SAN DOMENICO
Founded 1850

UPPER SCHOOL

2024-25 COURSE CATALOG

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Graduation Requirements

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

** San Domenico graduation requirements meet the minimum admission requirements for the University of California (UC) & California State University (CSU) higher education systems. Students must earn a minimum grade of C- to be considered eligible to apply. **Students who transfer to San Domenico after beginning high school elsewhere will be assessed for graduation requirements based on the courses completed at their prior school in addition to those at San Domenico.*

Academic Policies and Procedures

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

Minimum Enrollment

Students are expected to enroll in a minimum of six core academic courses per semester. Any student requesting fewer than six courses in a semester must submit a request for approval to the Dean of Academics.

Course Request Process and Timeline

The Dean of Academics, College Counselors, and Department Chairs provide an overview of the course request process and course offerings at the start of the Spring semester. After these presentations, each student receives their course recommendations for the following year. Throughout the course advising process, students are supported in giving consideration to graduation requirements, extracurricular activities, and personal interests in an effort to create a balanced and appropriately challenging academic schedule.

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

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

College Preparatory Courses

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

Advanced Placement and Honors Courses

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

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

San Domenico strongly believes in students' need for balance as well as support to develop interests and skills in a broad range of courses among all departments. For this reason, San Domenico limits students' AP/Honors enrollment to 4 courses per year.

Honors courses and AP courses receive an additional grade point (1.0) to their cumulative GPA, provided the student earns a grade of C- or higher for the course.

Recommendations and Expectations for AP and Honors Courses

Early in the spring semester, students receive course recommendations based on their academic record, providing a foundation on which to base their course requests. A student is recommended for an AP or Honors course based on their current grade in the related subject and/or their demonstrated discipline and study habits.

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

AP and Honors course expectations include:

- Able to consistently and independently meet assignment deadlines

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

Independent Study at San Domenico

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

Courses Completed Outside of San Domenico

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

2024-2025 Course Offerings

Please note: *Any course listed is subject to cancellation or change at the school's discretion.*

Arts

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

Dance

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

Dance 1: Introduction to Dance Technique
Open to Grades 9-12
Full-year course (10 credits)

This course is an introduction to dance technique, choreography, and performance. Students learn the fundamentals of modern/contemporary dance, ballet, jazz, musical theater, and hip hop. Students participate in the creation, rehearsal, and performance of a finished dance piece. By the end of the course, students will have developed an understanding of the creative process in dance, and how technical practice serves the creative expression of the dance artist. Previous dance training is welcome but not required.

Dance 2: Choreography and Performance
Open to Grades 10-12
Prerequisites: Introduction to Dance Technique
Full-year course (10 credits)

Students expand upon their knowledge of dance technique, while exploring the elements of dance composition. While continuing to hone technical skills, students learn the basic components of original

choreography, including movement creation, concept development, staging, formation, and costume design. Students' final projects are performed in the Dance Concert at the end of the school year. Additional assignments include journal entries, reflections, creative projects, video analysis, stage and lighting design, and discussion boards. Completion of Introduction to Dance Technique and/or previous dance experience is recommended.

Dance 3: Advanced Technical and Creative Practice
Open to Grades 11-12
Prerequisites: Choreography and Performance
Full-year course (10 credits)

This course expands the student's knowledge and skills in the areas of technical practice, composition, and choreographic analysis. Students progress to higher levels of physical difficulty, and are expected to be proficient in terminology and execution of ballet, modern dance, and jazz technique. Students develop their own pieces of choreography, to be performed at the end of the school year. Students are responsible for the creative direction of their own work, including concept, costuming, lighting design, stage design, and program notes. Students practice advanced analysis of professional choreographic works using the Elements of Dance. Students also design and implement their own material for dance technique class, and practice teaching lessons for their fellow students. Completion of Choreography and Performance and/or previous dance experience is recommended.

Film

The Film Program at San Domenico is designed to welcome all students into the magical world of filmmaking and give our most dedicated students college-level and beyond experience. Our film classes introduce students to the fundamentals of filmmaking, including screenwriting, directing, lighting, camera operating, editing, sound, and visual effects. Students collaborate on projects in class including narrative films, music videos, documentaries, and commercials. Students who fall in love with a specific element in film can have their learning personalized to their interest.

Students who want a deeper film experience have three potential options at San Domenico. Students who want to gain broadcast journalism experience can film and edit school events for SDTV, our broadcast journalism team. Students who want to work on college level films can apply to our Signature Film Program where they will spend significant extracurricular time collaborating to make short films with budgets that can potentially be filmed with working actors and at real locations anywhere in the Bay Area. Finally, students who want to gain professional level screenwriting experience can apply to the Signature Screenwriting Program where they will write an original feature film that they will try to sell to working Hollywood executives and producers.

Film 1
Open to Grades 9-12
Full-year course (10 credits)

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

Film 2
Open to Grades 10-12
Prerequisites: Film 1
Full-year course (10 credits)

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

Honors Media Studies
Open to Grades 11-12
Prerequisites: Film 1, Animation 1, Photo 2, or Graphic Art & Design 1, and approval of Department Chair and the Dean of Academics
Full-year course (10 credits)

Building on their skills and interests gained in any level 2 digital arts course - Film 2, AP Photo, Animation 2, Graphic Art & Design 2 - students are empowered to study and produce work in their digital art of interest at a college level. Students must present a plan for this course. The plan must include the intention to gain deep expertise in a chosen skill or discipline within their digital art that will showcase their acquired knowledge and skill. In addition to producing their work, students must also document their learning and production throughout the year. The year culminates in students presenting their work to the public in some form, from a public showing to submitting the work to a contest or festival.

Screenwriting
Open to Grades 10-12
Prerequisites: Concurrent enrollment in required grade-level English course
Full-year course (10 credits)

This course allows students who are advanced storytellers to learn at the college level and produce creative work like a professional. In this course, students engage in deep study and breakdown of contemporary film and television story structure before applying their learning to the creation of their own original works. To further their understanding, students also apply their learning to classic works from literature, including Romeo & Juliet, The Winter's Tale, and selected short stories by Raymond Carver. Students study and breakdown various works from real films and television shows, including

outlines, treatments, pitches, story bibles, and screenplays. This first half of this course focuses on deep study of story structure, including plot, characters, heroes, villains, arcs, scenes, and acts. The second half of this course focuses intensely on students creating their own original screenplay. This is intended to be an exceptionally rigorous course that allows advanced film and media arts students to engage in the process of screenwriting like a real screenwriter working in Hollywood.

Screenwriting Honors
Open to Grades 11-12
Prerequisites: Screenwriting and concurrent enrollment in required grade-level English course
Full-year course (10 credits)

In this class, students build on their work in Screenwriting 1. Students will engage in heavy revision of their feature screenplays from Screenwriting 1 until they have a final draft. They will also develop three new feature ideas. Students will also create pitch decks and professional pitches for their scripts. At the end of the year, students will present their pitches to the community and submit their screenplays to competitions. Students in Honors Screenwriting who have also been accepted into the Signature Screenwriting Program will pitch their scripts to producers and executives in Hollywood.

Game Design Academy for 3D and XR Environments

Welcome to our innovative 4-year Game Design Academy, where students embark on a comprehensive journey into the dynamic world of game development. In Year 1, students in Building Virtual Environment cultivate core creative skills, laying the foundation for their game design expertise. Year 2 presents a pivotal choice, allowing students to specialize in either Art for 3D and VR Games or Programming for 3D and VR Games, tailoring their learning experience to their passions. The journey reaches its pinnacle in Year 3 as the entire class collaborates to design, produce, and publish a captivating 3D or VR story-driven game. This unique experience includes presenting progress to an industry-led Greenlight committee for approval. With a curriculum designed to foster creativity, specialization, and real-world collaboration, our Game Design Academy offers students an unparalleled opportunity to become proficient game developers over the course of their three to four year academic journey.

Building Virtual Environments
Open to Grades 9-12
This is a UC-designated (“f”)
Full-year course (10 credits)

In the real world, designing compelling and immersive game environments, creating apps with interactive experiences, designing pre-visualization for film and architecture, or developing XR for medical or industrial simulation requires professionals who have a thorough understanding of the creation of 3D environments. In this project-based course, students will learn how to build those 3D

environments by learning about Shaders and Materials, Lighting, Animation and Cameras, Visual and Audio Effects, UI, AI Navigation, and Post-Production Processing. In the final project of this course, students will choose between following a road map to build a 3D video game or design and build a complete virtual world in either 3D or VR.

Honors Programming for 3D Games and Environments
Open to Grades 10-12
Completion of Introduction to Games and Simulations or Algebra 2 recommended, but not required
This is a UC-designated ("d") Honors Science course.
Full-year course (10 credits)

This course is designed to give students a solid foundational understanding of C# programming for games, simulations, and applications in 3D and VR for web, mobile, and VR platforms. In each unit of this course, the students will be guided through the creation of a prototype and then in collaboration with the Art for 3D Games & Environment course given the time to use their creativity with the skills they have learned to design and build a rapid game deployment. This course prepares students for the Design & Production of 3D Games & Environments class.

Art for 3D Games and Environments
Open to Grades 10-12
Completion of Building Virtual Environments recommended, but not required
This is a UC-designated ("f")
Full-year course (10 credits)

This course is designed to give students a solid foundational understanding of 3D modeling and animation using software including Blender, Gimp, Procreate and Unity. Students learn object and character modeling and texturing, character rigging, animation, and how to import those assets into Unity. In collaboration with the Programming for 3D Games & Environment course, students will be given the time to use their creativity with the skills they have learned to design and build a rapid game deployment. This course prepares students for the Design & Production of 3D Games & Environments class.

Design and Production of 3D Games and Environment Honors
Open to Grades 11-12
Prerequisites: Honors Programming for 3D Games and Environments, Art for 3D Games and Environments, or Teacher Recommendation (music composers are encouraged).
This is a UC-designated ("g") Elective course.
Full-year course (10 credits)

Embark on a year-long adventure in this uniquely immersive course where students will collaboratively design, produce, and publish a captivating 3D or VR story-driven game. The journey starts with the creation of a Game Project Proposal presented to an industry-led Greenlight committee seeking their

approval to move forward with the game. Then, students will dive into the intricacies of game development, from prototype creation to the alpha product through beta design and finally publication.

Music

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

Intro to Band: Roots of American Music
Open to Grades 9-12
Full-year course (10 credits)

Open to vocalists and instrumentalists of all levels, this course is designed for students interested in performing in a contemporary band setting. This course introduces students to the impact of American music from its origins to the present day through live performance, history, and theory. This class is geared toward newer music students who may be interested in pursuing contemporary music performance in Band Workshop. The course traces the evolution of genres such as blues, country, jazz, rock, soul, and hip hop. Students will learn the basics of playing their instrument, reading and writing song charts, developing their ear, composing and improvising original music, and have opportunities to perform as a band.

Band Workshop Series
Open to Grades 9-12
Prerequisite: Roots of American Music or recommendation of the Band instructor
Full-year course (10 credits)

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

Workshop: *Band Workshop 1, Band Workshop 2 & Band Workshop 3.* Students who complete *Band Workshop 1* are eligible to participate in *Band Workshop 2.*

Raise Your Voice
Open to Grades 9-12
Full-year course (10 credits)

Vocal Band is a chorus that is open to singers of all skill levels and performs music from a variety of styles and traditions, including pop, jazz, soul, and contemporary works for vocal ensemble. In addition to vocal techniques for practice and performance, students learn the theory and history of the music performed. Performances are scheduled throughout the year on and off campus, and in collaboration with the other performing arts ensembles. The course may be repeated for additional credit.

AP Music Theory
Open to Grades 10-12
Prerequisites: Teacher recommendation only
Full-year course (10 credits)

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

Virtuoso Program

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

Participation in the Virtuoso Program includes enrollment in all of the courses/ensembles below. Student transcripts will include credit and a grade for the Virtuoso Program as a whole, which is a UC-designated ("f") Visual & Performing Arts courses and may be used to satisfy the Visual and Performing Arts requirements.

Chamber Music

This course is required of all Virtuoso Program string students. Each string group is coached one hour weekly and rehearses as a group without a coach a minimum of one hour per week, with the expectation of individual preparation outside of rehearsal. Ensemble skills commensurate with string quartet performance are stressed. Studying much of the world's greatest chamber music on a one-to-one basis requires accountability, builds a strong sense of tonal and rhythmic awareness, encourages a deep understanding of compositional techniques, and fosters a lifelong appreciation for chamber music. In rehearsing together, students learn the art of collaboration and cooperation as well as effective rehearsal technique.

Orchestra da Camera

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

Theatre Arts

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

Theatre 1: Introduction to Acting and Theatre
Open to Grades 9-12
Full-year course (10 credits)

This course is an introduction to theatre, with a focus on performance. You will deepen your understanding of how theatre is created by actively exploring theatre from the perspectives of the actor, the playwright, and the designer. You will build your acting skills with improvisations, acting exercises, working with published scripts, writing a script, memorizing, rehearsing and performing. The approach to acting will be based on Stanislavski's principles. You will develop an understanding of the principles of theatre design in sets, props, costumes, lighting, and sound, as well as the practice of theatre etiquette

in auditions, rehearsals, and performance. You will develop an understanding of play structure through performing in published plays and through writing a short one act play. The final unit of the course is a studio production of a full-length play performed for the public. By the end of the course, you will understand the elements of theatre production and theatre etiquette, be comfortable and confident taking part in productions, acting classes, and public speaking in classroom situations and beyond.

Theatre 2: Contemporary, Shakespeare, and Swordfighting
Open to Grades 10-12
Prerequisites: Introduction to Acting and Theatre
Full-year course (10 credits)

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

Theatre 3: Advanced Acting
Open to Grades 11-12
Prerequisites: Intermediate Acting
Full-year course (10 credits)

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

Technical Theatre
Open to Grades 10-12
Full-year course (10 credits)

Students in this course study the craft of technical theatre. Students learn the basic principles of stage management, publicity, and producing; and design and implement stage lighting, costumes, sets, sound equipment, props, and make-up for San Domenico theatrical productions throughout the year. Participation in this course requires some after-school, evening, and weekend hours. Successful completion of this course allows students to apply for more advanced management, engineering, and design positions in future school productions. Upon approval, Advanced Technical Theatre is available as an Independent Study course.

Theatre for Justice
Open to Grades 10-12
Full-year course (10 credits)

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

Theatre Honors
Open to Grades 12
Prerequisites: Advanced Acting
Full-year course (10 credits)

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

Visual Arts

The Visual Arts Department curriculum introduces students to a variety of media, essential art vocabulary and new ways of problem solving. Our Visual Art courses emphasize authentic studio practices involving the development of both creative and analytical skills, personal integrity, originality, thoughtfulness and work ethic. The upper level classes promote an elevated skill level, artistic risk taking and original, high-quality art production. Small studio classes and personalized attention are central components of our philosophy and instruction.

Ceramics 1
Open to grades 9-12
Full-year course (10 credits)

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

Ceramics 2
Open to grades 10-12
Prerequisites: Ceramics 1
Full-year course (10 credits)

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

Photography 1
Open to Grades 9-12
Full-year course (10 credits)

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

Photography 2
Open to Grades 10-12
Prerequisites: Photography 1
Full-year course (10 credits)

Students begin the course with an introduction to the history of American photography and iconic photographers from the 20th century. Building on skills learned in Photography 1, students create thought-provoking images using more advanced understandings of composition and lighting. Students analyze the works of their peers through verbal and written critiques, regularly present their work, and engage in off campus contests. Class assessments include presentations on artists, reading and analyzing texts, and discussions of documentary films and artists. Students have access to digital cameras, production and editing equipment provided by the school.

Visual Arts 1
Open to Grades 9-12
Full-year course (10 credits)

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

Visual Arts 2
Open to Grades 10-12
Prerequisites: Visual Arts 1
Full-year course (10 credits)

This standards-based, UC-approved visual arts course guides students to deepen their technical and perceptual skills. The course concentrates on 2-dimensional art through a series of structured drawing and painting assignments where students explore a range of creative solutions. Critiques expand the development of ideas and enhance student ability to talk about art. Students create an ongoing sketchbook.

Visual Arts Honors
Open to Grades 11-12
Prerequisites: Visual Arts 2
Full-year course (10 credits)

Visual Arts Honors is an advanced level course exploring traditional and contemporary media and methods for highly motivated and self-disciplined students. Students work toward developing their personal artistic voice and work to communicate ideas and themes centered around their personal interests. Class critiques, writing artist statements, developing sketchbooks and analyzing various artists and art movements further student ideas and expand their strengths as artists.

AP Art and Design

Open to Grades 11-12

Prerequisites: Visual Arts 2, Photo 2, Ceramics 2 or Digital Art 2
Full-year course (10 credits)

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

Computer Science

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

Introduction to Computer Science and Technology
Required for Grade 9
This is not a UC-designated course.

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

Building Virtual Environments

The course description for this is a UC-designated ("f") Visual & Performing Arts course can be found under Game Design Academy for 3D and XR Environments.

Honors Programming for 3D Games and Environments
The course description for this is a UC-designated ("d") 3rd year science course can be found under Game Design Academy for 3D and XR Environments.

Art for 3D Games and Environments
The course description for this is a UC-designated ("f") Visual & Performing Arts course can be found under Game Design Academy for 3D and XR Environments.

AP Computer Science A
Open to Grades 10-12
Prerequisites: Concurrent enrollment in Algebra 2 or higher math course
Full-year course (10 credits)

This course is an introduction to computer science through project-based programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

English & English Language Learning

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

English Courses

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

English 9
Required for Grade 9
Full-year course (10 credits)

English 9 is an introductory course that offers students the opportunity to explore the Self through a variety of literature and writing assignments. In this writing-based course, students will examine ideas in relation to their worldviews and develop their own personal philosophies. Students will develop writing and fluency through weekly informal and formal writing assignments that focus on narrative, expository, and argumentative writing styles. The selected readings draw on the Global Studies curriculum defining place, culture, religion, and ethnicity, demonstrating literature's life-long role in gaining empathy for others. Through their reading and writing, students will learn how identity is tied to place and what it means to be part of a new community.

English 10
English 10 or English 10 Honors required for Grade 10 students
Full-year course (10 credits)

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

English 10 Honors
English 10 or English 10 Honors required for Grade 10 students
Full-year course (10 credits)

This 10th grade English course builds on the skills that are taught freshman year, preparing students who read and write at an advanced 10th grade level. Focusing on contemporary storytelling, this is a composition-based course where students write advanced persuasive and creative texts. Through the study of story in various forms, from Shakespeare through video games, students will develop a broad yet concrete understanding of how our stories reveal our cultures and shape our understandings of identity. Persuasive writings for this course will be informed by *A Manual for Writers of Research Papers, Theses, and Dissertations*. For creative writing, students will choose between writing a feature film, a

television pilot, or an original game design document, including concept, flowchart, world/level descriptions, and game scripting. English 10 Honors - Contemporary will prepare students for English 11 or AP Language and Composition.

English 11
English 11 or AP Language & Composition is required for Grade 11 students
Full-year course (10 credits)

This one-year college-preparatory American Literature course provides junior-year students with the next level of reading, writing, and presentation experiences requiring critical thinking and text-based analysis. This course explores what it means to be an American and the "American Dream" as promised– the freedom to pursue happiness and the ways in which America has succeeded or failed to live up to this promise. Students study and analyze the impact of the environment and setting on the formation of identity, as well as the limits, benefits and tradeoffs of assimilation into intensive new environments. Students read multiple genres of American literature, including novels, drama, poetry, short stories, essays and accompanying films, in order to develop an appreciation of the breadth of American writing, developing competence in the elements of literary style, structure, and interpretive response. Students write in a range of forms and on an assortment of topics throughout the year, in both formal writing and impromptu in-class essays and reading responses. Additionally, student communication skills are honed with formal, scored debates and live presentations.

English 12 Courses

A full year of English is required for Grade 12 students. English 12 electives are year-long or semester-long courses that are tailored for seniors. Placement depends on student choice, enrollment, and departmental approval. Please note that scheduling conflicts might limit student choice.

English 12: Banned Books
One-semester course (5 credits)

Book banning is the most widespread form of censorship in the United States, with young adult literature being a major target. Advocates for banning books fear that students will be swayed by their contents, which they regard as potentially dangerous. However, books are often banned with a higher political, societal, or moral agenda. The focus of this course is to read books that have been banned in schools in the United States in the last century by respectfully researching the historical context as to why they were banned, and analyzing, discussing, and writing about the larger ramifications of banning books. The reading list could include: *The Bluest Eye* by Toni Morrison, *Maus I and II* by Art Speigelman, *1984* by George Orwell, *Brave New World* by Aldous Huxley, *Gender Queer* by Maia Kobabe, *Where the Wild Things Are* by Maurice Sendak. *(5 credits)*

English 12: Creative Writing

One-semester course (5 credits)

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

English 12: Dystopian Fiction
One-semester course (5 credits)

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

English 12: Mystery and Crime
One-semester course (5 credits)

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

English 12: Senior Composition
Full-year course (10 credits)

Senior Composition is a composition-based senior elective which focuses on the argumentative essay. The course is built around the composition text, *They Say / I Say*, a text which also focuses on argumentative writing, especially the strategy of designing one's argument in response to the opposition view. Students in this course will use the philosophies and strategies articulated in *They Say/ I Say* as

they write and revise their essays. While some of the essays will focus on political topics, students will also have the opportunity to write argumentatively about personal issues such as friendship, community, and specific challenges in their lives.

Advanced Placement English Courses

AP English Language and Composition
Open to Grades 11-12
Prerequisites: English 10 or English 10 Honors
Full-year course (10 credits)

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

AP English Literature and Composition
Open to Grade 12
Prerequisites: English 11 or AP English Language & Composition
Full-year course (10 credits)

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

demands a serious commitment from students both in and out of class. After enrolling in the course, students sign a contract and agree to meet all course requirements, including summer assignments.

English Language Learning (ELL) Courses

If the proficiency level demonstrated through testing or performance in previous courses at San Domenico does not indicate full readiness for English 9, English 10, English 11 or English 12, English language learners may additionally be placed into Academic English Language or the ELL Workshops for additional support.

Academic English Language
Prerequisites: Concurrent enrollment in English 9
Not a UC Approved Course
Full-year course (10 credits)

This UC Approved course is designed to complement and support English 9 and is required for all incoming 9th grade English language learners whose placement indicates they would benefit from additional support. The course is designed to increase both written and spoken English fluency. Coursework focuses on developing strong composition, grammar, vocabulary, listening and speaking skills, as well as greater awareness and understanding of American culture.

ELL Workshop Series
Prerequisites: Concurrent enrollment in English 10, 11 or 12
These workshops are non-credit.

These small-group pass/no-pass workshops are designed to complement and support Grade 10-12 humanities courses. Students increase their knowledge of the American usage of English through the practice of writing and grammar review. Students will apply the composition and grammar skills they acquire to the reading and composition assignments from their English classes.

English Electives

*These elective courses are open to students in grades 10, 11 and 12 and may only be taken **in addition to** the UC-designated ("b") English courses listed above.*

Journalism
Open to Grades 10-12
Prerequisites: Concurrent enrollment in grade-level English

This course is a UC-designated ("g") elective course and may not be used to satisfy the 4-year English graduation requirement.
Full-year course (10 credits)

Students in this course produce the Upper School's first student-led newspaper, reporting the news of the school community, as well as issues and events of concern to the students. Students learn communication theory, the historical background and responsibilities of a free press, and qualities of good writing through reading core literature and journalism models. Students become familiar with the various types of journalistic writing: news, editorials, opinion, features, sports, narratives, columns, reviews, advertising copy, captions/cutlines, and headlines. They produce material for publication by researching, interviewing, writing, and editing stories designed to inform, persuade, or entertain. Student-written copy reflects an aptitude for language communication while using correct conventions of English. They also engage in production work in the areas of design, advertising, photography, and electronic publishing.

Advanced Narrative Nonfiction
Open to Grades 11-12
Prerequisites: Journalism and concurrent enrollment in grade-level English
This course is a UC-designated ("g") elective course and may not be used to satisfy the 4-year English graduation requirement.
Full-year course (10 credits)

This course will cover the major genres of narrative nonfiction and sample from a diverse list of masters, which may include John Hersey, Tara estover, Hilton Als, Truman Capote, James Parker, Katherine Boo, David Grann, Tom Wolfe, Roxane Gay, Hunter S. Thompson, Joan Didion, Ta-Nehisi Coates, David Foster Wallace, Erik Larson, David Sedaris, Joy Harjo, Jon Krakauer, Michael Lewis, and Malcolm Gladwell. Students will write analytically in response to what they read, consider style, content and questions of accuracy and truth. They will also engage in writing and interviewing exercises to generate their own story ideas, practice crafting tone and voice, and write numerous published pieces.

Screenwriting
Open to Grades 10-12
Prerequisites: Concurrent enrollment in required grade-level English course
This is a UC-designated ("f") Visual & Performing Arts course and may not be used to satisfy the 4-year English graduation requirement. The full description can be found in the Film section under Arts.
Full-year course (10 credits)

Screenwriting Honors
Open to Grades 11-12
Prerequisites: Screenwriting and concurrent enrollment in required grade-level English course
This is a UC-designated ("f") Visual & Performing Arts course and may not be used to satisfy the 4-year English graduation requirement. The full description can be found in the Film section under Arts.

Full-year course (10 credits)

Human Development & Physical Education

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

Physical Education Requirements

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

All students are required to earn nine (9) Physical Education credits by the time they graduate. Students may earn credit through any of the following opportunities:

- Participation in one season of a San Domenico sports team: **three (3) credits**
- Participation in one semester of Strength & Conditioning (after school class): **three (3) credits**
- San Domenico dance course: **three (3) credits**
- After-school San Domenico dance class: **one (1) to two (2) credits**
- Participation in a trimester-length Co-Curricular PE-designated activity: **one (1) credit**
- Participation in an off-campus independent study can also earn PE credit with prior approval of the Athletic Director and Dean of Academics **(credits dependent upon activity)**

Human Development Courses

Human Development 9
Required for Grade 9

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

Human Development 10

Required for Grade 10

10th Grade students in Human Development 2 will build on the skills they discovered in 9th grade and continue to individualize their own approaches to self-care and supporting each other. With a focus on Identity, Diversity, Equity, and Inclusion, students will explore their own relationships to difference and adversity, and support each other to navigate the new challenges of Sophomore year. Further, students will continue to explore topics such as sexual identity and education, substance abuse, healthy habits, and study skills.

Mathematics

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

Mathematics Courses

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

Algebra 1

Full-year course (10 credits)

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

Geometry
Open to Grades 9-12
Prerequisites: Algebra 1 or equivalent
Full-year course (10 credits)

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

Geometry Honors
Open to Grades 9-12
Prerequisites: Algebra 1 or equivalent
Full-year course (10 credits)

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

Algebra 2
Open to Grades 9-12
Prerequisites: Geometry or Geometry Honors
Full-year course (10 credits)

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

Algebra 2 Honors
Open to Grades 9- 12
Prerequisites: Geometry or Geometry Honors
Full-year course (10 credits)

This course is designed to build on algebraic and geometric concepts, and delve into them more deeply and with more rigor than in the College Prep Algebra 2 course. This course is paced to prepare students

for Precalculus Honors and, eventually, AP Calculus. It is assumed students will pursue a college major heavy in mathematics or science. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, probability and data analysis, and series and sequences. Please note that UC only recognizes an Honors designation for mathematics ("C") courses at the Precalculus level and higher.

Precalculus
Open to Grades 9- 12
Prerequisites: Algebra 2 or Algebra 2 Honors
Full-year course (10 credits)

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

Precalculus Honors
Open to Grades 9- 12
Prerequisites: Algebra 2 or Algebra 2 Honors
Full-year course (10 credits)

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

Introduction to Statistics
Open to Grades 11- 12
Prerequisites: Precalculus or Precalculus Honors
Full-year course (10 credits)

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

AP Statistics
Open to Grades 11- 12

Prerequisites: Precalculus or Precalculus Honors
Full-year course (10 credits)

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

Calculus
Open to Grades 9- 12
Prerequisites: PreCalculus or PreCalculus Honors
Full-year course (10 credits)

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

AP Calculus (AB)
Open to Grades 9- 12
Prerequisites: PreCalculus or PreCalculus Honors
Full-year course (10 credits)

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

AP Calculus (BC)
Open to Grades 9- 12
Prerequisites: AP Calculus AB
Full-year course (10 credits)

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

Advanced Placement Calculus BC test offered by the College Board.

Multivariable Calculus
Open to Grades 10- 12
Prerequisites: AP Calculus BC
Full-year course (10 credits)

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

AP Computer Science A
The course description for this UC-designated ("c") Mathematics course can be found under Computer Science.

Philosophy, Ethics & World Religions (PEWR)

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

PEWR Courses

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

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

Myth and Meaning
Required for Grade 10
Full-year course (10 credits)

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

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

Social Justice
Required for Grade 11
Full-year course (10 credits)

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

PEWR Electives

Ethics in Science and Medicine
Open to Grades 10-12
One-semester course (5 credits)

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

Science and Practice of Mindfulness
Open to Grades 10-12
One-semester course (5 credits)

The course emphasis is on understanding the basics of the science of the brain, mindful practices around the world, and adapting a practice of awareness into daily habits. This course assimilates multiple cultural practices through readings, reflections, creative iPad projects, and mindful practices such as mindful cooking and eating, prayer**,** intention, meditation, tai chi, and yoga. It supports the social-emotional, as well as the spiritual, physical and academic spheres of the student. In this course, students learn to have better stress management, by responding to their emotions and reactions through awareness. Students develop a practical

understanding of resilience, happiness, and the experience of awe. This course benefits their academic learning and can improve their physical performance.

Theatre for Justice: Engaging in Civil Discourse
Open to Grades 10-12
One-semester course (5 credits)

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

STEAM Program

Rather than working in isolation, it is common today for professionals working in various STEAM careers, like engineers, designers, writers, artists, and technologists, to collaborate in a shared environment to create a big project. In these integrated settings, each person contributes their own expertise to the process of "design thinking," resulting in ideas and solutions that may not have occurred to any one individual. San Domenico School is excited to apply this integrated professional model to a new integrated STEAM program starting in the 2024-2025 academic year.

San Domenico's pioneering integrated STEAM program is centered on three key principles:

1. *Having multiple classes from different departments meet in the same room at the same time to create large, real-world projects. We call these "clusters" of classes.*
2. *Building curricula that are shaped by the challenges current professionals face, and the learning that current professionals need, in each field.*
3. *Connecting students with the local professionals who work in these fields for feedback on their work.*

Inaugural STEAM Interdisciplinary Cluster

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

All Courses are full-year (10 credits)

In our first STEAM "cluster" running this year, San Domenico students will be tasked with answering the following questions, "Imagine we are going to build something new on San Domenico's campus - a new dorm or gym or science center or… what should that new thing be? And what is the most sustainable version of it we can build?"

To answer these two questions, we need a diverse array of experts in various fields, from architecture to design to virtual reality to law. The six courses below will meet in the same room, at the same time, to collaborate and answer those questions. Students will work in teams to produce physical models of their building and create complete walkthroughs in virtual reality. Students will consult with professionals working in each field today to understand the process and challenges of building in Marin County today. Each team will also work with students from middle and lower schools, who will do research and build prototypes for them. Finally, each team will present their finished work to the community. If you have any interest in possibly working in architecture, engineering, AR/VR, law, public policy, or urban planning, then this "cluster" was designed for you.

Once enrolled, students will choose one of the six courses in the STEAM cluster:

Architecture and Engineering

This course integrates design theory with practical application, guiding students to develop sustainable homes that meet Marin County building codes. Students investigate the history of architectural design to understand key design principles like datum, unity, contrast, and proportion. Students will use their learning to create digital models using architectural software. Moving beyond screens, students construct physical models of their homes using wood, steel, and 3D printing. To understand current architectural challenges, students will meet with local architects and engineers. The course culminates in a final project: a VR presentation to our community of the fully built homes.

Principles of Sustainable Design

Design is the combination of thinking and process that goes into the creation of things. Sustainable design starts from the belief that whatever we design - materials, systems, products, buildings, or communities - must be designed to benefit both humanity and nature. In this class, students will learn to see design in everything we encounter, from our technology and our fashion to our systems and communities. Students will also study the models, systems, and elements in nature for the purpose of solving complex human design problems, especially nature found here in Marin County. Students will use what they learn to help guide and shape their major project: designing sustainable housing, including the housing structure, and all landscape and interior design.

Ethics in Science and Technology

Ethics refers to the principles, values, and moral guidelines that govern a group or society, and they often shape how individuals interact with others, make choices, and consider the consequences of their actions. In this course, students investigate all of the science and technology that impacts residential building in Marin County and California so they can ensure that our sustainable housing is created to the highest ethical standard. In order to recommend the most ethical building solutions, students will weigh the environmental and social impacts of current building practices against those of innovative alternatives like 3D-printed habitats using recycled plastics or AI-optimized neighborhood designs. Students will also study the global cost and impact of the technology used to produce our sustainable housing, from AI to VR. Students will also identify issues they want to address and write to local and state government officials to promote change.

Applied AR/VR

This course leverages leading immersive technologies including Unreal Engine and Twinmotion to allow students to build housing in virtual reality. To develop their skills, students will create personal projects in both augmented and virtual reality. Once their teammates have finished the CAD plans for their homes, students will serve as architectural visualizers: They build the homes in virtual reality that viewers can walk through, including complete interior and landscape design. These VR experiences will anchor each team's presentation of our homes to our community.

Watershed Ecology

The San Domenico School campus is located within its own watershed, which in turn is part of the larger Mt. Tamalpais watershed. A watershed can be simply defined as a land area that channels rainfall and snowmelt to creeks, streams, and rivers, and eventually to outflow points such as reservoirs, bays, and the ocean. However, to fully understand a watershed requires the study of the watershed as an ecosystem, incorporating hydrology, geology, and biology. How does water move through our watershed? How do the plants and animals who live here rely on the water, and on each other? How can we plan housing in a way that minimizes negative impacts on the ecosystem, and perhaps even enhances it? Students in this course will often be outside mapping, cataloging, observing, and experimenting, and meeting with experts to develop a complete understanding of our watershed. The work of this team will be fundamental to that of other groups, as it will lay the foundation for where the new housing will be located and what environmental constraints will dictate the architectural designs.

Law, Public Policy and Urban Planning

Have you ever wondered how our towns are created or why they look like they do? Have you ever wondered how you can make change in the places where you live? In this course, students will develop a deep understanding of the key laws, regulations, and planning that inform housing development at the

local, county, and state levels, and they will apply those understandings to the development of sustainable housing. As part of their learning, students will meet with local and county government officials, lawyers, and urban planners, so they can offer legal and policy insights to their peer architects, engineers, and landscape designers.

Science

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

Science Courses

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

Conceptual Physics
Conceptual Physics or Physics required for Grade 9
Full-year course (10 credits)

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

Physics

Conceptual Physics or Physics required for Grade 9
Prerequisites: Algebra 1, concurrent enrollment in Geometry Honors or higher.
Full-year course (10 credits)

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

Biology

Biology or Biology Honors required for Grade 10
Full-year course (10 credits)

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

Biology Honors

Biology or Biology Honors required for Grade 10
Prerequisites: Conceptual Physics or Physics
Full-year course (10 credits)

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

Chemistry

Open to Grades 10-11
Chemistry or Chemistry Honors is required for graduation
Prerequisites: Concurrent enrollment in Algebra 2 or higher.
Full-year course (10 credits)

This course presents the principles of chemistry and helps students gain a strong foundation in scientific literacy. Major goals are to stimulate interest in science and to encourage a spirit of inquiry. The course covers the basic properties of matter, solids, liquids and gasses, the atom, the chemical families, the

Periodic Table, stoichiometry and chemical reactions, and includes laboratory techniques and keeping comprehensive laboratory records.

Chemistry Honors
Open to Grades 10-11
Chemistry or Chemistry Honors is required for graduation
Prerequisites: Concurrent enrollment in Algebra 2 Honors or higher.
Full-year course (10 credits)

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

Science Electives

Ecology
Open to Grades 10-12
Full-year course (10 credits)

This full-year course will use our amazing campus and surrounding area to explore ecosystems and interconnected earth systems. If you like to work outside this is the course for you. Throughout the year students will learn ecology through hands-on experience by observing the environment, organisms and the habitats around us as well as learn field techniques, instrumentation and methodology for field research. Each unit will culminate with a project such as restoration, citizen science or completing an individual field research project.

Human Biology
Open to Grades 11-12
Prerequisites: Biology or Biology Honors
Full-year course (10 credits)

This is a lab-based course that investigates structures and functions of the human body. Topics covered will include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. The course offers students an opportunity to probe topics such as homeostasis, anatomical and physiological disorders, and medical diagnosis and treatment. Students will design experiments and investigate the structure and function of the human body, and test and monitor body functions such as muscle movement, voluntary, reflex, and respiratory

responses. Exploring science in action, students will build models to explain how systems work, work through real world cases, and play the role of bio-medical professionals to solve medical mysteries.

Application of Physics in Engineering
Open to Grades 10-12
Prerequisites: Completion of Physics or Conceptual Physics
Full-year course (10 credits)

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

AP Physics 1: Algebra-Based (not offered every year)
Open to Grade 10-12
Prerequisites: Completion of Physics or Conceptual Physics and concurrent enrollment in Algebra 2 Honors or higher. Grade 10 enrollment by teacher recommendation only.
Full-year course (10 credits)

AP Physics 1 is **an algebra-based, introductory college-level** physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

AP Physics C: Mechanics
Open to Grade 10-12
Prerequisites: Completion of Physics or Conceptual Physics and concurrent enrollment in AP Calculus or higher. Grade 10 enrollment by teacher recommendation only.
Full-year course (10 credits)

The AP Physics C: Mechanics course is a **calculus-based college-level** course in physics. This course is equivalent to the introductory physics courses for university students that are looking towards a career in engineering or the sciences. The emphasis is on understanding the physics concepts and critical thinking skills, and using the concepts and formulae to solve problems mathematically. Topics for the class include kinematics, dynamics, momentum, energy in translation and rotation, as well as simple harmonic motion and gravitation. Laboratory work is an integral part of this course.

AP Biology
Open to Grades 11-12
Prerequisites: Completion of Biology and Chemistry; or concurrent enrollment in Chemistry Honors
Full-year course (10 credits)

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

AP Chemistry

Open to Grades 11-12
Prerequisites: Completion of Chemistry honors
Full-year course (10 credits)

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

AP Environmental Science

Open to Grades 11-12
Prerequisites: Completion of Biology; and completion or concurrent enrollment in Chemistry
Full-year course (10 credits)

This course is the equivalent of a semester-long college course exploring the world around us, both natural and man-made. APES requires a rapid pace of one chapter every 1 to 2 weeks, but concepts continually build and connect throughout the year. Each unit culminates in a summative assessment in the style of the AP exam; testing both knowledge and scientific skills such as data analysis, calculations and evidence based arguments. In order to practice the concepts, students will work on projects, presentations, debates, and labs. In order to explore these concepts students will gather information and make connections between many disciplines across the sciences including earth science, basic chemistry, geology, and ecology as well as economics, sociology and social justice. Students will investigate the Earth’s resources (energy, water, air, soil/land, forests, wildlife/wilderness) and their management, as well as issues caused by waste and human population pressures. The class will explore both the foundational concepts and the interconnections between many of the problems as well as the solutions.

Social Studies

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

Social Studies Core Courses

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

Global Studies: Ethnic Studies with a Global Lens

This is a required course for Grade 9

Full-year course (10 credits)

This course is intended to cultivate curiosity, civil discussion, and an understanding of the context of the world around us—including the racial and ethnic divides that we see in our society. To do this, we use three lenses—local, national, and global—to examine the cultural contributions and unique histories of Native Americans, Black Americans, Latin Americans, and Asian Americans, as well as case studies of ethnic conflict and collaboration around the world. Through these studies, students learn and practice the skills that will prepare them for future explorations in social studies: reading deeply, writing persuasively, and discussing with verve, humility, and insight.

Modern World History

Modern World History or Modern World History Honors are required for Grade 10
Full-year course (10 credits)

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

and Age of Revolutions, industrialization, and world wars, we consider some of the root causes of injustice in the world today and see how geography, economics, technology, and perceptions of race and ethnicity have shaped world events.

Modern World History Honors

Modern World History or Modern World History Honors are required for Grade 10
Full-year course (10 credits)

In Modern World History Honors, students go in-depth to investigate significant movements, individuals, revolutions, wars, technologies, trade, and other developments from around 1200 to the present. Students are challenged to grow and use the same skills employed by historians: analyzing primary and secondary sources; developing historical arguments for on-demand writing; making historical connections; and evaluating varying perspectives with civility to seek truth. This course equips students to understand the past as context for our present, through analyzing causation, comparison, and continuity and change over time. Students will use these critical thinking skills as they examine global trade, colonization, the Enlightenment, Atlantic Revolutions, industrialization, and World Wars. As they complete this course, students have the option to challenge the AP World History: Modern exam.

United States History

US History or AP US History are required for Grade 11
Full-year course (10 credits)

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

AP US History

US History or AP US History are required for Grade 11
Full-year course (10 credits)

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

considerable amount of reading, writing, and independent study. This course culminates in the comprehensive College Board AP exam in May.

Social Studies Electives

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

Economics
Open to Grades 10-12
Full-year course (10 credits)

Economics at its most basic level is the study of choice. The class revolves around the following overarching questions: How do people, businesses, nations make decisions and interact with one another? How can individual wants and needs be balanced with societal wants and needs? What is the role of government in an economy? What is happening with the national and world economy today? This course introduces basic macro and micro economic principles before applying those principles to housing, healthcare, poverty alleviation, education, and homelessness. The course culminates in a personal finance project in which students hear from a variety of guest speakers as they evaluate future careers, and then make a detailed budget in which they plan out their future saving, spending, and investment habits.

AP Macroeconomics
Open to Grades 11-12
Fall semester course (5 credits)

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

AP Microeconomics
Open to Grades 11-12
Spring semester course (5 credits)

The study of microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and

includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

Contemporary Global History Honors
Open to Grades 11-12
Prerequisites: World History or World History Honors
Full-year course (10 credits)

This year-long seminar course gives students an overview of contemporary world history, focusing on 1945 to the present. The curriculum begins with context for the world in 1945 by looking at colonialism in the 19th century before examining the causes and consequences of World War II. Moving into the post-1945 era, students dive into three major themes: the Cold War, Decolonization, and Globalization. To end our study, students examine the post-Cold War order in "The End of History"--as well as challenges to that order over the last 30 years. As a seminar, this course emphasizes student participation and discussion as students read primary and secondary sources, evaluate and formulate arguments, and learn how to effectively communicate their views in various formats.

Government and Civics
Open to Grades 11-12
One-semester course (5 credits)

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy approaches. In Fall 2024, this course will include periodic reflection on the election, application of constitutional principles to election policy debates, and analysis of electoral politics.

International Relations
Open to Grades 11-12
Prerequisites: World History or World History Honors
One-semester course (5 credits)

Students study and analyze global foreign policy issues with a focus on conflict, human rights, and social justice. This semester course examines complex current events from a range of perspectives in an attempt to better understand their causes and the competing interests of various state and non-state actors. Students come to understand the nature of these issues, as well as, consider the ethical

implications of various approaches to addressing the issues, and in turn, propose potential solutions. In addition to the factual knowledge and moral deliberations surrounding these topics, the class works on developing important skills in historical inquiry, analysis, and crafting arguments based on evidence. Because the content of our course is going on around us daily, it is important that students pay attention to international news on an ongoing basis, and look for news coverage from a range of reliable sources that reflect competing political ideologies. *(5 credits)*

Introduction to Psychology and Sociology
Open to Grades 10-12
Full-year course (10 credits)

This year-long class introduces students to both psychology and sociology. Students learn about the biological, psychological and social factors that influence how people act or respond to each other and events. Students are also introduced to the research methods used to measure human behavior, including rational decision-making and data analysis. The course establishes a strong grounding in scientific principles and methodology. Other areas of study are cognition, personality, human development, motivation, learning, group dynamics, culture, and abnormal psychology.

AP Psychology
Open to Grades 10-12
Full-year course (10 credits)

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

World Languages

San Domenico Upper School's World Language Department requires completion of a world language through level 3 for graduation. Through immersion, regular practice, and continued work with authentic resources and materials, students achieve an advanced level of oral and written language proficiency.

They learn about the people, customs and histories of the target cultures in order to successfully communicate with native speakers. Additionally, they challenge themselves to tolerate the ambiguity and imperfection inherent in the study of a second language. Teachers emphasize communication over explicit grammar instruction. Language lessons are meaningful, personalized and engaging. Course levels reflect the guidelines outlined by the American Council of Teachers of Foreign Language (ACTFL).

World Languages Courses

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

Mandarin Courses

Mandarin 1
Open to Grades 9-12
Full-year course (10 credits)

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

Mandarin 2
Open to Grades 9-12
Prerequisites: Mandarin 1 or recommendation based on placement test
Full-year course (10 credits)

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

Mandarin 3
Open to Grades 9-12

Prerequisites: Mandarin 2 or recommendation based on placement test
Full-year course (10 credits)

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

Mandarin 4
Open to Grades 9-12
Prerequisites: Mandarin 3 or recommendation based on placement test
Full-year course (10 credits)

Mandarin 4 students review and refine the language learned in previous levels of Mandarin, increasing their accuracy and fluency. This course covers new topics such as shopping, vacation, the community, and includes more complicated conversations in the Chinese store. The class engages in many communicative activities, plays games, performs skits, and creates projects. This class is conducted predominantly in Mandarin and students must speak in Mandarin at all times. At the end of Mandarin 4, students are expected to reach the intermediate high level as outlined by ACTFL.

AP Chinese Language and Culture
Open to Grades 9-12
Prerequisites: Mandarin 4 or or recommendation based on placement test
Full-year course (10 credits)

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

Spanish Courses

Spanish 1

Open to Grades 9-12
Full-year course (10 credits)

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

Spanish 2
Open to Grades 9-12
Prerequisites: Spanish 1 or or recommendation based on placement test
Full-year course (10 credits)

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

Spanish 3
Open to Grades 9-12
Prerequisites: Spanish 2 or or recommendation based on placement test
Full-year course (10 credits)

Building on the language skills learned in Spanish 1 and 2, Spanish 3 students will continue to develop oral and written proficiency in the language. There will be frequent opportunities for speaking, reading, listening and writing in Spanish. As fuel for our lively conversations we will look at topics such as art, relationships, driving, finances, and current events. We will look at these topics as they relate to our own lives as well as their importance in the Spanish-speaking world. The course is conducted in Spanish and students must speak in Spanish at all times. At the end of Spanish 3 students are expected to reach the intermediate mid or intermediate high level as outlined by ACTFL.

Debates in Latin America (offered in alternating years with *Debates in Spain*)
Open to Grades 9-12
Prerequisites: Spanish 3 or or recommendation based on placement test
Full-year course (10 credits)

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

Debates in Spain (offered in alternating years with *Debates in Latin America*)
Open to Grades 9-12
Prerequisites: Spanish 3 or or recommendation based on placement test
Full-year course (10 credits)

In this course, students review and refine the language learned in previous levels of Spanish, increasing their accuracy and fluency. Many opportunities for speaking, reading, listening and writing in Spanish give students the chance to hone their language skills. Authentic materials–news articles, videos, films, songs, editorials– generate lively class discussions. We examine controversial issues in 21st Century Spain such as: the exhumation of Francisco Franco, the referendum on Catalonian Independence, the border wall between the Spanish territory of Melilla and Morocco. These topics require students to formulate an oral or written argument and to support it with evidence. This class is conducted entirely in Spanish and students must speak in Spanish at all times. At the end of this course, students are expected to reach the intermediate high/advanced low level as outlined by ACTFL. *(Must have completed Spanish 3 to enroll.)*

AP Spanish Language and Culture
Open to Grades 9-12
Prerequisites: Controversies in Latin America or Controversies in Spain
Full-year course (10 credits)

This class prepares students for the Advanced Placement Spanish Language and Culture Examination. AP Spanish Language and Culture is the equivalent of a third-year Spanish language college course. Class is conducted entirely in Spanish. Students study the Spanish language and culture within the context of 5 themes: (1)Families & Societies (2) Language, Culture & Identity (3) Beauty & Art (4) Science & Technology (5) Quality of Life and (6) Global Challenges. Students advance their interpersonal communication with in-class conversations, spontaneous partner dialogues, and email replies. They perfect their presentational communication through speeches, debates, and cultural comparisons. They

refine their interpretive communication skills through analysis of and reflection on a variety of articles and audio samples. Students are exposed to Latin American and Spanish cultures through different means including songs, movies, newspaper and magazine articles, short stories, poetry and excerpts from novels and plays. At the end of AP Spanish, students are expected to reach the advanced level as outlined by ACTFL.

Advanced Seminar in Spanish
Open to Grades 9-12
Prerequisites: AP Spanish
Full-year course (10 credits)

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

Extracurricular Programs

Students can extend their in-class learning through enrichment courses and academic teams. Unless otherwise noted, the courses and programs listed below are non-credit.

Afterschool Arts Program

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

- Private Conservatory Music Lessons
- Ensemble: Chamber Music, Piano Ensemble, Flute Choir or Classical Guitar Ensemble
- San Domenico Singers
- Sinfonia
- Theatre Performance Workshop

- Dance Ensemble
- Beginning Pointe
- Hip Hop
- Intermediate Ballet
- Visual Arts Evening Elective

Academic Teams

History Day Team

Students develop unique individual or group projects and choose from a wide variety of categories, including visual presentations, formal papers and performance, to compete in the National History Day Contest. The project students develop provides a way for them to present their research, historical arguments, and ultimately, their interpretation of their topic's significance in history. Students can compete at the county, state and national levels.

Math & Economics Team (MET)

The Math & Economics Team competes against other schools locally, regionally, nationally and internationally. Students are challenged to solve challenging problems in mathematics or engage in competitive economic projects. Math & Economics Team is an excellent opportunity to study topics that are not always encountered in the classroom and to build one's skills in general problem-solving

Model United Nations (MUN)

San Domenico High School's Model United Nations delegation is the oldest program of all independent schools in Marin. Our students participate in both the Stanford and Berkeley conferences every year. In the last few years, our student delegates have won multiple research awards and one delegate award for research, presentation, and debate on topics such as containing the spread of contagious diseases, empowering women in the Middle East, increasing access to much needed healthcare in Africa, and responding to the proliferation of nuclear weapons. Model United Nations provides a meaningful forum for students with interests in international relations and problem-solving to collaborate, discuss, and interact with like-minded students from around the world.

Robotics

The Robotics program employees design thinking and helps students learn to think like engineers. Teams design, build, and program robots to compete in challenges. Robots are built from a reusable platform, powered by android technology, and can be coded using a variety of levels of Java-based programming.

Students are able to develop STEM skills and practice engineering principles, while realizing the value of hard work, innovation, and working as a team.

Speech & Performance Team

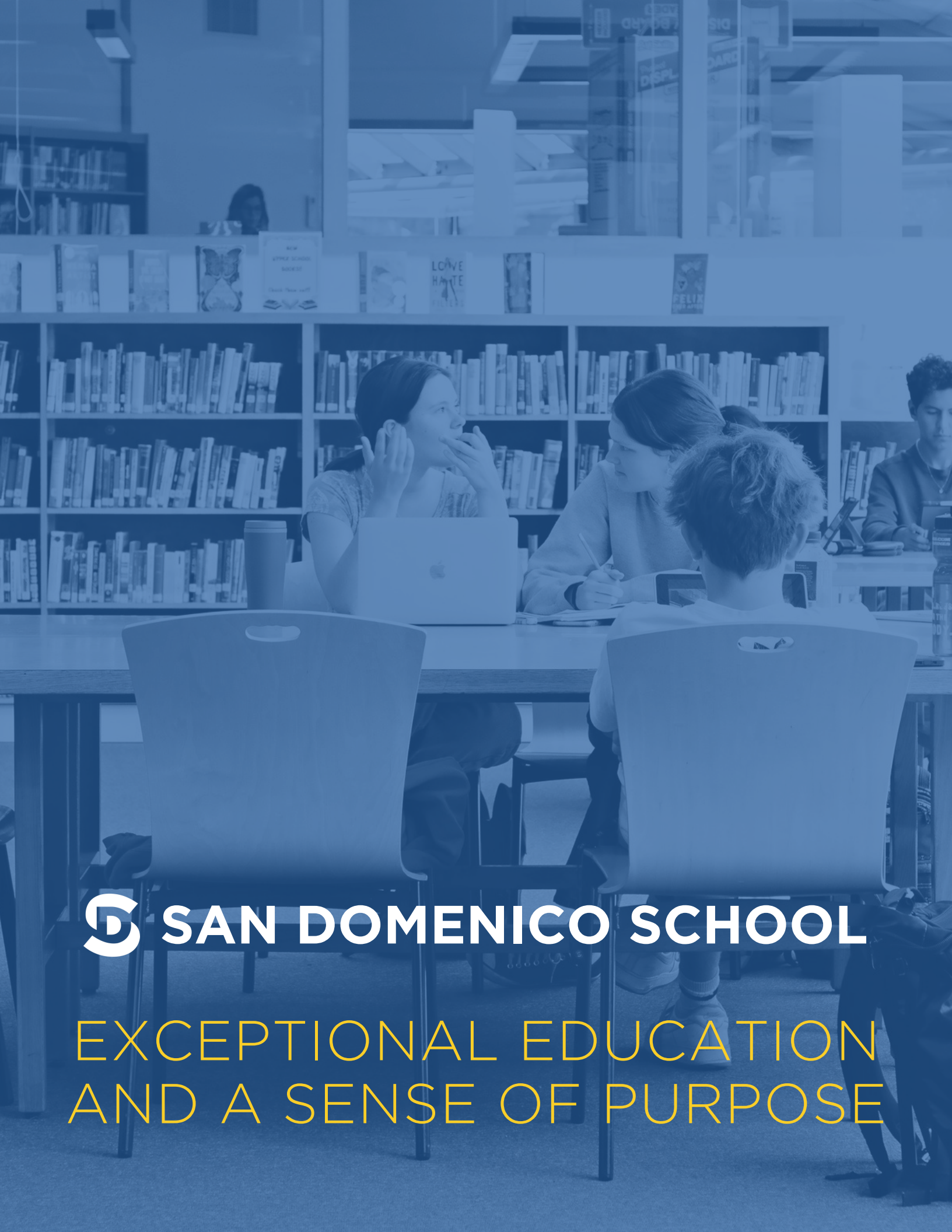
The Speech & Performance Team completes in over a dozen very unique events, ranging from impromptu speaking to acting to poetry and prose reading, as well as informative presentations. Students are judged against their competitors at tournaments, competing for a chance to compete in the final round of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

Teaching Assistants

A teacher assistant (TA) is a Grade 12 student that has excelled in one specific discipline and would like to assist their instructor in a course they've already completed. A TA helps the instructor in the set-up and clean-up of activities and performs other curricular or support related duties. Teachers in need of a TA will reach out to students at the start of the school year explaining the specific opportunity as well as the application process. Final approval for participation in the TA program is schedule-dependent and will be given by the supervising teacher and Dean of Academics.

Yearbook

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



SAN DOMENICO SCHOOL

EXCEPTIONAL EDUCATION AND A SENSE OF PURPOSE