ACADEMIC POLICIES

GRADUATION REQUIREMENTS

A diploma from Rowland Hall indicates the successful completion of four years of a planned high school experience. This includes the minimum requirements in each core discipline. A credit is equal to one year-long course or two semester-long courses. Some disciplines may require a year-long course in order to fulfill a graduation requirement.

- English - 4 Credits
- History/Social Science - 3 Credits
- Lab Sciences - 3 Credits
- Mathematics - 3 Credits
- World Languages - 2 Credits (in the same language; 3 years recommended)
- Fine and Performing Arts - 1.5 Credits
- Ethics - 0.5 Credits
- Health - 1 Credit
- Physical Education - 1.5 credit (0.5 required in 9th grade) (credits applied to participation in athletics and/or dance)
- Additional Coursework - 2 credit minimum

Minimum Total Credits - 21.5*

*The average four-year high school student takes courses beyond the requirements. Students are required to carry a minimum of five (5) credits per year in order to maintain good academic standing. Students are strongly encouraged to take coursework beyond the minimum required. Students take a balance of core courses and electives each year.
COLLEGE ADMISSION COURSE RECOMMENDATIONS
Students hoping to gain admission to selective colleges and universities are advised that the minimum requirements for the Rowland Hall diploma are a framework on which to build a complete transcript. They do not in themselves meet the recommended course suggestions of selective colleges. While all colleges maintain some flexibility in preparation requirements, applicants to selective colleges will ordinarily be competing against students who minimally have taken the following:

- Four years of English
- Four years of mathematics
- Three to four years of laboratory science
- Three to four years of at least one world language
- Three to four years of history/social sciences
- Two years of fine arts

Additionally, competitive colleges will expect Rowland Hall students to take advantage of our broad Advanced Placement (AP) and Advanced Topic (AT) offerings and read widely independently. Students should be aware of requirements specific to the institutions they are interested in applying to, including NCAA and the UC system (and other state institutions). All students are urged to collaborate with their advisors; teachers; administrators; and, beginning in their junior year, their college counselors, to undertake the program that most aligns with their interests.

ADVANCED AND HONORS COURSEWORK
Admission to AP, AT, and honors courses is made on the basis of departmental and/or teacher recommendation and an assessment of the overall course load. Some classes may require a minimum grade threshold and/or a placement exam. Every student completes a course load planning form that is reviewed by the advisor, academic support counselor, principals, and current teachers. Students should be aware that AP/AT courses carry increased homework requirements. All students enrolled in AP classes are required to take the AP exam. Students enrolled in AT classes may take the AP exam in that subject if they so choose.

In the rare instance that a student takes an AP course but not the AP exam in May for reasons approved by the school, they must take a comparable exam. For more information about the AP program, contact the Upper School principal or assistant principal. Failure to take the AP exam as scheduled or failure to put in a good-faith effort on the test may result in

1) removal of the AP designation from the second-semester transcript,
2) Rowland Hall notifying colleges of the change to the final transcript,
3) the student being required to notify colleges in writing explaining the situation.

CONCURRENT ENROLLMENT
Concurrent registration at a university or another high school must be approved by the principal. The criteria are usually that the course is not available at Rowland Hall, is not a required Rowland Hall course, and that the student’s level of maturity would likely allow them to do the work successfully. Any cost incurred must be assumed by the student. A course taken from another institution does not appear on the Rowland Hall transcript. The student will need to request a transcript from that institution.

To receive credit for a course taken outside the Rowland Hall curriculum must submit an outline of the course to the principal for approval before the course begins. Credits are not accepted retroactively.
ADVANCED AND HONORS COURSEWORK
Rowland Hall offers Advanced Placement (AP), Advanced Topics (AT), Advanced Research (AR), and honors courses in several disciplines. AP courses are college-level courses that follow the Advanced Placement curriculum published by the College Board. These courses culminate in the AP exam in May (or portfolio for AP Studio Art). Advanced Topics courses are designed by Rowland Hall faculty to offer an experience with a comparable level of rigor to AP with the advantage of being able to pursue topics in greater depth and with the opportunity for more lab, hands-on, and project-based work. Advanced research courses are designed to engage students beyond the AP/AT curriculum with an opportunity to learn college-level research skills in a particular discipline, develop an original thesis, and conduct research under the guidance of an expert in a particular field. Some AR courses offer the opportunity to present at a conference, publish original work, and/or work with a university professor.

Admission to AP, AT, AR, and honors courses is made on the basis of departmental and/or teacher recommendation and an assessment of the overall course load. Some classes may require prerequisite coursework, a minimum grade threshold, and/or a placement exam.

Every student completes a course load planning form that is reviewed by the advisor, academic support counselor, principals, and current teachers. Students should be aware that AP/AT/AR courses carry increased homework requirements. All students enrolled in AP classes are required to take the AP exam. Students enrolled in AT classes may take the AP exam in that subject if they so choose, but the instructor is not expected to prepare the class for the test. Advanced Research courses may require a public component to the coursework such as presenting at a conference or publishing original research.

In the rare instance that a student takes an AP course but not the AP exam in May for reasons approved by the school, they must take a comparable exam. Failure to take the AP exam as scheduled (and without administrative approval) or failure to put in a good-faith effort on the test may result in

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To receive credit for a course taken outside the Rowland Hall curriculum must submit an outline of the course to the principal for approval before the course begins. Credits are not accepted retroactively.
ADD/DROP POLICY FOR CLASSES

ADD/DROP DATE 9/8/23
The add/drop date is three weeks into the school year, and by this point, students and teachers should have a sense that the placement is not correct or that the student is overwhelmed with their schedule. If a schedule change is made before the 9th, the student will start fresh in the new course and the grade will not transfer. (Example - Student moves from AT Precalculus to Precalculus = new grade book in Precalculus.)

ADD/DROP DATE WITH GRADE IMPACT 10/6/23
If a student needs to make a schedule change between September 8th and October 6th, the grade from the original course will transfer to the new course. Teachers, along with department chairs, will determine the appropriate grade based on time spent in both courses. (Examples - AP Literature to English 12, French II to French I, Spanish III to Spanish II Conversation, AT Precalc to Precalc, Chemistry H to Chemistry.)

If a student drops a class and enters a class in another discipline where it doesn’t make sense for a grade impact, the student can only receive a P or F in that new course for the semester. (Example: Walter is in AT Chemistry and decides to take AP Computer Science on October 17. The student doesn’t have AT Chemistry on the transcript but will only get a P or an F in AP Computer Science for the Semester 1 grade.)

ADD/DROP DATE WITH TRANSCRIPT IMPAGE–after 10/6/23
If a student needs to make a schedule change after October 6th and is dropping a course, the dropped course will appear on the transcript. (Example - A student drops AP Computer Science on 11/6, AP Computer Science will be a withdraw pass or a withdraw fail on a transcript.) Grades will transfer if the student moves a level based on the same scenario as above.

ADD/DROP AFTER THE FIRST SEMESTER
If a student needs to make a schedule change for the second semester, their first-semester grade and course will appear on the transcript and they will start in January in a new course. (Example - A student struggles the first semester in AP European History - student starts Europe and the Atlantic in January, but AP Euro is on the transcript for the first semester.)
**UPPER SCHOOL SPECIAL PROGRAMS**

**INTERIM**

In order to ensure our students are curious, inspired, and active citizens of the world, Rowland Hall encourages student travel and experiential learning in a number of ways, including the Upper School’s Interim program. Interim provides local, regional, national, and international learning experiences outside of the upper school classroom. This Rowland Hall values-aligned, week-long program provides hands-on activities and experiences that promote self-reliance, deep thinking and problem-solving, responsibility and collaboration, as well as an opportunity to build relationships outside of the traditional school setting. Interim takes advantage of Utah and the Mountain West’s unique landscapes, rich natural resources, and diverse cultures and communities, while also offering opportunities for purposeful engagement in national and international travel.

Benefits of Interim include: the opportunity for students to be immersed in their language of study, a new culture or region; experiential learning in an academic area such as the sciences, history, or arts; outdoor adventures where students challenge themselves physically, learn about the natural world and their relationship to nature; a chance to recognize a community’s needs and assets through partnership and relationship building over time; the opportunity to learn and practice new skills and to exercise organizational and leadership skills in new settings; and the enjoyment of meeting and getting to know students teachers, and staff outside of one’s grade and peer group.

**IMPACT LEADERSHIP LAB**

Impact Leadership Lab is a semester-long self-designed action research project that is available for juniors and seniors. Impact Leadership Lab is an opportunity to develop leadership, practice community engagement, and explore content knowledge in the context of the community as a laboratory. Work with a local business, nonprofit, academic institution, or governmental organization to do action research on a topic of your choosing, produce original research, and have an impact on the community. Students will work with the Director of Ethics and Community Engagement to identify a self-directed project and the resources needed to positively impact our community. The Impact Leadership Lab culminates in a reflective action research artifact (i.e., paper, public presentation, recommendation report) to be shared with peers and the community.
The purpose of the English curriculum is to help students improve their reading and writing skills, practice communicating their ideas in multiple rhetorical formats, and hopefully, come to understand themselves and their world more clearly. Students gain confidence in their ability to read critically by asking questions about a variety of texts—fictional and nonfictional, historical and contemporary, canonical and non-canonical. As a department, we focus on process as well as product; students practice skills sequentially as they move through the curriculum. At each level, they are encouraged to reflect upon their work and to set goals specific to their improvement. Finally, the English curriculum emphasizes critical thinking as students learn to formulate research questions, gather credible research, responsibly handle source material, and synthesize information.

**ENGLISH COURSE PROGRESSION**

Four Years (4.0 credits) Required

<table>
<thead>
<tr>
<th>9TH AND 10TH GRADE</th>
<th>11TH GRADE</th>
<th>12TH GRADE</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>American Literature</td>
<td>English 12: Composition</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>English 10</td>
<td>AP English Language and Composition</td>
<td>AP English Literature and Composition</td>
<td>Publications and Yearbook</td>
</tr>
</tbody>
</table>

**ENGLISH 9**

No Prerequisite

Students enhance their reading and writing skills by studying canonical and contemporary works of world, British, and American literature. Through these works, with their varied voices and perspectives, we examine thematic questions common to people of different languages, historical periods, and cultures. Students practice skills of literary analysis in close reading exercises, critical essays, and assessments and practice critical thinking skills in small-group and whole-class discussions. Students also learn to identify grammatical features of sentences and sentence structures, and they practice punctuation skills that will help them become better editors of their own writing in the Upper School and beyond. Additionally, the class reinforces research skills in writing and in public speaking tasks.
ENGLISH 10
No Prerequisite

In this course, students explore the literature of Britain and the postcolonial diaspora. The basic assumption of the course is that British literature is inherently diverse and exciting. By reading both contemporary postcolonial voices and canonical British voices, students will think about cross-cultural encounters and talk about how literature defines and highlights differences between people and cultures as well as provides understanding across different perspectives. Students will talk about these ideas and texts as a community in both large and small groups where the main goal will be conversation and understanding new perspectives. Students will have the opportunity to write in many registers, both creative and academic. They will be encouraged to experiment formally while also receiving a solid foundation in structured analytical writing that will prepare them for AP English classes in their Junior and Senior years if they choose. With a firm emphasis on developing an effective writing process, the course empowers students to choose their own topics and structures, identify their purpose, develop their voice, and solve writing problems through their drafting and revision process.

ENGLISH 11 AMERICAN LITERATURE
No Prerequisite

Students explore ways in which American writers – fiction and nonfiction – have engaged with their immediate community and used their work to shape our society. Throughout the year, students expand their knowledge so that they can participate in this world of ideas and explore the subtleties of these texts. As students sharpen their ability to ask questions and draw inferences, they see how language is a powerful tool. By drafting and editing their own writing, students work to refine their critical thinking skills and to produce polished essays – creative and analytical. During their junior year, students undertake an interdisciplinary research project that requires them to gather scholarly sources and synthesize this information in order to compose a nuanced analysis of a vintage ad.

AP ENGLISH LANGUAGE AND COMPOSITION
Prerequisite: B+ or Higher in English 10 and Departmental Recommendation

Students in AP English learn to read critically and to analyze the rhetorical and stylistic devices at work in a wide variety of challenging texts, including creative, persuasive, and expository essays. Specific to this AP course, students examine how writers use the nuances of language as a tool to craft their message for a particular audience and to achieve their desired purpose. Students also practice research skills through reading, annotating, and synthesizing essays on a range of historical and contemporary issues. In addition to formal analysis, students also work on developing their own voice, structuring an argument, and crafting personal narratives that speak to important transformational moments in their lives. Like their peers in American Literature, AP students undertake an interdisciplinary research project that requires them to gather scholarly sources and synthesize this information in order to compose a nuanced analysis of a vintage ad. AP students then extend their knowledge of the rhetoric of advertising by creating their own print advertisement and presenting it to professionals in the field.
ENGLISH 12 COMPOSITION AND COLLABORATION
No Prerequisite

English 12 prepares seniors to write across the curriculum, with an emphasis on literary analysis, personal narrative, professional writing, and rhetoric. Through studying short literary works (essays, short stories, and poems), students hone their analytical skills on a variety of texts by a wide range of authors. Through a long-term, collaborative, interdisciplinary professional-writing project, they develop their abilities to work in groups, persuade audiences through their writing, and support arguments using library research. And through creative assignments, they exercise their imaginative self-expression and love of language.

AP LITERATURE AND COMPOSITION
Prerequisite: B+ or Higher in English 11 or AP English Language and Department Recommendation

This course challenges seniors to engage with contemporary and historical texts on many levels: personal, creative, rhetorical, and theoretical. Students will recognize that they build persuasive interpretations by asking complex questions of texts. Thus, they explore their speculations through student-led class discussions, individual presentations, research tasks, team teaching, informal discussion posts, timed writings, and formal analytical essays. Students will develop fluency in reading fiction, drama, and poetry as they develop confidence in their ability to articulate compelling analyses and express their insights with precision and subtlety.

CREATIVE WRITING / LITERARY MAGAZINE (SEMESTER-LENGTH CLASS)
No Prerequisite, Open to Students in Grades 9 -12

Students may enroll in creative writing as a full-year course for one or more years during high school. Taught by well-known published poet and poetry advocate Joel Long, students work and explore various forms of poetry, fiction, nonfiction, or drama. Through an extensive series of exercises and visits by guest writers, students hone their craft and find pleasure and insight into the creative process.

In the latter part of the school year, students produce the school’s literary magazine, Tesserae. The publication is a consistent winner of the National Council of Teachers of English Programs to Recognize Excellence in Student Literary Magazines, in which over 400 schools compete. Tesserae has also won the Magazine Pacemaker Award from the National Scholastic Press Association, “in recognition of general excellence and outstanding achievement by a high school magazine in a national competition.”
QUEER LITERATURE (SEMESTER-LENGTH CLASS)
No Prerequisite - Open to Students in Grades 11 and 12 only

This course takes an interdisciplinary approach, analyzing a range of texts – historical, fiction, film, and more – to interrogate notions of queer identity. We will also explore how identity is a social construction and how the experience of queer identities intersect with gender, race, class, and ability. As we read or view different texts, we will encourage students to explore the power dynamics that exist and how authors, historians, and filmmakers have used their work to disrupt stereotypes and critique the structures that have alienated those affiliated with the LGBTQ+ community. Students who enroll in this upper-level seminar will help lead our class discussions and compose a series of pieces – creative and analytical. They will be encouraged to pursue topics of interest: the historical roots of Queer communities, the construction of Queer identities, as well as contemporary topics, ie. Supreme Court cases impacting Queer citizens and the cultural landscape that surrounds them.

PUBLICATIONS (SEMESTER-LENGTH CLASS)
No Prerequisite

The express purpose of this student-run class is the production of the school newspaper and yearbook. The publications staff will plan, design, write, photograph, edit, and publish these documents with the guidance of the faculty advisers. The platform for student papers, reports, and articles in the official student online school newspaper, The Gazette. Students will gain experience in journalism, design, technology, and photography and will be influential in investigating and reporting on issues relevant to the school community.
The principal goal of the World Languages Department is to help students reach a superior level of communicative competence as it pertains to the four main language skills: reading, writing, speaking, and listening. The five C’s (communication, cultures, connections, comparisons, and communities) mentioned in ACTFL’s Standards for Foreign Language Learning: Preparing for the 21st Century also help to inform and guide the program.

**CHINESE I**
No Prerequisite

This beginning Chinese course is intended for students with no prior knowledge of any Chinese dialect or written Chinese. This course will introduce the Chinese Pinyin Romanization system: tones, rules of phonetic spelling, and pronunciation; Chinese characters: creation and evolution, stroke order, structure, the writing system, and calligraphic techniques. Reading and writing skills are introduced and students develop basic skills in listening, speaking, reading, and writing.
CHINESE II

Requires successful completion of Chinese 1 and/or Departmental Recommendation

Students continue to develop and master the essential linguistic skills required for listening, speaking, reading, and writing. The structure of the class focuses on learning the basic grammar and vocabulary elements by studying language in authentic contexts using simplified Chinese characters and Pinyin. Oral/aural drills, role-playing skits, group activities, conversation, multimedia resources, and realia are used to reinforce the individual and collaborative effort. Students also develop an introductory understanding of the history and culture of China.

CHINESE III

Requires successful completion of Chinese 2 and/or Departmental Recommendation

Students will further develop the four essential linguistic skills of listening, speaking, reading, and writing by expanding the grammatical structures and vocabulary studied in Chinese I and Chinese II. The ongoing mastery of vocabulary and grammar introduced at each level is essential for future success in Chinese. Oral/aural drills, oral presentations, role-playing skits, question and answer practice, conversation, compositions, group activities, multimedia resources, and realia are utilized to reinforce grammar concepts and sentence structure. Individual and collaborative efforts are essential factors for the development of proficiency. Students also continue to explore the history and culture of China.

CHINESE IV

Requires successful completion of Chinese 3 and/or Departmental Recommendation

This advanced course will further develop the four essential linguistic skills of listening, speaking, reading, and writing for students. We will emphasize grammatical structures while expanding the vocabulary studied before. The topics will move to more abstract subject matter. In addition to spoken style, more written style expressions are gradually introduced at this level. Chinese history and culture are also integrated.

AT CHINESE

Requires successful completion of Chinese 4 and/or Departmental Recommendation

AT Chinese Language and Culture is a full academic year course for qualified students who finished Chinese IV or equivalent courses. The goal of this course is to help students reach the second-year college level of proficiency and to succeed on the AP Chinese and Culture exam across the three communicative modes: interpretive, interpersonal, and presentational if they choose to take it. In addition to communication, the course also addresses the other four goals of the Standards of Foreign Language Learning in the 21st Century: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of learners, and the use of the language within the broader communities beyond the traditional school environment.
FRENCH I
No Prerequisite

French I is designed to give students an understanding of basic sentence structure. This sentence structure will include elementary negations as they fit into usage with the three basic first-year verb tenses: the present, the passé composé, and the futur proche. The three verb groups will be taught extensively as well as a wide variety of irregular verbs. How to form questions with the above tenses will be included. Vocabulary will include everyday nouns from a variety of situational settings, including numbers, family, clothing, countries and nationalities, sports, places in town, food, household items, and transportation. Students will also learn adjective agreement and placement. Through the above-mentioned vocabulary, the class will study cultural aspects of the Francophone world and geography. By the second semester, the class will be taught mostly entirely in French, and the students will be required to use only French in the classroom.

FRENCH II
Requires successful completion of French 1 and/or Departmental Recommendation

All classes of French II are in the target language. French I or MS French material is reviewed for the first quarter, after which the following tenses are introduced and practiced: the imperfect, the conditional, the pluperfect, and the future tense; in conjunction with all of these tenses “si clauses” are taught. Direct and indirect pronouns and simple relative pronouns are studied. Adverbs are added as well. A great deal of oral practice through dialogues, skits, and games in class emphasizes the use of these tenses. Vocabulary builds up throughout the year, examples being professions, food, studies, body and illnesses, and the environment. The students will learn about the 13 French regions with research and presentations.

FRENCH III
Requires successful completion of French 2 and/or Departmental Recommendation

A review and reinforcement of French II take place during the first part of the year. Students will learn to use comparatives and superlatives. The subjunctive and the gerund are studied in the second semester. Students will learn useful words for essay writing and will also hone their essay-writing skills in the target language. Students will learn about the history of France through readings, with a focus on specific places or people. The study of vocabulary will take a more holistic approach by understanding the origins of words, the meanings of prefixes, cognates and false cognates, synonyms and antonyms, the nominalization of verbs or adjectives, as well as the different spoken French around the world. Readings are introduced through magazine articles, Les Malheurs de Sophie de La Comtesse de Ségur, short stories by Maupassant, Le Petit Prince by St-Exupéry, and poetry by Rimbaud and Verlaine.
FRENCH IV / ADVANCED TOPICS FRENCH
Requires successful completion of French 3 and/or Departmental Recommendation

Advanced Topics French is composed of two one-year revolving courses so that students may choose to take two years of literature without rereading anything. Essay writing and discussions are principal components of the course. Students will also prepare for the AP French test. Students study the following works either in part or in whole:
- La Chanson de Roland
- Les Fables de La Fontaine
- La Belle et la Bête de Jeanne-Marie LePrince de Beaumont
- Les Contes de Perrault
- Plays de Molière ou Beaumarchais
- Philosophical Tales de Voltaire
- La Peste d’Albert Camus

SPANISH I
No Prerequisite

At this level, the focus is on the systematic development of the four basic language skills of listening for comprehension, speaking, reading, and writing to reinforce the structure of the language. The goal is to move students toward “communicative competence.” These four language skills are presented within the context of everyday life and the Spanish-speaking world (including the US) and its culture. The classroom format for Level I includes the following: interactive activities, oral question-and-answer segments, short dialogues, skits, etc. The students are expected to speak in Spanish during the class period with infrequent exceptions as of the spring of Level 1. The grammatical structures for simple present and past are presented along with basic vocabulary and idioms. All grammar will be sequenced throughout the language levels. Mastery of this material is essential for progression to the next language level.

SPANISH II
Requires successful completion of Spanish 1 and/or Departmental Recommendation

The focus continues to include the four language skills (listening for comprehension, speaking, reading, and writing) with an increased emphasis on the more complex grammatical structures. This course includes a review of the simple present and past as well as the progression to the imperfect past, the future and conditional, and the compound structures of present perfect and past perfect. Grammar is used as a tool to achieve communicative competence. In addition to similar teaching techniques (interactive activities, question and answer segments, and so forth) students at Level II have the opportunity to increase their language learning through participation in conversation topics and projects. At this level, students are expected to be speaking in Spanish during the class with infrequent exceptions.
SPANISH III
Requires successful completion of Spanish 2 and/or Departmental Recommendation

This course continues to introduce students to the Spanish language with more advanced grammatical structures and vocabulary while continuing to review past structures learned in previous Spanish classes. Communication is stressed by focusing on the four language learning skills: listening, speaking, reading, and writing. Emphasis is placed on using the language in a number of real-world and practical situations. Students will continue to develop an appreciation and understanding of the Spanish-speaking world and its varied traditions and histories, particularly through various reading texts (short stories, poetry, and articles on cultural aspects). The class is conducted entirely in Spanish.

SPANISH IV
Requires successful completion of Spanish 3 and/or Departmental Recommendation

Spanish IV is an advanced course that prepares students for AP Spanish or an upper-level university Spanish class. It is taught entirely in Spanish. Special focus is placed on reading, writing, and class discussion. Through the study of Spanish and Latin American fiction, history, and current events, students will be encouraged to look beyond the superficial and delve deeply into the rich complexities of the many cultures that make up the Spanish-speaking world. Recent topics include the Spanish Civil War, understanding poverty through literature, the impact and importance of La Virgen de Guadalupe in Mexican society, and understanding Catalonia’s relationship with the rest of Spain. Throughout the year, advanced grammar and idiomatic expressions are also taught and reviewed in order to give students the tools they need to communicate their ideas more clearly, accurately, and confidently.

AP SPANISH LANGUAGE AND CULTURE
Requires successful completion of Spanish 4 and/or Departmental Recommendation

The further development of the four language-learning skills will continue to be stressed in preparation for taking the AP Exam in May. Students will continue to acquire a deeper appreciation and understanding of the Spanish-speaking world and its varied traditions and histories. They will read, interpret, analyze, and discuss current affairs articles, as well as works of short fiction. A variety of authentic materials is used throughout the school year, including podcasts, audio-visual sources, news websites (BBC Mundo, El País), Américas Magazine, and selections from Andrés Oppenheimer’s Basta de historias. Students will continue to sharpen their writing skills and are given ample opportunity to write in a number of styles, including formal emails and persuasive essays. The class is conducted entirely in Spanish.
People love history. One of the oldest disciplines in the world, history offers them stories, asks them questions, and poses to them dilemmas they struggle to reconcile as they work to understand themselves and the world around them. To this end, the design of our program and approach to teaching fosters a continued fascination with the past. Students develop skills related to research, writing, and the use of evidence that empower them to harness a strong factual foundation to offer nuanced and sophisticated interpretations of the past. In each course required by the department, students translate reading and classroom work into projects interpreting questions about specific historical eras.

Rowland Hall requires three years of history instruction for all students. As seniors, students are encouraged to apply their historical knowledge to the present in Political Science or to choose an elective as a capstone experience. In Upper School, ninth-grade students take a foundational course in the historical discipline in the fall semester, which provides them with a strong grounding for historical analysis, research, and argumentation by cultivating a core set of academic skills that will foster success throughout their Upper School experience. In the spring semester, ninth-grade students choose between a variety of topically-focused courses that expand on and apply these historical thinking skills. Sophomores choose among three survey courses: Europe and the Atlantic World, AP European History, or AP World History. In all these courses, students explore more geographically- and temporally-focused narratives while also examining how historians have offered competing interpretations of those varied pasts. In their 11th-grade year, all students explore the history of the United States in either US History or AP US History. Both courses begin in the pre-Columbian world and move forward in time to the late twentieth century. They ask questions related to the formation of national identity, the development of an American political and social context, and the ways that the United States has encountered the world in the course of its history. Paired with their junior-year English class, all students also complete an interdisciplinary research project examining a vintage advertisement from the mid-20th century.
HISTORICAL FOUNDATIONS I: WORLDVIEWS AND EMPIRE (Fall)
No Prerequisite

This course introduces students to the discipline of history—its methods, theory, and disciplinary practices—by exploring major global religions in their respective chronological and geographical contexts and critically examining how those faith traditions interacted with political power. Situating faith traditions such as Hinduism, Buddhism, Confucianism, Judaism, Christianity, Islam, and Indigenous traditions in time, space, and place, students will grapple with the major political, intellectual, social, and economic currents that shaped and were shaped by these global religions. Through this study, students will become familiar with the evidence that historians use to access, construct, and analyze the past, learning to critically interrogate both primary source evidence in a variety of forms (written, artistic, architectural, etc.) and secondary source arguments (drawn from chapters, articles, and monographs) that scholars have offered about the significance of this past. Through this content, students will not only gain a foundation for the subsequent study of history at Rowland Hall, but also essential skills that will help them become strong students across the curriculum. In the fall semester, students work explicitly on the skills of materials management, critical active reading, engaged listening and well-organized note-taking, substantive engagement in class discussions, and persuasive writing working to apply these habits of mind to the historical content of this course as well as their other ninth-grade courses. In the spring semester, students will build on those critical reading, research, and writing skills as they explore a more specialized, elective-style topic about the global past and also conduct an interdisciplinary research project (coordinated with their English classes) focused on historical mythology.

HISTORICAL FOUNDATIONS II: MODERN JAPAN (Spring)
Requires successful completion of Historical Foundations 1

This course focuses on the modern history of Japan, specifically from the period leading up to the Meiji Restoration of 1868 to the turn of the 21st century. In terms of content, we will cover such important topics as the early formation of the modern Japanese nation-state (as opposed to the military dictatorship that preceded it); the re-opening of diplomatic relationships with Europe and the United States, and the political, cultural, and economic consequences thereof; the growth of Japan’s empire in East Asia, along with the emergence of militarism leading up to the Pacific War (WWII); the aftermath of Japan’s defeat; and the subsequent economic boom, plus political and cultural developments of the “long postwar” period. The course will be organized into thematic units, with our schedule featuring alternating weeks: the first of these will feature an intensive focus on historical narratives (e.g. textbook readings) that will help familiarize students with the general facts of a given historical topic, and will be followed by a week in which students focus on primary source materials in a wide range of media including literature, visual arts, government documents, film and television, and so on. These sources will represent multiple perspectives on historical events and their repercussions, examining not only the narratives of “official history,” but the differing reactions to and impacts upon various sectors of the Japanese as well as foreign (especially colonial) populations. The course will thus build on the skills training of the fall Historical Foundations course, giving students the opportunity to apply skills they learned in the fall to sources in an expanded range of media, and of increased complexity.
HISTORICAL FOUNDATIONS II: MODERN LATIN AMERICA (Spring)
Requires successful completion of Historical Foundations 1

Modern Latin America surveys the societies from Mexico and the Caribbean south through Central and South America. Starting with an overview of what scholars have discovered about the origins of agrarian civilization in the Americas and West Africa, students then explore the indigenous peoples in the 14th and 15th centuries CE and their contact with, and in many cases colonization by, Europeans. The course then studies the Spanish conquest while questioning the narratives of heroism associated with it; the wars of independence and the nation-building that followed; popular struggles and narratives of modern, Latin American and national identity; and late twentieth-century political movements. While students will learn about key individuals and significant dates and events, the course does not emphasize memorization but rather contextualizes such information within broader historical narratives: cultural, economic/material, political, and so on. The course also works to foster students’ ability to recognize, critique, and produce historical arguments—that is, to read a text not only to extract the relevant factual information, but to see how that information is organized into an argument, and to help students produce such arguments themselves.

EUROPE AND THE ATLANTIC WORLD
No Prerequisite

Europe and the Atlantic World is a survey of the roots and development of civilization on the European continent, as well as its interactions with the world. We explore the values, systems of trade and economic development, and political change that created the European modern world. The course’s primary goals are to develop (a) an understanding of some of the principal themes in European history, (b) the ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. In order to accomplish these goals, students will critically read, evaluate, and discuss their textbook, primary sources, and academic articles which help scholars to make sense of the European past. In terms of critical thinking and writing, students will apply the comparative method, assess change over time, and synthesize multiple primary sources into persuasive evidence-based arguments.

AP WORLD HISTORY: MODERN
Prerequisite: B+ or Higher in Historical Foundations and Departmental Recommendation

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
AP EUROPEAN HISTORY
Prerequisite: B+ or Higher in Historical Foundations and Departmental Recommendation

AP European History covers the period from ~1350 through the Cold War era and both prepares students for a university-level European history course and for success on the Advanced Placement European History exam. The course’s primary goals are to develop (a) an understanding of some of the principal themes in modern European history, (b) the ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. In order to accomplish these goals, students will critically read, evaluate, and discuss their textbook, primary sources, and intellectual and cultural developments of the European past. In terms of critical thinking and writing, students will apply the comparative method, assess change over time, and synthesize multiple primary sources into persuasive evidence-based arguments. Students will frequently practice these writing skills on document-based questions, long essays, and short answer questions. In the course of mastering the temporal history of the European past, students will also explore different historical approaches, assess divergent interpretations of the past, and develop methods of researching and evaluating historical evidence.

UNITED STATES HISTORY
No Prerequisite

This course examines the history of North America from its pre-Columbian indigenous past, through the foundation of the British colonies, and into the experience of the United States through the late 20th c. The primary goal is to establish a basis for a thoughtful engagement with American history as a whole. This basis includes the ongoing impact of indigenous people, the reasons for the founding of American colonies by Britain, the goals and cultures of those colonies, the rise of a variety of social and economic structures (such as Puritanism and slavery), and the increasing diversity of the American colonies compared to Britain. Other topics of the course include the American Revolution, the dynamic and complex society of the early republic, the years leading to the sectional conflict we know as the Civil War, Reconstruction, the Gilded Age, and the massive changes that accompanied the transition to the 20th century. In that century, the course will examine the growth of industrial economics, the rise of mass and popular culture, two world wars, a depression, and the unprecedented social changes associated with various movements for civil and political rights. The course employs a course reader, scholarly articles and chapters by scholars in the field, primary source materials, art, and material culture to convey not only the intellectual concepts of the past but also the lived experience of each period.
AP UNITED STATES HISTORY
Prerequisite: B+ or Higher in prior History coursework and Departmental Recommendation

AP United States History seeks to prepare students for university-level courses in United States history and success on the Advanced Placement United States History exam. In pursuit of that goal, the course requires students to master the temporal, social, cultural, economic, and political histories of pre-Columbian indigenous peoples, the British North American colonies, and the United States. Students will grapple with historical concepts such as contingency, agency, and positivism as analytic tools. In addition, students will learn to integrate competing narratives grounded in race, class, gender, region, party, religion, and immigrant status. Chronologically, the course begins before the advent of European contact with the Americas and ends in the last decade of the 20th century. The course employs a textbook, monographs by scholars in the field, primary source materials, art, and material culture to convey not only the intellectual concepts of the past but also the lived experience of each period.

POLITICAL SCIENCE: THE SUPREME COURT (Fall)
No Prerequisite, Open to Students Grade 10 - 12

This elective explores the history and lasting political impact of the Supreme Court through the lens of landmark decisions and constitutional legal principles. The Supreme Court may be the most important institution in American politics and has been at the center of social change throughout history. As conflicts over religion, speech, police powers, and racial equality surfaced and boiled over, it was the Supreme Court that determined the new social “order” (sometimes on a 5-4 decision). In addition to unpacking different interpretations of the constitution, students will gain a greater understanding of their own rights in a historical context and how to exercise them. As a blended history and political science course, students will read and write extensively to prepare for our in-class student-led discussions. During the semester, students will also work on a variety of projects, including collaboratively building a timeline about the history of a specific civil liberty, writing a research paper in the form of an amicus curiae brief, and participating in a mock trial. This class is perfect for anyone who’s interested in law school, politics, history, or social justice.

POLITICAL SCIENCE: LEGISLATIVE ACTIVISM (Spring)
No Prerequisite, Open to Students Grade 10 - 12

This elective explores the history of grassroots political activism while simultaneously participating in the current Utah legislative process as citizen lobbyists. Beyond studying the way a 'bill becomes a law,' students will also learn to identify the different political forces affecting their lives. This course will explore and evaluate different strategies for social change and provide students with many opportunities to visit the Utah capitol, contact Congressional representatives, start social media campaigns, and otherwise utilize their political power. The ultimate goal of the class is to transform each student into a “political subject.” This necessitates becoming politically literate, protected, self-aware, and engaged. The class will seek to demystify the “system,” challenge apathy, and require critical thinking in our discussions. Politics is the process and the product of our learning. This class is ideal for anyone who’s interested in social change, history, or local politics.
A HISTORY OF CONSPIRACIES, PSEUDOSCIENCE, AND PROPAGANDA (Spring)
No Prerequisite, Open to Students Grade 10 - 12

This course will train students in the essential skills of historical research, critical analysis, and social-scientific method. By examining historical examples of conspiracy theories, propaganda, and other forms of group-think, students will learn both what makes for effective manipulation of human belief, and what tools are available to combat it. Skills include avoiding logical fallacies in historical arguments, using and critiquing statistical data, and evaluating the reliability of primary and secondary sources. Students will complete a capstone project which investigates a historical example of group-think and explain the factors at work which create believers, as well as what critical processes work against the theory.

AP PSYCHOLOGY
Prerequisite: Open to Students in Grade 12 only

The AP Psychology course is designed to provide students with a broad overview of the diverse field of psychology and prepare students for the AP Psychology examination. The course explores psychological facts, principles, and theories within each of the major subfields of psychology, including, but not limited to, research methodology and statistics, biological bases of behavior, learning, cognition, memory, development, personality theory, and abnormal behavior. AP Psychology can be taken as a science or history elective in a student's senior year.

ADVANCED RESEARCH HUMANITIES (Fall)
Prerequisite: Completion of an AP History Course, AP Language, and Departmental Recommendation

This Advanced Research course for juniors and seniors offers students the opportunity to engage in the craft of history and conduct work similar to that of professional historians — creating their own projects, developing unique arguments, and then presenting that scholarship to authentic audiences. During the class, students will explore historical case studies that examine the methods and ethics of the discipline and further prepare them to undertake a major research paper. For that major assignment, students will develop a research topic, formulate a focused question, conduct primary research in available archives, and write a publishable-length (approximately 20-25 pages), original research paper, which they will submit to a peer-reviewed scholarly journal. In working toward the final draft, students will complete smaller assignments such as a research proposal, an annotated bibliography, a detailed outline, and a full draft of their paper prior to the completion of the final assignment. In addition to consulting primary and secondary sources available online or through the school's library, students will also learn about digital tools for research management as well as how to conduct archival research and navigate university libraries. While students will be allowed to choose their own research project with the approval of the instructor, they will also engage with the research of their classmates in class meetings; in workshops, students will read the drafts of others' work and provide comments and suggestions.
MATHEMATICS

DEPARTMENTAL OVERVIEW

The Mathematics Department believes that mathematics is an essential tool for seeking truth, making sense of, and contributing to the positive change in the world around us. In order for students to view mathematics in this way, it is necessary to engage them in authentic work whose goals are to solve genuine problems we encounter in our communities, the nation, and the world. It is our goal to nurture students' interests and talents and, in collaboration with teachers from other disciplines, help them understand how their unique identities can contribute to gaining insights and solving important problems we face. For some of our students, these contributions may lie in deep mathematical studies, for some they may be in applying mathematics in other scientific fields, for others yet they could be in understanding how data contributes to deepening or solving the social injustices present in our world. At Rowland Hall, we seek to offer all our students pathways that will bolster their identities as quantitative thinkers. We seek to instill in our students a willingness to take risks and engage in productive struggle. By persevering through and overcoming initial failures, our students develop a sense of confidence in their ability to solve challenging problems. When our students make claims, we expect them to support these claims with evidence and sound mathematical reasoning; engaging in both written and oral justification is an essential practice for developing deep and lasting understanding. We strive to provide classroom experiences that lead to creative and curious mindsets that motivate and sustain the purposeful effort needed to succeed.

To this end, the Mathematics Department offers courses that aim to support the students as they grow into mathematicians that match their goals and ambitions: creators, users, and appreciators. Through conversations with their teachers and advisors, each student will develop their personal journey through one of the pathways we offer.

MATH COURSE PROGRESSION

Three Years (3.0 credits) Required

<table>
<thead>
<tr>
<th>ACCELERATED PATH</th>
<th>CALCULUS PATH</th>
<th>STATISTICS PATH</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Algebra</td>
<td>Integrated Math I</td>
<td>Precalculus</td>
<td>Personal Finance: Financial Planning for College</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>Precalculus</td>
<td>AP Statistics</td>
<td>AP Computer Science A</td>
</tr>
<tr>
<td>Advanced Research Math</td>
<td>AP Calculus AB</td>
<td>Calculus</td>
<td></td>
</tr>
</tbody>
</table>
INTEGRATED MATH I
Prerequisite: Successful completion of 8th-grade math and Departmental Recommendation

In 9th grade, the study of linear relationships stems naturally from data investigations and can be used to model a variety of relationships in the world around us. Lines are the building blocks of geometry, and studies of transformations can be used to explain many of the algebraic properties of lines. The study of measurement, area, and volume lead seamlessly to the study of polynomials, and our focus will be on quadratic and cubic relationships. As part of our data investigations, students will begin the study of statistics by exploring the different ways of graphically and numerically summarizing data. Mathematical software is employed to create regression functions to model real-world phenomena.

INTEGRATED MATH II
Prerequisite: Successful completion of Integrated Math I or Departmental Recommendation

In this class, the students continue building their function repertoire by digging more deeply into polynomial functions, then comparing their growth to exponential functions. Students will become confident in their understanding of growth rates for different families of functions. Students will also extend the topics of geometry to trigonometric applications. Through the modeling of natural and social phenomena, the students will develop an intuitive understanding of inverse functions and begin to develop ideas of statistical inference and probability. Successful completion of IM2 prepares students for either IM3 or Precalculus the following year.

INTEGRATED MATH III
Prerequisite: Successful completion of Integrated Math 2 or Departmental Recommendation

Integrated Math 3 reinforces and extends the study of functions begun in IM1 and IM2. Students will continue to develop fluency with linear, quadratic, exponential, and trigonometric relationships using numerical, graphical, and algebraic representations. In addition, Integrated Math 3 emphasizes topics in computer science and statistics. Toward that end, much of our study of functions is done in the context of real data and regression modeling. Additional topics that promote both computer science and statistical reasoning include linear programming, probability, and simulation. Successful completion of IM3 prepares students for AP Computer Science Principles A and AP Statistics the following year.

ADVANCED ALGEBRA
Prerequisite: Departmental Recommendation, Diagnostic, and a Student Interview.

This course is designed for ninth-grade students who intend to complete AP Calculus BC as juniors. This is a rigorous and accelerated course in which the material in a traditional Algebra 2 course and selected precalculus topics are covered in greater depth and sophistication. Students begin the year studying arithmetic and geometric sequences and recursive systems. They then use linear functions to model approximately linear data sets and use technology to learn about linear regression and linear programming. Quadratic, polynomial, root, exponential, logarithmic, and trigonometric functions are covered from both an algebraic and modeling perspective. This course includes a rigorous development of mechanics and solution techniques along with a greater focus on theory and analysis. Writing about mathematics and modeling using technology are heavily emphasized. Advanced Algebra students should enjoy doing mathematics and show creativity in problem-solving.
PRECALCULUS  
Prerequisite: A grade of B or higher in Integrated Math II

Precalculus emphasizes the study of functions. The year begins with modeling linear and quadratic phenomena, followed by the development of exponential and logarithmic functions also from a modeling perspective. Students will spend the majority of the second semester on rational and trigonometric functions. Themes of limits, rates of change, and optimization are woven into the curriculum throughout the year. The goal of precalculus is to develop a deep conceptual understanding and procedural fluency in these topics. The students will be asked not only to perform calculations accurately but also to explain why the procedures they perform yield the desired results. Reasoning and justification are necessary ingredients of this course. The course focuses on encouraging students to become competent and confident problem solvers. Group activities give students the opportunity to work cooperatively as they think, talk, and write about mathematics. Successful completion of precalculus prepares students for calculus and AP Calculus AB the following year.

ADVANCED TOPICS IN PRECALCULUS  
Prerequisite: B+ or higher in Advanced Algebra and Departmental Recommendation

This is a rigorous, accelerated course designed for tenth-grade students who intend to go directly to AP Calculus BC in eleventh grade. Throughout the course, students will be expected to work cooperatively as they embrace challenging concepts and articulate their observations. Students will study relations and functions with their accompanying graphs and situations that they model. These will include exponential, logarithmic, trigonometric, and parametric functions as well as their inverses. The course integrates the analysis of functions and their behavior with the ideas of calculus through the lens of change. Calculus topics such as differentiation, integration, and their applications will be studied in depth. Students will complete several projects, some focusing on mathematical explanations, others on modeling. Each project will utilize some form of appropriate technology and polished written communication of results. Students will use technology as an aide to visualization and understanding of the ideas under consideration. Students will not take an AP exam for this course in the spring. The AP Calculus BC exam will be taken at the end of the following year.

AP STATISTICS  
Prerequisite: Successful completion of Integrated Math III or Precalculus and Departmental Recommendation

In AP Statistics students learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Per the College Board, AP Statistics is equivalent to a one-semester, introductory, non-calculus-based, college course in statistics. The course is centered around three broad themes: (1) producing, exploring, and summarizing data; (2) introductory probability theory; and (3) statistical estimation and inference. Throughout the course, students will work with real data, and significant emphasis is placed on interpreting and critiquing numerical results within the context of the dataset. Writing is a significant component of the course (almost more so than computation—we leave much of that to the machines), and students will learn to use language both accurately and precisely when communicating the results of their analyses. At the end of the course, students will be able to communicate quantitative information, generate useful data from well-designed experiments and well-drawn samples, and draw inferences about a larger population based on experimental results.
CALCULUS
Prerequisite: Successful completion of Precalculus

In this course, the students will take a hands-on, exploratory introduction to calculus. The majority of the time will be spent exploring the major ideas of calculus: continuity, limiting processes, rates of change (derivatives), and area under the curve (integration) through interactive applets and applied problems. Students will focus on conceptual understanding rather than technical manipulation. The goal is for each student to notice that the ideas of calculus arise naturally and to be able to state them clearly. The student will collect evidence for why these results are reasonable. Finally, the student will know what to do with these results; they should be able to apply them, whether in science or mathematics itself. At the same time, students will continue to build their proficiency with the families of functions and trigonometric concepts they have encountered in their precalculus class. They will also continue to develop a deeper understanding of algebraic principles, which will ensure they are prepared for the challenge college coursework brings in their freshman year. Using mathematical software both graphing and algebraic will be an integral part of the course.

AP CALCULUS AB
Prerequisite: A grade of B+ or higher in Precalculus and Departmental Recommendation

AP Calculus AB is a full-year, advanced placement elective. This course is primarily concerned with developing students' understanding of the concepts of calculus and of its methods and applications. It emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. AB Calculus requires students to implement all mathematical concepts covered in previous high school classes. Competency in geometry formulas, rational, radical, polynomial, exponential, logarithmic, and trigonometric functions is expected. The first month of calculus is dedicated to the study of limit theory, which leads to both differentiation and integration and their basic formulas. Topics include definition of the derivative using limits, the fundamental differentiation formulas, tangent lines, rates of change, related rates, and applying calculus to principles of physics i.e. velocity and acceleration. More advanced techniques of differentiation and integration are studied, which is followed by the calculus of exponential growth, logarithms, and differential equations. Volumes of revolution is the concluding topic and one of the highlights of the year. A graphing calculator is required to enhance concept connections and to support solutions. In addition, an approved graphing calculator is required for the AP exam. Preparation for the AP Calculus AB examination is one of the main objectives of the class.
AP CALCULUS BC
Prerequisite: A score of 3 or above on the AP Calculus AB examination or a grade of B+ in AT Precalculus, and Departmental Recommendation

This rigorous and challenging course provides the equivalent to two semesters of college calculus (Calculus I and II at the University of Utah, for example). Preparation for the AP Calculus BC examination is the primary focus for this course. As a result, students will spend the majority of their time grappling with difficult problems in a cooperative setting where they can have meaningful, mathematical conversations with their classmates and present at the board. A graphing calculator is required to enhance concept connections and to support solutions. In addition, an approved graphing calculator is required for the AP exam. Demonstrations in class will be performed with the TI-84. This course builds upon and extends the topics in the AP Calculus AB curriculum. Topics include limits, the definition of the derivative, the Fundamental Theorem of Calculus, and several techniques of integration. Differential and integral calculus will be applied to related rates, optimization, and motion (linear and curvilinear) problems. In addition, solving differential equations, finding area and volume, and the analysis of parametric, polar, and vector-valued functions are introduced. And finally, students explore numerical methods of approximation including Newton’s method, Riemann sums, trapezoidal approximations, Euler’s method, and Taylor series.

ADVANCED RESEARCH MATHEMATICS
Prerequisite: Successful completion of AP Calculus BC or Departmental Recommendation

Secondary school mathematics often leaves little room for a student to get to know the fields of modern mathematics. In this course, we will explore topics that are the objects of study of current mathematical research based on the students’ interests. We will take a broad stance and include work in both applied and theoretical mathematics. We will use mathematical software to model real-world phenomena. Previous topics have included graph theory, cryptography, number theory, geometry and topology, percolation theory, and group and knot theory. The course will culminate with an independent research project students will share with their peers and a wider audience through a paper and an oral presentation.

PERSONAL FINANCE
Prerequisite: Open to students in Grade 12 only

Personal finance is an elective course that is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. The first semester will focus on Finance for College (grants, scholarships, student loans, budgeting in college, career planning, and investment), and the second semester will center on topics of Finance for Life (credit reports, identity protection, types of loans, managing debt, making large purchases, taxes, and insurance). Students will spend a significant amount of time in research and discussion. At the end of most units, they will present the results of their investigations to the class. Please note this is an elective course and does not count as a required math credit toward graduation. Although personal finance is a one-semester course, students may choose to take the full year as the topics do not repeat.
Computer Science at Rowland Hall is much more than learning a coding language. Computer science teaches students design, logical reasoning, and problem-solving—all valuable beyond the computer science classroom. Computer science encourages students to solve problems through abstraction, algorithmic thinking, and utilizing the design process. This fosters a growth mindset, learning from failure, and a process-focused curriculum. Computer science courses can tap into students' interest in technology, helping them become technology innovators, and design technical solutions to problems in science, math, social studies, the arts, and literacy. Topics of computer science classes include proficiency and literacy in hardware, software, computer programming (coding), physical computing (engineering and robotics), data analysis, design, digital citizenship, and computational thinking.

### Exploring Computer Science (semester-length class)

**No Prerequisite**

Inclusive of all students, regardless of past experience, this course introduces students to the field of computer science through an exploration of engaging and accessible topics. Rather than focusing on a particular language or software, students learn conceptual ideas of computing and how certain tools or languages might be utilized to solve certain problems. The goal of the class is to develop in students the computational practices of algorithm development, problem-solving, programming, and interface design. The course also explores the limits of computers and ethical and societal issues.
ROBOTICS (semester-length class)
No Prerequisite

Inclusive of all students regardless of prior experience, the robotics course is a hands-on opportunity to explore physical computing. If you are excited about math, science, engineering and technology, or want to know what it is like to build your own robot, this is the class for you. We will design, build, and program robots that will be used in a variety of challenges and applications. Regardless of your engineering or coding background, you will build skills to succeed. In addition to using Arduino systems and designing our own bots, we will learn about the FIRST Technology Challenge competition that our after-school robotics program uses. Take your STEM skills to the next level with us in robotics next year!

PYTHON PROGRAMMING
No Prerequisite

Python programming is a full-year course devoted to exploring the syntax, application, and utility of the Python language. Students will work independently and self-paced to develop fundamental and advanced Python skills as well as work on collaborative projects in Micro:bit robotics, musical computing, game development, graphics, and statistical analysis. Students in this course do not need to have any prior experience.

AP COMPUTER SCIENCE PRINCIPLES
Prerequisite: Open to 10th through 12th grade students

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understanding the Internet and issues of cybersecurity, and the impacts of computing that affect different populations. AP Computer Science Principles will give students the opportunity to use current technologies like Android app development and processing (java) programming language to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP COMPUTER SCIENCE A (JAVA)
Prerequisite: Successful completion of AP Computer Science Principles or Departmental Recommendation

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem-solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem-solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.
SCIENCE

DEPARTMENTAL OVERVIEW

The Science Department aims to help all students develop as critical thinkers, flexible problem solvers, and responsible citizens. Core courses in physics, chemistry, and biology highlight fundamental physical and biological concepts, providing the foundation necessary to choose from a range of options in the junior and senior years. In all classes, students focus on both the content and the practices of science. Opportunities to ask questions, conduct experiments, and analyze data are provided on a regular basis. We hope that students will become confident in evaluating evidence, constructing arguments, and applying their knowledge to novel situations.

SCIENCE COURSE PROGRESSION

Three Years (3.0 credits) Required

INTEGRATED SCIENCE I

Physics → Chemistry

INTEGRATED SCIENCE II

Biology → Applied Sciences

11TH AND 12TH GRADE

AT Chemistry → Honors Physics

AT Physics

AT Biology

11TH AND 12TH GRADE:

Advanced Research Biology

Advanced Research Chemistry

ELECTIVES

Engineering I and II

Applied Chemistry

Earth Sciences

Climate Science

Vertebrate Physiology

INTEGRATED SCIENCE I: PHYSICS AND CHEMISTRY

No Prerequisite

This course is a survey of Newtonian mechanics and helps students to understand how the universe works on a macro level. Topics of study include interactions of matter, energy, velocity, acceleration, force, energy, momentum, and light. Topics will be approached from both conceptual and mathematical perspectives. Students learn the material through laboratory experiments, demonstrations, and lectures. Students conduct lab investigations in which they collect and analyze data, and then use data to support scientific claims. This course serves as an introduction to chemical concepts and techniques and helps students understand how the universe works on a micro level. Topics of study include the nature of matter, atomic theory, chemical bonding, chemical reactions, and states of matter. Most topics are approached from both qualitative and quantitative angles. Students learn about matter through demonstrations, laboratory experiments, simulations, and lectures. Students conduct lab investigations in which they collect and analyze data, and then use data to support scientific claims.
INTEGRATED SCIENCE II: BIOLOGY AND LAB SCIENCES
Prerequisites: Successful completion of Integrated Science I

Evolution is central to both our understanding of biology and to our ability to think, see, and probe the world as biologists. In Biology 10, our core topics are shared biochemistry, types of cells and cell division, common ancestry, heredity, natural selection, and speciation. We will also study energy transfer with cellular respiration and photosynthesis and examine examples of homeostasis in human physiology. Lab experiences will be an integral part of this curriculum, which is meticulously aligned with NGSS standards including elements of three-dimensional learning: science and engineering practices, disciplinary core ideas, and crosscutting concepts.

During the second semester, students will select from a series of options for applied scientific lab sections. Offerings for the 2023 - 24 school year include climate science, biotechnology, vertebrate physiology, applied chemistry, and Physics 2. Descriptions for those offerings are listed on subsequent pages.

BIOTECHNOLOGY (semester-length class)
Prerequisites: Successful completion of Integrated Science I

Scientists today can manipulate the biological world like never before. It is common to modify the activity and regulation of existing genes or to engineer entirely new pathways in a variety of organisms. Thanks to molecular biotechnology, hundreds of therapeutic agents, diagnostic tests, and vaccines are now available, with many more in the pipeline. Scientists have also genetically modified plants and animals to improve crop yields and enhance desired traits and are manipulating microorganisms to achieve bioremediation and large-scale production of useful metabolites. This course will open the highly innovative world of biotechnology, as both a scientific and economic venture, to students. By deconstructing a genetically modified organism (GMO), students will learn about how key technical advances such as PCR (polymerase chain reaction), cloning, and genomic editing have galvanized this field in the past decades and made possible the stunning array of applications we see today. Students will also learn about how science interacts with society, and about ethical considerations, regulatory aspects, and intellectual property/patents, in relation to biotechnology.

PHYSICS 2 (semester-length class)
Prerequisites: Successful completion of Integrated Science I

This continuation of physics builds on work started in Integrated Science I. The focus will be on physics content adding to the fundamental concepts learned and further developing the constructs of applied forces, work and energy transfer, and momentum.
VERTEBRATE PHYSIOLOGY (semester-length class)

Prerequisites: Integrated Science II

Why do some animals hibernate and others remain active all winter? Could understanding hibernation make it possible for us to send people to Mars? How can an emperor penguin incubate eggs for weeks on end in the depth of the antarctic winter without dying of starvation? How did somebody dressed in wool and fur survive the Antarctic winter storms for several days to collect a penguin egg? How do salmon migrate between salt and freshwater? How does the bar-tailed godwit fly 7,000 miles non-stop from Alaska to New Zealand? What effect does day length have on our sleep-wake cycles? These are the kinds of questions we will ask in vertebrate physiology. Just like camouflage to hide from predators or sharp fangs to catch prey, physiology is an adaptation caused by natural selection. In vertebrate physiology, we will study how animals such as fish, amphibians, reptiles, mammals, and birds have adapted to maintain internal conditions in a variety of external environments. Internal conditions include temperature, osmotic balance, blood chemistry, and the storage and release of energy. We will compare different types of thermoregulation including ectotherms such as fish, reptiles, and amphibians; and endotherms such as birds and mammals. We will evaluate responses to environmental variables such as the changes in salinity experienced by salmon as they migrate between fresh and saltwater environments. We will study live models such as fish and pigeons and consider examples from our own region such as marmots that hibernate and pika that spend the winter awake eating hay stacks that they built during the summer.

CLIMATE SCIENCE (semester-length class)

No Prerequisite

Climate science students will study the Earth's climate past, present, and predicted future. We will conduct our own research on the effect of temperature on different living systems such as lilacs, insects, and aquatic ecosystems. Students will share their research with citizen science projects such as the National Phenology Network and GLOBE. Using living systems and examples from our own region, we will study the carbon cycle and biogeochemical processes that determine the carbon balance in the biosphere, ocean, and atmosphere. We will use chemistry and physics to evaluate the properties of carbon dioxide and other greenhouse gases. Once students understand how human activities and natural processes impact Earth's climate, we will examine how climate change affects different parts of the world including the Great Basin, the Arctic, island nations, and coastal states. We will work with local groups to better understand climate science, policy options, and policy debates so that students are prepared to engage with climate questions that we will face for the foreseeable future.
UTAH EARTH SCIENCES (semester-length class)
No Prerequisite

Utah earth science is a place-based class that will use examples from Utah geography to understand Earth systems. The state of Utah has a diverse array of geographic features that represent different periods in Earth's history, different climate zones, and a range of aquatic and terrestrial ecosystems. In this class, the laboratory will be our own landscape: mountains, valleys, rivers, lakes, and the cycles that connect them. By using our own landscape to study Earth systems, students will cultivate a sense of belonging and stewardship for the places where they live.

APPLIED CHEMISTRY: FOOD SCIENCE (semester-length class)
Prerequisites: Successful completion of Integrated Science I

Students will explore how scientific principles underlie everyday aspects of food and cooking, from fruits, grains, and meats to sauces and candies. Lessons will alternate between presentations of chemistry concepts as well as the applications and relevance of chemistry to food and cooking, interactive activities, and peer-driven collaborations/discussions. Topics may include molecules, mixtures, flavor, energy, heat, phase transitions, fermentation, and candy.

ADVANCED TOPICS IN BIOLOGY
Prerequisites: Successful completion of both Integrated Science I and II

Advanced Topics in Biology is a second-year biology course that builds on the idea of biology as a unique way of inquiring into, seeing, and knowing the living world. By diving into core areas such as foundational biochemistry, cell biology, molecular biology, genetics, physiology, ecology, and evolution, this course crystallizes the value of understanding nature at various levels of organization. As forever students in a community of inquirers, we develop an appreciation of recurring themes amidst the staggering diversity and complexity of living things, the inextricable connection between the history of the Earth and the history of life on Earth, the bidirectional interactions between biotic and abiotic factors, exchange of matter and energy flow, and emergent properties. Additionally, we appreciate biology as an intrinsically interdisciplinary form of human knowledge; biology enriches and is enriched by methods and advancements in other STEM disciplines. In this course, students will engage in independent and guided research projects that run the gamut from fundamental research to real-world applications; students will connect principles and concepts to authentic experiences and clinical and environmental challenges at the community and global levels. Learning will be facilitated through the use of diverse media and rich classroom discourses, lectures, videos, model building, demonstrations, and hands-on experiments that emphasize qualitative, quantitative, and ethical aspects of the doing of science. Students will develop the ability to define problems after examining them from various sides, collaborate within teams to synthesize pertinent information, design experiments and clinical trials, gather and analyze data, use logic and sound reasoning to draw valid conclusions, and communicate all aspects of the aforementioned process in oral and written formats.
ADVANCED TOPICS IN CHEMISTRY
Prerequisites: Successful completion of both Integrated Science I and II

What is energy? What are the different types of energy? How does energy flow to determine if chemical reactions will occur or not? As a reaction proceeds, what controls the speed? What happens when you mix two compounds? What kind of solutions, properties, or reactions result? How are acid and base reactions essential to so many aspects of life? AT Chemistry is a second-year chemistry course that will endeavor to answer these questions and much more! The course will investigate these topics through collaborative experimental labs and discussion. Furthermore, real-world applications and current scientific research on the topics will be highlighted and discussed. Students who take this class should have strong math skills and a firm understanding of the topics explored in prior chemistry coursework.

HONORS PHYSICS
Prerequisite: Concurrently enrolled in or completed precalculus

Honors Physics is a college-level laboratory course that is a mathematical survey of Newtonian kinematics. The course is designed for students who are academically competitive, independent thinkers, and learners and can meet all expectations of the program. This course is designed for students who did not progress through the Integrated Science curriculum.

ADVANCED TOPICS IN PHYSICS
Prerequisite: Must be enrolled in AT Precalculus or a higher mathematics course and completed prior physics coursework

Advanced Topics in Physics is a full-year, laboratory-based physics course that will focus on key concepts of fluid dynamics, thermodynamics, electrostatics and circuits, magnetism and induction, optics, and modern physics. Through inquiry-based learning and laboratory activities, students will build on their understanding of physics and the scientific process. This course will provide the students with a venue to use their advanced mathematical skills in problem-solving and project-building. AT Physics will require that the student be very comfortable with algebra, trigonometry, and the basic calculus topics of integration and derivations.

INTEGRATED ENGINEERING I AND II
Prerequisites: Successful completion of Integrated Science I and Integrated Math II

This lab-based course will focus on the engineering principles that are fundamental to the various fields of engineering. Students will be introduced to the engineering design cycle and use this process on problem-based explorations. Over the course of the year, this course will cover topics across civil, mechanical, electrical, and chemical engineering, as well as material sciences and bioengineering. The course is differentiated into multiple semesters-long course arcs covering each topic.
ADVANCED RESEARCH CHEMISTRY
Prerequisite: AT Chemistry.
Recommended Prerequisites/Corequisites: Computer science and/or statistics

Research science is a highly interdisciplinary course where students will perform scientific research on a specific topic. Students will work collaboratively in a laboratory setting to advance their current understanding of the relationship between structure and properties in layered materials for battery applications. Students will gain experience in simulation environments, computer programming, data analysis and interpretation, mathematical modeling, engineering, and materials chemistry. Furthermore, students will gain first-hand experience in the research process, as well as experience the successes, failures, and unexpected tangents it involves.

ADVANCED RESEARCH BIOLOGY
Prerequisite: AT Biology

This course is intended to provide students an opportunity to experience, first-hand, the research and research communication process in the biological/biomedical arena and develop an array of broadly transferable skills, alongside all the thrills, disappointments, and detours that the doing of science invariably entails. By extending their classroom learning; developing analytical, quantitative, and critical thinking skills; collaborating with established researchers; and elevating their ability to think creatively and communicate science accurately, this course places students at the frontiers of the research endeavor. Students will identify, locate, and dig deep into primary scientific literature and familiarize themselves with burning questions, research methods, a variety of experimental, biostatistical, and in silico analyses, and research a topic in-depth with a goal of submitting a scientific paper/manuscript for peer review. In the process, students will also learn about our ethical obligations to human research participants and animal research subjects and will gain exposure to the standards that guide interactions among individuals in a collaborative scientific community. Students are expected to have strong critical reading and scientific writing skills and deep factual and conceptual knowledge of content covered in AT Biology, as they will need to assimilate high-level research articles, interpret data, derive insights, apply their learning towards addressing real-world problems, and discern future directions for inquiry.
Through both experiential and rigorous programming, the arts curriculum at Rowland Hall inspires students to use art to respond to and care for the world around them. Working collaboratively to build something larger than themselves through ensembles and events, artists inherently develop compassion that spirals out of the school and into the world. Students learn through direct experience that curiosity, imagination, vulnerability, and failure are catalysts for growth. The Rowland Hall Arts Department fosters an inclusive school environment grounded in trust, wherein students honor and respect themselves, their community, and the spaces they inhabit.

**Lincoln Street Choir**
No Prerequisite

Choir is open to any student with a love of singing. In rehearsals and preparation for a variety of performances for the community, singers will develop healthy vocal technique, strong notational skills, and ensemble responsiveness. Students have the opportunity to choose and arrange repertoire, perform on instruments, and take leadership roles in the ensemble, based on interest and ability. Repertoire ranges from classical choral music to contemporary a cappella, in a variety of styles. Performances over the course of the school year may include music department concerts, chapel services, collaborative fine arts concerts, regional festivals and competitions, and other opportunities in the local community.
US DANCE ENSEMBLES (Beginning, Intermediate, and Advanced)

Prerequisite: Departmental Recommendation

All three courses cover the same curriculum on a spiraling continuum. As the student develops, the depth of the curriculum does as well. Each is a full-year course. Dancers must audition each year for placement. Students study dance techniques in depth. Emphasis is placed on both proficiency and fluidity in a variety of traditional and contemporary styles. All students collaboratively create two cumulative large-scale, high-quality productions each year that are thematically unified. The theme is chosen or evolves from the following rotating curricula:

- Improvisational research
- Daily practice of technical skills and anatomy
- Exploration of compositional structure
- Explorations of personal and collective voice through writing, movement, research, and dialogue
- The study of production elements

ADVANCED TOPICS: MUSIC THEORY AND COMPOSITION

Prerequisite: Departmental Recommendation

Music Theory and Composition is a year-long course open to students who have a grasp of reading musical notation, usually through the study of an instrument. In the class, students will develop foundational skills in written and aural identification and analysis of music, with the goal of understanding the most common harmonic and rhythmic patterns of classical, jazz, and popular music. Students will demonstrate mastery of each musical concept with dictation, score analysis, and short composition exercises. As the year progresses, the class will focus more on arranging, orchestration, and composing in a variety of styles. Through collaborative composing and feedback processes, students will develop personal voice, expression, and technique as composers. At the end of the class, students will give a concert to the school community featuring their original compositions.

JAZZ BAND

Prerequisite: Departmental Recommendation

Jazz Band students develop their musicianship through practicing, studying, and performing a wide variety of jazz, funk, and rock music. In addition to improving their music literacy and instrumental technique, members of this class learn music vocabulary and compositional strategies for improvising melodies in a variety of musical styles. As members of an ensemble, jazz band students nurture their listening skills and learn to perform supportively and symbiotically with the other members of the band. The Jazz Bands participate in at least one concert at the end of each term and also perform at various functions in and outside of the Rowland Hall community throughout the year. Jazz band students are asked to practice at least 150 minutes a week outside of class and are strongly encouraged to study privately with an experienced professional on their instrument.
TECHNICAL THEATRE (semester-length class)
No Prerequisite

Students will be introduced to basic practical skills in theatre tech, which will include understanding tools and their functions, set construction, prop construction, operation of the soundboard, and operation and programming of the light board. Students will learn how to be part of a running crew for a show and will be expected to be involved in the Fall Production and/or the Spring MS Production in a variety of roles. Students will learn critical theatre safety protocol. Students will learn how technology in the theatre has evolved and be presented with new technologies that they will encounter in college. Advanced/repeat students will be expected to take on roles as mentors and crew lead. Juniors and Seniors who are interested in continuing their technical theatre education at a university will be given the opportunity to assemble a portfolio of their work.

THEATRE PRODUCTION (Fall)
No Prerequisite

Open to all beginning to advanced actors, Theater Production is a class that occurs after school, outside of the regular class period rotation. The production may either be a musical or a straight play. Students who decide to be a part of the production will be expected to be at rehearsals Tues-Th from 3-5 unless otherwise noted. This class is open to both experienced and non-experienced actors. There will also be technical needs such as prop building, set construction, costume design/construction, stage management, and sound and light board operator, so students interested in being involved are encouraged to sign up as well.

CERAMICS (semester-length class)
No Prerequisite

Ceramics is offered from 9th through 12th grade and spans coursework from exploratory to advanced topics for upperclassmen who choose to focus. The ceramics courses in the Upper School are an inclusive space wherein students of all levels come together to learn and mentor one another in the same room. Skills in coil building, slab building, wheel turning, ceramic art history, and individualized aesthetic building through compositional projects are primary. Classical ceramic traditions are explored as a platform for using many approaches to individual processes. The ceramic arts are showcased all year as part of The Larimer Center Gallery.
CHAMBER ORCHESTRA
Prerequisite: Departmental Recommendation

The chamber orchestra is open to all classical and folk musicians with experience reading music. In chamber orchestra, students develop musical independence, communication, and expression, while improving instrumental technique and music theory skills. Students perform a variety of classical, folk, and popular music as a large group, as well as form trios, quartets, and other ensembles. Performances over the course of the school year may include music department concerts, chapel services, fine arts concerts, solo/ensemble festivals, and other events on and off campus. Students are encouraged to continue private instruction outside of class while enrolled. Instruments included in the ensemble in past years have focused on string instruments (violin, viola, cello, and bass), but have also included the flute, clarinet, oboe, French horn, piano, harp, acoustic guitar, and percussion.

ADVANCED CHAMBER ENSEMBLE (ACE)
Prerequisite: Audition required

Student-driven advanced chamber music class with emphasis on musicality, phrase, intonation, and ensemble skills. Students should be able to play concertos, sonatas, and etudes of high level. There will be three to four performances with competition in spring. Repertoire for performances will cover various genres. Rehearsals are flexible and scheduled by students with the faculty coach. Expectations of high-level playing are balanced with sensitivity to student academic workload and schedule.

STUDIO ART (semester-length class)
No Prerequisite

The goal of these sequential studio art classes is to provide an understanding of, and experience in, a variety of art media and techniques. Studio Art offers opportunities for students to learn and explore drawing, painting, printmaking, assemblage, sculpture, computer design, and color theory through a variety of projects. Each class strives to create a challenging and positive environment that places concepts, materials, tools, and understanding in the hands of the student. Art historical perspectives are continually reinforced as are conceptual issues presented through contemporary art. Collaboration with other disciplines is embraced when appropriate.

MEDIA ART (semester-length class)
No Prerequisite

Media art is a semester-long course that teaches the elements of art and principles of design in the context of new media such as audio, video, animation, and film. This course introduces the computer as a vital and creative tool for making art and will cover a wide variety of processes, techniques, and contemporary art practices.
ADVANCED STUDIO ART
Prerequisite: Prior Completion of one year of Studio Art or Departmental Recommendation

Advanced Studio Art, a class taken in the junior or senior year provides a challenging yearlong opportunity to explore concepts and techniques in the visual arts. Students enrolled are introduced to a wide variety of art-making media in a structured environment. They are challenged to find individual solutions to projects that meet the criteria of well-rendered, well-conceived, thoughtful artistic study and practice. The resulting student works demonstrate a year of technical and conceptual achievement, and in some cases, provide the individual artist a foundation on which to pursue more self-guided discovery in AP Studio Art.

AP STUDIO ART
Prerequisite: Departmental Recommendation

AP Studio Art is a class offered to art students in grade twelve who are thinking about careers in visual art and the pursuit of visual art at the university level. Students pursue individual solutions to projects that require a growing level of creativity, and confidence. The goals of this one year of AP Studio Art are twofold: to prepare motivated students for the Advanced Placement Studio Art exam and submission of a comprehensive portfolio of work in May, and to provide the serious student of art a rich and rewarding experience that delivers a better understanding of the demands made by strenuous studio practice and consistent creative thought.

ADVANCED ACTING TECHNIQUES (Fall)
No Prerequisite

This class is designed for the student who wants to dig deeper into the craft of acting. Instead of focusing on performance, this class will focus on the process of what it is to be an actor. Through various exercises, scene work, monologue work, and performances, students will be introduced to and practice many different acting theories and techniques. They will learn about the history of acting and how theatre is evolving to meet the changing times. We will explore technology and theatre and how the two forms are intersecting. This is a class for students who are interested in acting but are unable to commit to an after-school class. It is also for students who may be interested in pursuing theatre in college. Please note that there is still an expectation of performance in this class.

THEATRE WORKSHOP (Spring)
No Prerequisite

Theatre Workshop will offer students a unique opportunity to collaborate with educational and professional artists in Salt Lake City. This class may take on several forms depending upon what local artist is available in the Spring. Past classes have collaborated with faculty and students at the University of Utah and professional local playwrights. The focus of this class will be the development of new work, both written and performed. This class will offer a very unique window for students who are interested in pursuing theatre in college and in the professional world.
HEALTH EDUCATION OVERVIEW

Health classes provide students with a solid base of information upon which to make life decisions filtered through the lens of values provided by individual families. The information provided is research-based, reflects current best practices, and discussion is open. Questions are encouraged and entertained insofar as they are appropriate to the direction of the class, fit the maturity level of the students, and aid in dispelling common myths or stereotypes, or misinformation. An overarching theme of the class is personal responsibility and risk reduction, and how these themes apply to the choices one makes, as well as how each choice can alter the course of the student’s life, and the lives of those around them. Therefore, students are encouraged to learn with an eye toward gaining a deeper understanding in order to recognize the role of personal responsibility in making strong, self-empowered decisions regarding their health, and the health of those around them.

HEALTH I: HEALTHY LIFESTYLES (semester-length class)
Required before completing 10th grade

The Healthy Lifestyles course is required of all sophomores and is developmentally appropriate. The course covers the following: positive self-esteem, physiology of stress, stress management, depression and suicide, coping strategies, principles of exercise and fitness, the importance of sleep, gender roles, abstinence, sexual respect, contraception, healthy and abusive relationships, sexually transmitted diseases, drugs and their effects on the individual, as well as the impact on family and society. A key strand that flows through all of the topics is the importance of one’s personal responsibility for one’s own choices and actions. The essential question is, what choices do I make when I am in charge of myself?
HEALTH II: ADOLESCENT ISSUES (semester-length class)
Required before graduation

DEBATE (Fall)
No Prerequisite

This is the core class for students interested in learning about official high school debate formats and competing for the team. This course reviews the basics of debate and public speaking, as well as introduces advanced forms of argumentation including topicality, counterplans, disadvantages, weighing mechanisms, and frameworks. Students will primarily research both sides of the official national topics but will have opportunities to explore additional controversies and subjects. In addition to practicing constructive, rebuttal, and cross-examination strategies, students will develop a variety of tactical skills including: evidence comparison, cost-benefit analysis, note-taking, audience adaptation, and more. While debate is competitive in nature, students will never be graded on wins or losses and the class works collaboratively to create and prepare cases against other schools. The class is offered in the fall semester, but students will have opportunities to attend additional tournaments in the spring. Students should re-enroll in this class every year if they want to compete for the team.

APPLIED FORENSICS (Spring)
No Prerequisite

The term ‘forensics’ refers to the art or study of public discussion, legal discourse, or debate. This course is designed for students who want an applied approach to argumentation and public speaking, as opposed to a competitive one. Applications include: Mock Trial, Model UN, Student Congress, TEDx presentations, and more. After completing this course, students will have a set of portable skills that they can use in a variety of experiences throughout the curriculum at Rowland Hall. Students will develop critical thinking and collaboration skills as they craft speeches and research topics for group-wide simulations and real-world activities. Students can take this class every year and can choose to specialize in different applications. Finally, students will be encouraged to participate in events beyond the classroom and have opportunities to partner with different professional organizations, which will help them hone their advocacy skills in formal settings.
ADVANCED RESEARCH DEBATE
See Instructor for Prerequisites

This year-long after-school course is designed for the most ambitious students who have goals of being nationally competitive debaters and exceptional researchers. Prerequisites include: having completed three semesters of debate (one of which can be Competition Debate in middle school), attending an approved summer debate camp, and receiving the debate coach’s recommendation. Students will complete individual research projects on the official national debate topics, attend regular after-school practice sessions, serve in team leadership positions, and compete at a variety of rigorous tournaments throughout the year.

INDEPENDENT DEBATE
See Instructor for Prerequisites

Independent debate is for students who want to participate in the program but don’t have room in their school schedule. Students with varying experience levels and goals would meet with the instructor to hear announcements, register for tournaments, and receive small amounts of coaching. Students would supplement this time with independent work. Students would apply for academic credit at the end of each trimester and would receive a grade if their level of participation warranted it.

ETHICS (semester-length class)
Required before graduation

This one-semester required course fulfills the graduation requirements for Ethics and is strongly recommended to be taken during the 11th- or 12th-grade year. This course asks students to reflect upon their own developing code of ethics as they explore frameworks articulated by ancient, modern, and contemporary thinkers. Students will practice Deliberate Dialogue around current issues to build fluency with moral reasoning and become more adept at recognizing diverse perspectives. These discussions will center on questions like 'What is a just society?' and 'What are my obligations to others?' As a culminating project, students will try to make their voices heard by writing a piece of ethical deliberation that finds an audience beyond our classroom.

ENTREPRENEURSHIP AND FINANCE (semester-length class)
No Prerequisites

Coursework in entrepreneurship is designed to give students mentoring, support, and a platform to research, ideate, prototype, and pitch their own idea, venture, project in a collaborative environment with similarly motivated students. This course may meet outside of the class period rotation. Additional details TBD with a new faculty member.
ATHLETIC AND FITNESS PROGRAMMING

PERSONAL FITNESS

Achieving and maintaining a consistent level of physical fitness will always be a goal of the Upper School. In the 9th grade, students will be given a strong foundational starting point while taking the Wellness 9 course. Concurrent to this course, all students are encouraged to join at least one of our exceptional athletic teams. Beyond athletics, currently two faculty- and student-driven opportunities have flourished over the past few years: Friday Hikes and Ultimate Frisbee. These activities are advertised to students, faculty, and staff and are offered, weather permitting, as after-school offerings. We also offer personal conditioning/weight training opportunities during and after the school day for interested students.

ATHLETIC TEAMS

Rowland Hall is classified as a Division 2A school in Region 17 of the Utah High School Activities Association (UHSAA). Our Upper School Winged Lions have won 34 state championship titles since 2007, as well as 82 regional championships. Added to that are the numerous individual region and state titles in track and cross country, tennis, golf, and swimming, the UHSAA Sportsmanship Award, the Deseret News All-Sports Award as the school with the most 2A state championships in 2007, a prestigious award that our program consistently places in the top five annually for 2A schools. Individual teams within our program have been recognized each year by the Utah Interscholastic Athletic Administrators Association as recipients of the top GPA award in their sport, as well as our overall athletics program was awarded the UIAAA Directors Cup based on academic as well as athletic achievements in 2013-2014, 2017-2018, and 2018-2019, as well as being ranked in the top five annually in 2A for this prestigious recognition.

UPPER SCHOOL ATHLETIC TEAM OFFERINGS

All fall sports teams begin practices/contests prior to the first day of US classes.

FALL (August – October)
Girls Cross Country
Boys Cross Country
Boys Golf
Girls Soccer
Girls Swimming
Boys Swimming
Girls Tennis
Girls Volleyball

WINTER (Nov - Feb)
Girls Swimming
Boys Swimming
Boys Basketball
Girls Basketball

SPRING (March - May)
Boys Track & Field
Girls Track & Field
Girls Softball
Boys Tennis
Boys Soccer
Girls Golf
Boys Ultimate Frisbee
Boys Volleyball