutional debates in American government and politics. The course will begin with the constitutional underpinnings of the U.S. political system



and then discuss how the government operates in practice. By looking at current issues in the American political system, students will come to know more about: the role of campaigns and elections; the influence of political parties, interest groups and the media; the institutions of the federal government; and recent and longer term changes in the powers and expectations of the office of the President. The course will also examine the role of race and gender in American politics. Overall, this course will enhance students' ability to think critically about politics, political choices, political institutions, and public policies. *Students enrolled in this course may not also enroll in U.S. Political History.*

Comparative Politics (Spring)

Comparative Politics at GDS involves an integrated approach to political systems and structures throughout the world. The course employs the case study model to examine issues relating to power, privilege, and political structures in 8-10 countries, while making use of the rich resources available in Washington, DC to drill down into these questions even further. Students produce position papers, engage in debates, and travel to think tanks and universities to experience the kind of work that is done by experts in these areas.

Conflict Analysis and Resolution (Fall & Spring)

This interdisciplinary course will introduce students to core concepts and processes in conflict resolution, drawing from the fields of psychology, political science, public policy, history, anthropology, sociology, economics, and other disciplines. Students will learn conflict-specific theory and research, as well as procedures and interventions aimed at preventing, diminishing, and resolving conflict. Students will have the opportunity to interact with our Lower and Middle School students in the development of peer mediation initiatives, along with other projects.

Contemporary Issues (Spring)

This course, the first to be proposed and designed primarily by students, allows juniors and seniors to engage with contemporary issues through a variety of critical lenses. Using the range of available media and through the creation of a bimonthly online interactive journal that analyzes emergent issues in depth, students will gain a better understanding of events as they occur at the local, national, and international levels and a better appreciation of the connection between past and present. Collaborative teaming, discussion and debate, and media literacy provide consistent structures for a course whose

content will reflect the ever-changing news landscape and national discussion. Further, the bimonthly journal will provide additional content for the second-semester 9th grade history course, which focuses on the experiences and challenges of international immigrants to the greater Washington area and the recent history of their places of origin, including Africa, the Middle East, Asia, and Latin America.

Cultural Anthropology (Spring)

Cultural Anthropology considers the nature of culture through customs and beliefs including language, subsistence, families and kinship, religious beliefs, and art in non-Western societies. The second half of the course concentrates on a number of American subcultures, such as religious cults, ethnic or racial groups, and regional subcultures. Choices of subcultures will be based on class interest. Students also have the opportunity to examine specialized monographs and articles as well as to develop research projects using non-textual sources.

From Freedom Rides to Ferguson: Civil Rights in America (Spring)

This course is intended to provide students with much more than a merely academic view of the civil rights battles of the mid-20th Century. Topics will include: the Freedom Rides of 1961, integration of the University of Alabama and University of Mississippi, the historic march from Selma to Montgomery in March 1965, the rise of the Black Power movement, and many others. Linking past to present, our focus for the second half of the course will be current civil rights issues, including police use of deadly force in dealing with persons of color, racial disparity in policing activities more generally, and racial disparity in the criminal justice system (particularly the administration of the death penalty), among many others. Most importantly, we hope that the course will inspire students to continue to advocate for civil rights and social justice throughout their lifetime in whatever way most aligns with their beliefs, values, and interests.

Introduction to Economics (Fall)

This course covers the basics of economics, including the micro-foundations of consumer behavior and allocating scarce resources, as well as the macro-level of complex market interactions in an economy such as that of the United States. Significant components of the American economy, such as socio-economic inequality and the stock market, get special attention and will be a focus of research. Students also examine economic development in nations where traditional rules of the marketplace may not easily apply.



Europe Between the Wars (Fall) ^{UL}

This class will examine Europe from the end of World War I to the beginning of World War II through multiple lenses (e.g., political, social, economic, and cultural). To what extent did the interwar period reflect dissatisfaction with, and the disintegration of, the mid-to-late 19th century European order and the values associated with that order (e.g., reason, science, faith in human progress, balance of power)? How did political, social, and cultural developments during the interwar period reflect (or contribute to) this disintegration? How are the events of the interwar period relevant to developments in Europe today (e.g., rise of right-wing nationalist, homophobic, anti-Semitic governments in Hungary and elsewhere; and Brexit), as well as to our own country's employment of the ideas, rhetoric, and symbols that emerged during that period? These are just some of the questions that will be addressed in this course, which uses primary sources and written fiction, along with film, painting, architecture, and other artistic forms to help find the answers.

Gender Studies (Fall)

This class introduces students to the complex interdisciplinary field that is gender studies today, bringing together women's and feminist studies, men's and masculinity studies, and LGBT/Queer studies. While primarily U.S.-based, the course will explore how different definitions and representations of gender and sexuality spread via immigration and media. The goal of the class is to explore key concepts in gender studies through the lens of critical theory, to understand the ways in which critical theorists have engaged, critiqued, and developed the work of other philosophers, and to build understanding of how these philosophies connect to the students' own lives. Topics include the debate between nature versus nurture, feminism, masculinity, gender-based violence, and social institutions such as family, education, sport, and religion.

Hip Hop and Social Justice (Fall & Spring)

This course will examine the history of how Hip Hop Culture has created and facilitated social justice movements to address issues such as police brutality, inner-city violence, racism and discrimination, poverty, inequity in education, and more. The course places at its core the dismantling of White Supremacy and all other forms of discrimination as they are represented through individual, interpersonal, institutional, and structural forms of oppression. This course will highlight the strategies of resistance used by Hip Hop Practitioners in order to provide prominent examples for our students to emulate and build upon.

International Relations (Spring) ^{UL}

This course involves a survey of major principles and an investigation of key topics in international relations, including security, trade, cooperation, and conflict. With a primary focus on current events as they unfold around the world, the course offers students a chance to investigate not only the key differences among nations, but to interrogate their own understandings of the world and the role the U.S. plays in its relationships with foreign nations.

Impact of Historically Black Colleges & Universities and Black Greek Organizations in America (Spring)

This course will introduce students to the impact of Historically Black College and Universities in America. Students will identify: the causes that define a need for these schools; key moments in HBCU history, African American history, and American history; and themes related to the intersectionality between education, race, gender, culture, economics, resistance, social justice, and social change. This course will introduce Black Greek organizations to juniors and seniors. Students will learn about the history of the organizations' foundations and prominent members as key catalysts in American history, civil rights, and activism.

Law & Constitutional Rights (Spring) ^{UL}

This course is designed to give students a sampling of the meaning, operation, and significance of law in recent American history and government. We begin the course with a full-length case study of a legal issue as it makes its way to the U.S. Supreme Court. Thereafter, we focus on various aspects of American law (depending, in part, on the interests of the students). Topics covered in the past include criminal law, the law of search and seizure, and the rights and legal protections of various minorities. In each case, our purpose is to learn substantive law in that area and understand how it develops through precedent and legislation. Main ideas in the philosophy of law may also be covered. Finally, we engage in a simulation—perhaps a mock trial or moot court—in order both to expand our understanding of a substantive issue and to experience one aspect of the legal process.

The Middle East (Fall)

The course begins with an overview of the founding and spread of Islam, with some exploration of the Umayyad, Abbasid, and Ottoman Empires. Students will study the breakup of the Ottoman Empire and examine the rise of Arab nationalism and Zionism, as well as the rise to power of Shah Reza Pahlavi in Iran. The strategic and economic importance of the region is studied along with the founding of Israel; the



continuing conflict among Jews, Arabs, and Christians; and the rise of Islamic fundamentalism. Particular emphasis will be placed on understanding the Arab-Israeli conflict.

The Middle East Since World War II (Spring)

The course will be based on the events that shook and shaped the greater Middle East, and include a focus on the two main themes of colonialism and nationalism. The various ideologies that grew out of these themes, such as pan-Africanism, will also be addressed. This course will deal with a multicultural and diverse political, social, and environmental milieu. Basques, Berbers, and other ethnic groups that are frequently overlooked by mainstream courses will also be explored. Throughout the course, a variety of methods will be used to ensure that student learning styles and preferences are addressed, supported, and developed in a way to produce flexible thinkers and active writers.

Politics & Policy (Fall)

This course introduces students to various aspects of foreign and domestic public policy. Students learn how various aspects of the system of the U.S. government affect public policy—the Congress, the Presidency, and the Courts, as well as regulatory agencies, the federal bureaucracy, and state and local governments. Students also explore the ways in which private citizens, civil society, lobbies, and non-governmental organizations affect local and international public policy. There will be special attention given to the President’s State-of-the-Union address, and there will be guest speakers on various aspects of public policy. Students engage in two major policy research projects, as well as debates, discussions, and class presentations.

Skin Deep

See listing under Interdisciplinary Department.

World War II (Spring)

This examination of WWII asks students to consider the interplay between battlefields and the social, political, technological, and ethical considerations of the conflict. More than just following military tactics and battles, this course explores roles played by racial and ethnic minorities and women in the war, both in battles and on home fronts. The goal of the course is to create an advanced history seminar, and to that end the class will focus on seminar discussion of primary and secondary sources and research that incorporates scholarly materials. Field trips to the Udvar-Hazy center, the National Museum of American History, and the National Museum of the Holocaust will offer hands-on activities, as will seminar discussion and workshop opportunities for student writing.



INNOVATION & COMPUTER SCIENCE

Foundations in Programming (Fall & Spring)

In this one-semester, introductory computer programming course, students will develop logic, problem-solving, and programming skills using the Python and Processing languages. Students will then use this knowledge to control and work with a variety of different microcontrollers such as Raspberry Pi and Arduinos. This course represents an awesome opportunity for students new to programming to experience computer science in a collaborative, hands-on, and fun environment. After completing this course, students will be prepared to explore other opportunities within the department.

Foundations in Creative Engineering (Fall & Spring)

This is a hands-on laboratory course involving the physical construction, electronic wiring, and computer programming of robots. Students will, both individually and in groups, be responsible for constructing their own individual robots. Where possible, these robots will be evaluated on students' lab completion and reflection process, and where appropriate through timed and agility robotics competitions. This is considered an introductory level class, and all are encouraged to join—students should welcome, and not fear, our new robot overlords.

Foundations in Video Game Design

Calling all storytellers, artists, and aspiring programmers! Students in this course will learn introductory computer programming through game development. They will work collaboratively in a studio environment to design worlds and build them in code. We will study what makes certain games fun, the ethics of games, and how to code games in 2D and 3D. Each student will create several mini-games and finish with a final project. Concepts covered include coding fundamentals, graphics, sound, artificial intelligence, world-building, and design.

Advanced Programming for Robotics (Fall)

This course requires programming experience, but not robotics experience.

This course covers how robots perceive, think, and act in the world. Starting with pre-built robots, students will implement fundamental algorithms including computer vision, sensor integration, navigation, manipulation, and mission-planning. The course will include hands-on labs, guest lectures, and a final project to program a ground robot to navigate the GDS campus.

Advanced Data Structures & Algorithms (Spring)

This course introduces the common data structures and algorithms that will enable you to grow as a programmer and problem solver. We will perform mathematical analysis of data structures as well as hands-on implementation and measurements. At the end of this course, you will be able to identify and implement appropriate algorithms for a wide variety of problems. Topics covered include: Hash tables, trees, graphs, and algorithms such as sorting, path-planning, and dynamic programming.

Coding for Social Impact ^{UL}

How does technology perpetuate inequities in our community and in society at large? And how can it be a catalyst for positive change? Students in this course will select one social impact topic per semester, research its relationship to software, and use web and mobile development technologies to meaningfully address a relevant issue. Projects depend on student interest, but may include: using data science to investigate local air quality, producing virtual reality documentaries, and leveraging web/mobile platforms for voter registration research, mail routing for the homeless, health/wellness tracking, and more.

This course emphasizes the importance of the design process. Students will engage external stakeholders to develop a deep understanding of their values as potential users. They will work collaboratively in a studio environment to create a shared understanding of the people they design for (and with). Concepts covered include design thinking, interaction design, and advanced web and mobile software development in React.

Simulated Physics

The content in this course includes the topics from GDS's present Physics offering: kinematics, Newton's Laws, Momentum, Waves, and Circuits. Additionally, we teach basic Python programming. Rather than physical labs and pen/paper derivations, the students will submit Python code that demonstrates physics concepts. The course will include Python coding lectures to prepare the students to build their simulations. This elective course will be team-taught with the Science department..

Music Production & Audio Engineering

This course will dive deeply into the combinations of science and art involved in the production of a contemporary audio recording. Students will grow their understanding of music



production by experiencing the process in three distinct roles: studio musician, audio engineer, and record producer. Students will analyze, consume, and perform acoustic and electronic music, learn the basic concepts of working with MIDI, explore the use of microphones, employ classic recording techniques, and learn just what it is a music producer actually does in the music business of today.

Students will glean information from foundational instructional texts that include *Modern Recording Techniques*, *The Mixing Engineer's Handbook*, *Zen and the Art of Producing*, various podcasts, interviews, and video sources, as well as the firsthand experiences of their wizened-yet-not-totally-jaded instructor, an active professional musician, engineer, and producer.

Students will have the opportunity to sing and play instruments in this course, but proficiency as a vocalist or instrumentalist is in no way required for participation.



INTERDISCIPLINARY

The goal of our interdisciplinary courses is to have students move beyond subject-specific boundaries, while offering opportunities to expand their understanding of a particular topic that no one discipline offers. We seek to develop a more all-inclusive approach to learning with an emphasis on the connections found among disciplines as a unifying thread. Ultimately, the coalescence of knowledge and learning are key in any learning community, and at GDS we view this as part of our larger commitment to a progressive teaching philosophy.

Conflict Analysis and Resolution

The course will introduce students to core concepts and processes in conflict resolution. This interdisciplinary field will draw from psychology, political science, public policy, history, anthropology, sociology, economics and other disciplines. It also generates conflict-specific theory and research, as well as procedures and interventions aimed at preventing, diminishing, and resolving conflict. Students will have the opportunity to interact with our Lower and Middle School students in the development of peer mediation initiatives along with other projects.

The Good Life: The Neuroscience of Happiness & Well-Being ^{NEW}

In this skills-based course, we will cover topics ranging from mindfulness and meditation to down-time and the Default Mode Network, from happiness and joy to the neurobiological basis of empathy and gratitude. Students will learn the importance of exercise and outdoor activity, as well as the biological imperative of relationships and social connections. Other topics will include sleep, spirituality, money management, nutrition, grit, optimism, executive functioning, and time management.

Neuroscience

In this two-semester elective course, students will be introduced to the biological underpinnings of behavior, particularly when it comes to areas of brain dysfunction. While students will gain a solid grounding in the discipline of neuroscience, it is our deeper hope that through collaborative projects focused on specific topics that are likely to impact their lives (i.e. Anxiety and Depression, Alzheimer's, Autism, Learning and Memory, Schizophrenia, the Adolescent Brain, PTSD, etc.), students will gain a real understanding of how the brain works, how sometimes it doesn't, and what we can do both on an individual and a collective level to help those who need support. In what

we think seems like an extraordinary opportunity, we plan to leverage myriad resources here in the DC area to challenge students to be more than consumers of information, but rather active learners and researchers who will, in turn, use their skills to advocate on behalf of others. Throughout the process, students will take the lead in the discovery process, learning not only about a particular body of information, but also developing a skill-set that would enable them to present their learning in a purposeful, sophisticated manner. Ultimately our hope is that students will not only grasp the essential underpinnings of neuroscience but also be able to apply their understanding and to advocate on behalf of those impacted by the various conditions. The neurobiology perspective of the course will complement the behavioral approach by offering a physiological explanation for normal and pathological behavior. Throughout the year, students will explore the cellular basis of brain function, investigating neural communication, both within a single neuron and between neurons. Our exploration will ground students in a molecular perspective that will foster understanding of neuronal proteins, ion channels, neurotransmitter receptors, and signal transduction. Finally, the brain will be seen as a large organization of neural networks with potential for both extraordinary function and dysfunction. In addition to a number of laboratory investigations, the course will include visits with local experts, and some hands-on collaborative work with area institutions and organizations.

Skin Deep: The Evolution of Race through Literature & History ^{NEW}

Have you ever wondered what race actually is and why it has such an important part in our world? Are you still confused about the differences between race, ethnicity, tribe, and nation? Or do you want to learn how to become an effective anti-racist advocate? If you answered any of these questions with a yes, then Skin Deep is the course for you. Using literature and history alongside each other, we will explore how race is truly a social construct and is not as old or universal as you might think. We will delve into how the idea of race originated in the medieval period, developed into its recognizable form as European Empires spread across the globe, and eventually came to be the default way to categorize people in our society—even though race is literally skin deep.

The Social Venture Lab ^{NEW}

This course is for young entrepreneurs who want to learn how to develop a social venture enterprise and receive the mentorship, guidance, and, in some cases, funding to create and incubate



entrepreneurial ideas that offer solutions to urgent and complex societal challenges. This semester course will offer a series of modules that cover topics including an introduction to design thinking, business plan development, social impact investing, pitch preparation, concept development, and concept scaling and/or replication. Students will work as individuals or teams to identify solvable problems, test ideas, prototype solutions, and refine concepts. Throughout the course modules, which will be led by a team of GDS faculty members and an outside team of entrepreneur mentors, students will develop a wide range of skills required for entrepreneurial success, including creativity, persistence, communication, technical skill, collaboration, presentation, and risk-taking. At the culmination of the semester, students will participate in a pitch proposal to community stakeholders. Students will leave this course with a practical and inspiring foundation for building and scaling a social venture enterprise. While some students may choose to register for this course because they already have a social venture proposal in mind, this is not a prerequisite for this course. All that is required is a desire to think big and do good.

Youth Participatory Action Research (YPAR)

Prerequisite: Permission of instructor

YPAR (Youth-led Participatory Action Research) is an opportunity for students to engage in studying and improving school culture at GDS. This course teaches students how to conduct action research, which includes formulating research questions, conducting focus groups, writing surveys, and making recommendations. The course culminates with a collaborative event with other area schools.



MATHEMATICS

Graduation Requirement: At least three sequential years of math at the high-school level.

The Mathematics Department believes every student can develop a high level of skill and deep understanding of mathematics principles. To facilitate this, we offer a wide range of opportunities for each child. We work carefully to construct numerous course offerings and sequences with wide ranges of challenge, varied teaching approaches, and different assessment strategies in order to help each student find their path to success. When offered a variety of approaches, opportunities to adjust challenge from year to year, and varied opportunities to demonstrate knowledge, students will develop enthusiasm, confidence, skill, and comprehension in our math classes.

To provide maximum opportunity for students to learn at their optimal pace and to offer appropriate challenge and support to develop each student's potential, the math department divides Geometry into two levels, and Algebra II and Precalculus into three levels. Extended and Honors sections spend less time introducing or reviewing topics and more time extending ideas and working on more difficult problems. While all of our sections include significant problem-solving, Extended sections often approach new topics through applications and projects, while Honors sections delve more deeply into the theoretical underpinnings of topics and proof.

Placement

Placement of students in classes is determined through a cooperative approach toward consensus among the student, the current teacher, the department, the student's family, and the advisor. The math department engages students in the course selection process in order for students to learn how to make informed and appropriate decisions about their education. Yet it is often challenging for students to decide which course is right for them. It can be particularly challenging for students to know which level of a course is appropriate when they have not had experience in that course. The teachers in the math department have a broader perspective about our curriculum and the level that would be the best fit for the student, but they may not know the larger context of each student's schedule and interest. This is why we believe it is essential for the registration process to be a conversation among teacher, student, family, and advisor.

Students sometimes want to sign up for an Extended or Honors course to 'try it out,' believing that they can drop down at any time if the course does not work out. Our goal is to ensure that students are registered for the appropriate courses initially, because switching courses or levels during the school year is usually not an easy process. While we try to schedule courses so that this process is possible, a change in a course or level may require a substantial change in a student's schedule, or it may not be possible at all.

Level changes must first be discussed with the teacher of the course. After the initial discussion, the department chair and the Assistant Principal for Academics will be brought into the conversation to determine if such a move is possible and is in the student's best interest. When a student switches levels, any grades he/she earned in the initial course will be included in the semester grade in the new course.

Summer or External Course Work

We believe that the mathematical maturation students develop over the course of a school year can rarely be fully attained in an abbreviated, condensed summer course. The only external math course we recognize for advancement in our course sequence is Geometry. Although summer courses vary widely both in approach and content, we have found that they often focus primarily on skills to the detriment of a deeper understanding of concepts. Our curriculum goes beyond skills to emphasize mathematical inquiry, discovery, critical thinking, problem solving, and making connections among concepts and skills—all of which require a full year of synthesis and development.

Accelerating through the curriculum by taking Geometry over the summer is only encouraged in certain cases, and if a student decides to take a summer Geometry course with the hope of advancing in our sequence, they must:

- Inform their math teacher and High School math department chair by the end of the school year.
- Keep a portfolio of all summer work (assessments, assignments, syllabus, etc.) to turn in to the department chair in August (if taking the summer course outside of GDS)
- Pass the GDS summer course OR, if taking the course elsewhere, take and earn a satisfactory grade (B- or above) on the corresponding GDS midterm and final exams.



Important notes about taking Geometry over the summer:

- Summer courses not taken at GDS will appear on GDS transcripts in a special notes section.
- Students are responsible for completing all content and concepts covered in the GDS course, even those not covered in their summer course.
- Taking a summer course does not guarantee that a student will move on in the GDS course sequence. The department chair will consider the student's portfolio of work as well as her performance on the GDS semester exams.

The Math Center

The Math Center offers assistance to students in all math subjects through one-on-one conferences on a drop-in request or referral basis. Students seeking help with assignments, concept comprehension, skill refinement, or study techniques are encouraged to visit the center. The Math Center is open during all periods and is staffed by a math teacher.

Use of Calculators

Calculators can be useful tools for learning and are used throughout the math curriculum for ease of extended accuracy, for the opportunity to manage complex operations, for data analysis, and for graphing and other visualizations. Understanding the mathematics behind solutions to problems is a principal goal for students in the mathematics program. The calculator can provide solutions to problems without fostering understanding of underlying concepts and therefore is not always used during class or on assessments. The Math Department provides all ninth graders and new students with a TI-84+ graphing calculator.

Algebra I

Algebra introduces variables into the operations of mathematics. Topics include linear and quadratic equations, inequalities, polynomials, exponents, formulas, and functions, with a strong emphasis on problem solving and graphing.

Geometry

Prerequisite: Algebra I

The study of geometry concerns the discovery, understanding, and proof of plane and space relationships based on the logical use of definitions and deductive reasoning. Topics include proofs, angle relationships, parallel and perpendicular lines, polygons, congruence, right triangle trigonometry, volume, and area. Use of algebra is integral to this course, and the course will include thorough review of algebra.

The extended level of this course is accelerated, includes a minimal amount of review, and moves steadily through the topics. The extended level requires increased independent thinking and a greater time commitment for homework and reflection.

Algebra II

Prerequisites: Algebra I and Geometry

This course focuses on functions and operations with functions, including transformations, inverses, composition, and functions as mathematical models. Students study algebraic and graphical representation of equations and inequalities in one and two variables, and perform operations with rational expressions, radicals, rational exponents, and complex numbers. The functions covered include linear, quadratic, exponential, logarithmic, and polynomial.

The extended and honors levels of this course are accelerated, include minimal amounts of review, and move steadily through the topics. The honors level is more abstract and focuses on the theoretical bases of the material. A demonstrated mastery of previous course material, a greater time commitment for homework and reflection, and increased independent thinking are essential.

Precalculus

Prerequisite: Algebra II

This course continues the study of advanced algebra, trigonometry, and other topics necessary for the study of calculus and statistics. Topics include exponential and logarithmic functions, trigonometry, and introductory probability and statistics. Depending on the level, other topics may include parametric equations, polar equations, conic sections and limits, sequences, and series and rational functions.

The extended and honors levels of this course are accelerated, include minimal amounts of review, and move steadily through the topics. The honors level is more abstract and focuses on the theoretical bases of the material. A demonstrated mastery of previous course material, a greater time commitment for homework and reflection, and increased independent thinking are all essential.

Statistical Analysis and Applications

Prerequisite: Precalculus or permission of department

This course covers the concepts and procedures in descriptive and inferential statistics of one and two variable data. The main



topics are data organization, inferential statistics, probability as it relates to distribution of data and the use of regression in mathematical modeling. Students engage in discovery of characteristics of data and in open-ended problem-solving through group work and projects. Students will use software, such as Excel, enabling them to analyze larger sets of data.

Statistical Analysis and Applications ^{UL}

Prerequisite: Precalculus or permission of department

This course covers all the content in Statistical Analysis and Applications in addition to delving deeper into the mathematical foundations and theory of inferential statistics. This course requires strong analytical skills and a significant amount of reading and writing.

Calculus

Prerequisite: Precalculus

These courses cover the foundational topics and skills of differential and integral calculus of one variable. Topics include distance, velocity, and acceleration relationships, slope functions and linearizations, area functions, differentiation techniques, and optimization. Calculus will explore applications from various fields, including physics and economics. The approach will be concept-driven, with open-ended problem solving playing a major role in the class.

Calculus ^{UL} - The extended and honors levels of Calculus are accelerated, include minimal amounts of review, and move steadily through the topics. These levels will cover more topics in integration, and the honors level covers additional topics including parametric equations, polar coordinates, sequences, series, and Maclaurin and Taylor polynomials. The honors level is more abstract and focuses on the theoretical bases of the material. A demonstrated mastery of previous course material, a greater time commitment for homework and reflection, and increased independent thinking are essential.

UPPER LEVEL SEMESTER ELECTIVES IN MATH

Linear Algebra I (Fall) ^{UL}

Prerequisite: UL Calculus and permission of the department

This course follows calculus and requires a good deal of rigor and abstract reasoning. It includes the following topics: matrix arithmetic, dot products and cross products, inner product spaces, fundamental spaces of matrices, eigenvalues and eigenvectors, and linear transformations. Students will also independently read on a topic of their choice in advanced mathematics and present a lesson on their reading to the class.

In past years, topics have included Fermat's Last Theorem, the Riemann Hypothesis, Godel's Completeness Theorem, and graph theory.

Linear Algebra II (Spring) ^{UL}

Prerequisite: Linear Algebra I

Students of introductory linear algebra will continue their study in this advanced course. Topics include QR- and SVD-decomposition; orthogonal diagonalization; Jordan Canonical Form; Unitary, Normal and Hermitian matrices; quadratic forms; linear programming; and various applications such as least squares approximations, Markov matrices, and solving differential equations.

Differential Equations (Spring) ^{UL}

Prerequisites: UL Calculus

This course teaches the techniques of how to solve a variety of differential equations from those of the standard first-order and higher to other types requiring a more sophisticated and integrated approach. Necessary topics from calculus and linear algebra not covered in other courses will be taught as needed. Students should be comfortable working independently and be disciplined problem-solvers.

Multivariable Calculus (Fall) ^{UL}

Prerequisite: UL Calculus

The course continues the study of calculus begun in AP Calculus. Topics include partial derivatives, directional derivatives, vector-valued functions, maxima and minima of functions of several variables, double and triple integrals, and line and surface integrals, and Green's and Stokes Theorems.

Mathematics Seminar (Spring) ^{UL}

Prerequisite: Calculus or UL Calculus or permission of the department

This course will introduce students to a variety of topics outside of the typical high school curriculum, including several usually found in college-level mathematics elective courses. Topics might include, but are not limited to, point-set topology, paradoxes, group theory, and formal logic. The course will emphasize the power and beauty of mathematics through the study of these topics and by encouraging exploration and self-discovery of some of the important ideas. Students are expected to complete weekly problem sets as well as complete a presentation on an independent topic outside of the curriculum.



PHYSICAL EDUCATION

Graduation Requirement: Two years of physical education

The goal of the Physical Education Program is to teach students the knowledge and skills necessary to live a healthy life: to embrace physical activity, to think critically, to cooperate across difference, and to solve problems rationally. Health education is integrated into both ninth grade P.E. and P.E. II. The health curriculum content areas include personal health and fitness; family life education; nutrition; disease prevention and control; growth and development; sexuality education; mental, social, and emotional health; safety and injury prevention; prevention of substance abuse; and community health. The themes of responsible decision-making, respect for the worth and integrity of each individual, respect for and understanding of the diverse populations within our community, and consumer awareness run throughout the program.

Physical Education I

All 9th grade students participate in physical education. The main goals of this program are to develop problem-solving skills, increase self-confidence, encourage group cooperation, and teach lifetime health and movement skills and knowledge. These goals are met through the Project Adventure Curriculum, which includes cooperative games, group problem-solving activities, and individual and group trust and initiative activities. Students are introduced to a wide variety of team and individual sports, methods of physical conditioning, CPR, and first aid. Grades are based on effort, improvement, positive attitude, and cooperation. Various health topics are covered as well, including nutrition, sexuality, drugs and alcohol prevention, and social, emotional, and mental health.

Physical Education II

All 10th grade students complete a second year of physical education. The program focuses on the maintenance and improvement of health-related physical fitness; e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students acquire the skills, knowledge, and positive attitude necessary to assess and improve upon one's own level of health and wellness. Stress management and intervention techniques such as biofeedback, yoga, and nutritional education as related to sport performance and body composition are integrated with sport, dance, and exercise as the means to achieve and maintain health and wellness.

Resistance through Sport (Fall)

This course will examine a variety of times in history where sports assisted in social justice changes. Students will identify themes related to the intersectionality between sports, race, gender, culture, economics, and resistance and social justice.



SCIENCE

Graduation Requirement: Three years, to include one life science (9th grade biology) and one physical science.

The goal of courses in the science department is to help students gain a sophisticated understanding of the natural world using the scientific method of hypothesis-driven inquiry and mathematical description. Science literacy requires both an understanding of the fundamental concepts that underpin all of nature and the investigative skills necessary for their discovery. Ideally, the students' selection of science courses should combine the broad scope of scientific disciplines with an in-depth comprehension of at least one field. The introductory biology course required for all ninth-grade students provides the foundation of scientific concepts and skills for the other science courses. Courses in the life sciences, physics, and chemistry at the intermediate level offer an investigation of relevant concepts in much greater depth. Finally, Upper Level courses in biology, physics, environmental science, and chemistry offer students the opportunity to learn science at the most intense and comprehensive level.

LIFE SCIENCE OFFERINGS

Biology 9 (Grade 9)

This introductory course for all ninth grade students emphasizes student-centered, active learning. The course covers many aspects of biological organization, beginning at the molecular level and progressing in complexity all the way up to interactions at the level of the biosphere. Main topics will investigate biomolecules, cell structure and transport, genetics and ecology. Integrated into the course are basic biological themes including evolution, unity and diversity of living things, homeostasis, and the relationship between structure and function. Additionally, the course exposes students to the basic laboratory techniques required for further study in the sciences and introduces the skills involved in scientific writing.

Cellular & Molecular Biology ^{UL}

Prerequisite: Chemistry

This lab-intensive course will give students a comprehensive and rigorous overview of foundational topics in the discipline of cellular and molecular biology. Students will conduct an in-depth exploration of the cell as a dynamic center of complex processes such as cell proliferation, differentiation, signaling, DNA Replication, and Protein Synthesis. This course will also include a significant lab component, where students

will have opportunities to design experiments, collect data, apply mathematical routines, and refine testable explanations and predictions. Students will engage with protocols and techniques associated with the units of study that provide varied opportunities to explore real-world challenges, learn about careers in biotechnology and health, and address bioethical questions. Engaging in open-ended investigations will emphasize and develop critical thinking skills. A strong background in chemistry is necessary.

Energy and Resources: Science, Technology, and Culture

Prerequisite: Chemistry

This course explores how humans have harnessed energy and resources throughout history and how cultures have developed around their use. The course will cover the scientific and technological aspects that make energy and resource use possible and examine why we use energy and resources and how cultural identities are tied to their use. The course draws from the three core scientific disciplines of biology, chemistry, and physics and integrates them with the humanities and social sciences, creating a unique interdisciplinary course that will allow them to deeply explore the intersectionality of culture and science. The course relies heavily on experiential learning with students performing unique labs and visits to energy and resource facilities to increase the depth of their understanding. Note: This course does NOT fulfill the life science requirement.

Environmental Science: Analysis of Science and Policy ^{UL}

Prerequisite: Chemistry

This laboratory course allows students to delve into not only the science but also the politics, policies, and laws behind major environmental topics. Topics may include, but are not limited to, climate change, population growth, air and water pollution, nutrient cycles, and field and stream ecology. Field studies that emphasize a hands-on, interdisciplinary approach to environmental assessment will enrich the classroom experience.

Genetics and Evolutionary Biology

Prerequisite: Biology 9

This course is designed for students with a keen interest in biology from an evolutionary viewpoint. The content of the course will begin with an exploration of Darwin's Theory of the Origin of Species, the basis for an understanding of the complexity and richness of life on earth. This course will be divided into the following themes: the historical framework of evolutionary biology and, more substantially, the organic framework of evolution, which includes cell division, genes



and chromosomes, Mendelian genetics, molecular genetics, origins of variation, genetic basis of microevolution, patterns and processes in macroevolution, and the origins and diversity of life. In the first semester, molecular genetics will be the underlying principle. In the second semester, controversies surrounding the origins of life on Earth will be discussed and students will examine the phylogeny of six Kingdoms in depth. The capstone of the course will focus on human evolution.

Neuroscience

See listing under Interdisciplinary Department.

Physiology (Grades 11, 12)

Prerequisite: Chemistry

This course explores the key biological concepts as illustrated by specific diseases. Each year, a new disease is examined from multiple perspectives including clinical reasoning, genetic etiology, and pathological cell biology. Students will learn various concepts, including the relationship of protein structure to function, the mechanism of action for various drug treatments, and the regulation of cell behavior by various proteins. The emphasis of the course is on experiential learning (such as simulated disease outbreaks), open-ended lab investigations into designing novel antibiotics, and solving social problems (such as vaccine hesitancy, equitable access to health care, and other health policy issues). Diseases studied in previous years include the Covid-19 pandemic, pediatric cancer, autism, HIV/AIDS, Alzheimer's, diabetes, and sickle cell anemia.

Research in Biology (Grade 12) ^{UL}

Prerequisites: A second life science, Chemistry I Extended or permission of the department

This research methods course teaches students how to think like a scientist through hypothesis-driven inquiry and authentic research investigations. Specific skills taught include understanding scientific literature, designing experiments, conducting contemporary biotechnological methods, using statistical and graphical analysis of data, and writing professional scientific reports. The first semester consists of conducting long-term, open-ended investigations in which these skills are learned and applied. The students will learn to write an effective research proposal on a topic of their interest, which is then conducted in the second semester. Their discoveries will be presented in a scientific manuscript suitable for publication in a professional journal.

Applied Research in Environmental science

See listing under science electives.

PHYSICAL SCIENCES OFFERINGS

Levels in Chemistry

To provide the maximum opportunity for students to learn at their optimal pace and to offer enough challenge and support to develop each student's potential, Chemistry I and II are divided into two levels each: Chemistry I or Chemistry I Extended, and Chemistry II or Chemistry II ^{UL}.

Each level builds a solid foundation of chemistry and covers the subject matter that is required for students to continue in the science curriculum. However, the Extended and UL Chemistry sections spend more time understanding concepts and models in a more in-depth manner in addition to focusing on math-intensive problems. Students in the Extended and UL courses should feel comfortable spending less time practicing problems in order to move through the material at a more accelerated pace. The Extended class is strongly recommended for students interested in pursuing a UL science or who are considering taking more Chemistry. Students select levels themselves with the advice from their current teacher and the science department.

Chemistry I or Chemistry I Extended

In chemistry, we seek to understand what matter does by understanding how electrons, atoms, and molecules interact. This is accomplished through a study of atomic theory, stoichiometry, gas laws, thermodynamics, and equilibrium. In addition, students will apply these concepts through experimentations in the laboratory. The learning in both the classroom and the laboratory includes an environment of self-discovery and discussion.

Chemistry II

Chemistry II Prerequisite: Chemistry I or Chemistry I Extended

This course is designed to provide students with an opportunity to explore chemical principles as applied in the real world. Chemistry concepts will be examined in the context of various themes, such as forensic science, art, cooking, and environmental science. This course also entails an introduction to organic chemistry and biochemistry, which includes hydrocarbons, organic functional groups, carbohydrates, lipids, proteins, enzymes, and nucleic acids.



Chemistry II ^{UL}

Prerequisite: Chemistry I Extended or permission of the department

This course is designed to provide a more in-depth study of key chemical principles such as chemical bonding theory, thermodynamics, kinetics, equilibrium, electrochemistry, colligative properties, and an introduction to organic chemistry. Students will also study acid-base chemistry, valence bond theory, molecular orbital theory, experimental design, and data analysis.

Students will be expected to master analytical techniques and develop technical writing skills in the form of lab reports. They will also develop their own procedures and design their own experiments to collect, analyze, and interpret data. The goal of this courses will be for students to understand the key fundamentals of chemical structure and reactivity, and to be able to interpret data at the molecular level.

Electricity and Magnetism ^{UL}

Coerequisite: Calculus ^{UL}

Prerequisite: Physics or Corequisite: Mechanics

Electricity and Magnetism covers electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Calculus is used throughout the course to formulate physical principles and apply them to physical problems. The primary focus is on improving the student's analytic problem-solving skills. Students are encouraged to take Mechanics prior to taking this class.

Physics

Corequisite: Algebra II

This course uses observation and inquiry to develop physical concepts. Students observe phenomena, model it mathematically, and use models to predict outcomes. The course emphasizes a conceptual understanding of the laws of physics with a moderate amount of mathematical problem solving, relying on skills developed in Algebra II. Topics include selections from kinematics, force, energy, momentum electricity and magnetism, optics, light, heat, waves, and circuits.

Physics I Extended

Prerequisite: Algebra II

This course uses observation and inquiry to develop physical concepts. Students observe phenomena, model it mathematically, and use models to predict outcomes. Extended Physics spends

less time introducing and reviewing topics and more time extending ideas and focusing on math-intensive problems. This physics course assumes that students are proficient at using algebra and trigonometric functions with minimal support, allowing the class to grapple with more complex applications of physics laws and pursue more open ended experiments. Topics include selections from kinematics, force, energy, momentum, electricity, optics, light, heat, waves, and circuits.

Physics Mechanics ^{UL}

Corequisite: Calculus ^{UL}

This course provides a systematic development of the main principles of physics, emphasizing problem-solving and helping students develop a deep understanding of physics concepts. Specifically, the class will cover kinematics, Newton's laws, work, energy, power, linear momentum, circular motion and rotation, oscillations, and gravitation. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus; the class will include a laboratory component. Students are encouraged to take Mechanics prior to taking Electricity and Magnetism.

Quantum Mechanics and Special Relativity ^{UL}

Prerequisite: Calculus ^{UL} and AP Physics, or permission of the department

This course focuses on two primary topics in modern physics: special relativity and quantum mechanics. Special relativity involves time and spatial descriptions of physical phenomena when speeds approach the speed of light. The quantum mechanics section will focus on models in wave mechanics that form the basis for much of modern physics and physical chemistry. The course will also review experiments conducted in the early 20th century that led to the development of quantum mechanics as a field of research.

SEMESTER ELECTIVES IN SCIENCE

Applied Research in Environmental Science—Field Ecology (Fall)

This course is designed for students who wish to engage in the scientific study of ecology and environmental science through extensive field investigations and experiments in the laboratory. We will explore topics such as water quality, biodiversity, and forest ecology, within the context of our need to feed, house, and provide energy for a growing global population. While there will be a significant amount of fieldwork and hands-on



investigations over the course of the year, we will also spend a considerable amount of time discussing current events relating to these topics. Students will have the opportunity not only to build skills in the use of the scientific method, critical analysis, and the interrogation of data, but also to design and carry out their own experiments in the laboratory and in the field. One overnight trip is likely to be included as part of the course depending on student availability and scheduling.

Applied Research in Environmental Science—Climate Science and Environmental Justice (Spring)

Similar to the fall semester (see description above), this course will also use a hands-on approach to build the skills enumerated above, but the topic will be narrowed to the science behind climate change and its relationship to social justice. If time permits, we will also learn about toxicology—another topic that is at the forefront of the social justice movement—through various laboratory and field experiments as well as case studies (e.g., Flint, Michigan).

Astronomy (Fall) (not offered in 2022-23)

This course is a scientific exploration of the human place in the universe. We study the origin and history of the universe in addition to the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. Students will study the properties of light and matter as well as the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe, and the search for extraterrestrial life. Note: This course does NOT fulfill the physical science requirement and it is NOT a prerequisite for Astrophysics.

Astrophysics (Spring) (not offered in 2022-23)

Prerequisite: Algebra II

This course focuses on how the physical laws determine the structure and evolution of stars, galaxies, and the universe as a whole. Emphasis is placed on understanding how observational evidence allows us to understand the universe. Topics will include the evolution of stars, galaxies and the universe as a whole. We will dig deep into the topics of gravity and spectroscopy to understand these cosmic processes. Students will analyze real data taken from astronomical objects. This is a fast-paced course that often uses algebra and trigonometry to model our universe and its laws. Facility and comfort with these mathematical topics is a must. Note: This course does NOT fulfill the physical science requirement.

Forensic Science (Fall or Spring)

This course explores the science behind crime scene evidence. Students learn how to secure and record evidence at a crime scene. Additional topics include exploration of DNA collection and its replication through PCR, the movement and patterns of fire in arson investigations, and the use of chromatography as a confirmatory test for many different types of trace evidence. Application of knowledge will be completed through numerous crime scene scenarios and labs. The content for each semester will be independent of the other; one semester is not required in order to take the other, and students may take both semesters without having material repeat. Please note: Forensic Science does NOT fulfill the physical science requirement.

Game Theory (Fall or Spring)

Prerequisite: Algebra II

This semester-long course is designed for students to develop their ability to make and analyze strategic decisions during interactions (or as we call them: games). Students will learn to solve classic games, such as “chicken,” while refining their strategies for more complex games, such as the repeated prisoner’s dilemma. As we progress through the semester, we will study more advanced ideas such as strategic moves, ultimatums, Nash equilibriums, and strategic irrationality. The semester will conclude with a discussion of how to relate our understanding of game theory to real-life situations, ranging from navigating the internet to decision making during the Cuban Missile Crisis.

Simulated Physics

See listed under Innovation and Computer Science.



WORLD LANGUAGES

Graduation Requirement: At least two successive years of the same language completed in high school.

The World Languages Department offers sequential courses, from introductory to upper level, across four language programs: Chinese, French, Spanish, and Latin. As students progress in their language study, they gain competency in auditory and oral skills, in reading and writing, and sociocultural awareness connected to the themes studied.

The World Languages Department seeks to have students sufficiently proficient to ensure successful passage to the next sequential course. While a student with a low passing grade may advance to the next level, under such a circumstance the department strongly recommends that such students pursue significant remedial study prior to beginning a new course. Questions regarding study options may be directed to the department chair.

Placement

Initial placement of new-to-GDS students in language classes is determined by a language placement test given by the department. The placement test includes a written and an oral component. The goal is to determine the course that best develops each student's potential and continued growth, while also providing an environment in which the student is comfortable taking the academic risks that are essential to that growth.

Foundations I in Chinese

This course is designed both for students who have had no previous work in Chinese and those who need to perfect their elementary skills before proceeding to Foundations II. Students strive for pronunciation accuracy by learning Pinyin romanization and tones. The course helps students develop basic communication skills by building a strong foundation of introductory vocabulary, phrases, and sentence structures. While the instructional emphasis is on oral communication, we introduce and engage in the reading and writing of simplified Chinese characters at this time. Authentic resources such as Chinese music, film, and videos provide comprehensible input to expand interpretive skills, while the use of varied in-class tasks and presentations promote communicative output. Chinese culture is one of the core elements in this first year of study.

Foundations II in Chinese

While continuing to focus on the development of oral/aural skills in communicative contexts, students work to improve their tonal precision, expand their vocabulary, and add to their library of key structures. Through focused practice in speaking, reading and writing, students broaden their interpretive, interpersonal, and presentational skills. Reading selections, music, art, videos, and hands-on experiences further familiarize students with the culture of China.

Chinese Language & Culture

In this intermediate course, students continue to develop proficiency in speaking/listening and reading/writing on a wide variety of current themes and issues by learning advanced vocabulary and grammatical structures. The course's audio/visual material introduces students to everyday situations and to cultural traditions in the Chinese-speaking world. Great emphasis is placed on developing the students' skills in writing and presenting in Chinese.

Chinese Language & Culture II

Prerequisite: Chinese Language & Culture

This class is designed for students who have completed Chinese Language & Culture I. Students continue to work with the Far East Chinese for Youth series and to hone their ability to discuss cultural topics with greater proficiency in the target language. Technology plays a key role in teaching, learning, practicing, and developing outreach projects, including a pen pal program, video conferences, multimedia resources for the use of learning, and computer-based assessments.

Advanced Topics in Chinese Studies

This college-level course will focus on the Chinese history, philosophy, literature, and culture. Students will explore Chinese history, culture, philosophy, and society as it has been presented in the 20th and 21st centuries through the medium of film and literature. By engaging the contemporary uses of the Chinese language, students will work to improve their skills in the language and to broaden their awareness of its roots in a very rich and ancient past as well as the current issues of our day.

Advanced Topics in Chinese Studies II ^{UL}

This course aims to help students continue building a solid foundation of four basic skills—listening, speaking, reading, and writing—in an interactive and communicative learning



environment. Organized in eight units by cultural themes over two semesters, students will have ongoing and varied opportunities to acquire extensive language skills and broad cultural exposure that reflects the rich diversity of Chinese language and culture. Following the guidelines from the American Council on the Teaching of Foreign Languages (ACTFL), students will demonstrate their Chinese proficiency across the three communication modes (interpersonal, interpretive, and presentational) and the five World Readiness Standards for language learning (communication, cultures, connections, comparisons, and communities). With a focus on current events and contemporary Chinese culture, the course deepens students' grounding in linguistic and cultural competencies and prepares them for advanced college-level study of Chinese.

Foundations I in French

This course is designed both for students who have had no previous work in French and those who need to perfect their elementary skills before going on to Foundations II. Primary emphasis is on acquisition of vocabulary and mastery of basic verb forms. All four skills—understanding, speaking, reading, and writing—are emphasized. Reading selections and videos introduce students to the geography and culture of France and of other French-speaking areas of the world.

Foundations II in French

While continuing the development of oral-aural skills, students undertake a comprehensive study of grammar and build a large practical vocabulary. Students are also introduced to the narrative voice in the present and past. Reading selections and watching videos introduce students to the geography and culture of France and of other French-speaking areas of the world.

French Language & Culture

Students continue to develop proficiency in speaking and writing on a wide variety of current themes and issues by learning to use advanced vocabulary, verb forms, and grammatical structures. Oral skills are enhanced through viewing and discussing selected videos. Reading skills and cultural awareness are developed through the study and discussion of articles from French periodicals and excerpts from French and Francophone literature.

Introduction to French Literature

This course introduces students to the study of major French literary works and authentic videos to develop their listening comprehension skills. Through the discussion of literary texts, videos, and cultural themes, students will review and expand grammatical concepts and acquire an extensive vocabulary. Emphasis is put on oral and written proficiency and students are encouraged to speak and write more critically and analytically.

Advanced French Language and Culture

This course is designed for those students who have completed Introduction to French Literature. The course, through units of cross-cultural study, allows students to explore various themes such as family, education, and immigration. It uses films, readings, and related art forms as a springboard for discussion, presentation, and improvisation as well as creative and analytical writing. Comprehensive grammar review and vocabulary building exercises are included.

Francophone Literature & Culture ^{UL}

This upper-level course focuses on the Francophone world while further developing language skills and imparting a greater facility in speaking, reading, and writing in French. Emphasis is also placed on vocabulary acquisition. Following a historical introduction and a study of French authors, the diversity of Francophone cultures and voices is explored through the works of writers from Canada, the French Antilles, and Western and Northern Africa. This course explores various themes such as loss, exile, identity, and gender.

Foundations I in Latin

This course is designed for students with no experience in Latin or for those who need to strengthen their knowledge of the basics. Students learn Latin through a natural language approach by reading, writing, listening, and speaking. This course covers the Cambridge Latin Course (CLC) Units 1 and 2, introducing students to an understanding of Roman daily life in ancient Pompeii and Britannia. During this first year, great emphasis is placed upon building a strong vocabulary and the fundamentals of the Latin noun and verb systems.

Foundations II in Latin

This course is designed for students who have completed Foundations I or who have demonstrated the equivalent level of proficiency. Foundations II introduces students to more complex constructions of Latin, especially to its very flexible verb system and use of subordinate clauses. Building a strong



vocabulary and comprehension skills remain primary goals. Students pick up where they left off at the end of CLC Unit 2 in Roman Egypt, and study Britannia and the city of Rome in CLC Unit 3. Students continue learning the foundations of Roman culture across the Empire.

Latin Language & Culture

This intermediate-level course completes the student's introduction to the Latin language. Students continue developing proficiency with a focus on comprehension, vocabulary, and critical thinking skills. Picking up in the middle of CLC Unit 3 and continuing with CLC Unit 4, students learn about the culture of the ancient Mediterranean, especially the political and military structures of the Roman Empire, to prepare them to read and discuss authentic Classical Latin literature the following year.

Introduction to Latin Literature

This course introduces students to the study of ancient Latin poetry and prose by authors including Ovid, Catullus, Horace, Vergil, and Pliny, among others. Focus is placed on reading and translating authentic Latin texts of increasing complexity, in addition to discussing and analyzing the cultural, historical, and mythological contexts of those texts. Students will review and expand grammatical concepts, acquire an extensive vocabulary, and be introduced to different meters and literary devices of Latin poetry in order to improve their interpretive reading skills. Through the critical lens of social justice and anti-racism, students will analyze both authentic Latin literature and secondary Classical scholarship in order to broaden their perspective and engage ethically with the ancient world.

Advanced Latin Literature

This course offers students the opportunity to read a variety of authentic ancient Latin poetry and prose by authors including Ovid, Catullus, Horace, Vergil, Livy, and Pliny, among others. Focus is placed on reading and translating authentic Latin prose and poetry, in addition to discussing and analyzing the cultural, historical, and mythological contexts of those texts. Driven by inquiry, students will explore some of the great themes of ancient civilization that continue to confront us such as gender and social inequality, the place of religion, civic duty, and morality. Building upon their work in Introduction to Latin Literature, Advanced Latin Literature students will continue to analyze both authentic Latin literature and secondary Classical scholarship with the critical lens of

social justice and anti-oppression in order to broaden their perspective and engage ethically with the ancient world.

Foundations in Spanish

Designed for students who have had no previous experience in the language or for those who need to reinforce basic skills, this course simultaneously builds all four language competencies (listening, speaking, reading, and writing) at the novice level. Students learn how to communicate on very familiar topics using a variety of practiced/memorized words, phrases, and simple sentences. Through various media, students encounter aspects of diverse cultures of the Spanish-speaking world, building respect and openness to practices and perspectives beyond their own. This course is taught primarily in Spanish.

Integrations in Spanish

Designed for students who have completed Foundations or who have demonstrated the equivalent level of proficiency, this course continues building all four competencies (listening, reading, speaking, and writing). Through a series of simple sentences in given contexts, students navigate everyday situations and begin creating personal meaning with the language. Emphasis is placed on not only students' further engagement with materials from Spanish-speaking cultures, but also with social justice themes related to thematic content. This course is taught primarily in Spanish.

Applications in Spanish

Designed for students who have completed Integrations or who have demonstrated the equivalent level of proficiency, this course reviews and reinforces the four language skills (speaking, listening, reading, and writing) thereby strengthening all modes of communicating: interpreting, conversing, and presenting. Students practice maintaining conversations with one another, as well as understanding and expressing information across multiple timeframes on a variety of topics. These include aspects of everyday life, personal interests, cultural material, and social justice. This course is taught entirely in Spanish.



Spanish Language & Culture

This course is designed for students who have completed Applications or who have demonstrated the equivalent level of proficiency. Emphasis is placed on developing more advanced structures in various timeframes and expanding vocabulary, applied to more extensive oral and written presentations, both individually and in groups. Students explore in greater depth socio-cultural, historical, and literary topics, often addressing issues of social justice and marginalization through authentic supplementary resources. This course is taught entirely in Spanish.

Introduction to Spanish Literature

This course is designed for students who have completed the Spanish Language & Culture course or have taken a specific placement exam to demonstrate the equivalent level of proficiency. This course introduces students to the study of writers from Latin America and Spain such as Jorge Luis Borges, Pablo Neruda, Gabriel García Márquez, Ana María Matute, and Isabel Allende, among others. Focus is placed on readings and discussions of literary texts and diverse cultural, historical, and social themes. Students expand their vocabulary and refine their oral and written expression through informative class presentations, creative compositions, and persuasive and analytical essays. Authentic resources such as films, documentaries, interviews, and short videos enhance students' interpretive skills. This course is taught entirely in Spanish.

Advanced Topics of the Spanish-Speaking World

This course is designed for students who have completed Introduction to Spanish Literature. Works by authors from Spain, Latin America, and the Caribbean provide a base for cross-cultural exploration and discussion of cultural, historical, literary, and sociopolitical issues. Students further integrate critical thinking skills with their language proficiency in order to explore social and political justice themes in the context of the Spanish speaking world. Course work includes analysis of African and indigenous cultural concepts. In addition, students examine topics related to cultural identity, immigration, gender issues, contemporary political trends, and the environment. The course stresses proficiency in reading, writing, listening, and speaking at an advanced level through various cultural genres, including music, film, literature, and journalism. Emphasis is placed on advanced vocabulary expansion and acquisition.

Advanced Spanish Literature ^{UL}

Prerequisite: Permission of the department

This course offers advanced Spanish students an opportunity to read literature on a college level from a variety of Hispanophone cultures. The year is devoted to Latin American literature and literature from Spain. Readings are selected from contemporary works and include poetry and prose from writers such as José Martí, Rubén Darío, Juana de Ibarborou, Luis Palés Matos, Gabriel García Márquez, Juan Rulfo, and Federico García Lorca. Authentic movies and music enhance the study of topics such as feminism, black literature, and magical realism.



