

# Curriculum Guide 2024 - 2025

The Bishop's School



ESTABLISHED 1909

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## The Bishop's School



Dear Bishop's Students and Families,

We are pleased to share with you the Bishop's Curriculum Guide for the upcoming 2024-2025 school year. This guide is designed to inform students and families about the diverse curricular offerings and to assist in choosing the most engaging and appropriately challenging slate of courses for the upcoming school year. Additionally, we have included valuable information about the School's academic mission, program and policies.

We encourage you to take some time to familiarize yourself with the layout and contents of this guide. Additional guidance and support with the School's academic program can be accessed through the [Well-Being Information Guide](#). Students are urged to read this material carefully and to consult with teachers, department chairs, advisors, college counselors or an academic administrator prior to making final selections.

A balanced and sustainable schedule, a diversity of interests, and a love of learning are essential for student well-being in the short- and long-term. We caution students against overloading themselves by taking too many courses or too demanding a program while, at the same time, trying to participate in other activities as well as maintaining their personal health and relationships.

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## The Bishop's School



### **Mission Statement**

Bishop's is an Episcopal school that nurtures students of intellect and character to think independently, learn collaboratively, grow their sense of self and act with greater purpose.

### **Vision**

Our vision is the pursuit of the question: *How do our students learn and grow best?* Everything we do must return to this fundamental question.

### **Diversity Statement**

Bishop's is an inclusive community that believes our differences are a source of strength. We are committed to the pursuit of diversity, equity, inclusion and justice. We respect the dignity of every human being and aspire to be a school where all are known, cared for and feel that they belong.

## The Bishop's School



### **Core Values**

Bishop's core values are the fundamental beliefs that allow us to live fully into our mission and vision.

#### **Integrity**

We commit to self-examination and honest reflection. Our moral compass informs our thoughts, words and actions, and brings forth our best selves.

#### **Compassion**

We foster a spirit of humility, empathy and concern for the well-being of ourselves and others, and we seek to love and serve our neighbors as ourselves.

#### **Inclusion**

We welcome all identities, family structures, religious beliefs and backgrounds. We value our differences and embrace the responsibility for creating an inclusive community where all feel that they belong.

#### **Intellect**

We believe that inquiry and critical reasoning are essential to an active, engaged mind and the pursuit of knowledge and truth. We encourage curiosity as the motivation that kindles a life of joyful, purposeful learning.

#### **Excellence**

We hold high expectations for ourselves and each other to develop our fullest potential in our work, deeds and intentions.

#### **Justice**

We respect the dignity and rights of every human being and confront inequity and injustice.

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## **SUMMARY OF COURSE REGISTRATION PROCEDURES**

1. Read this guide carefully. Look out for updates and additions to this guide.
2. Check for required courses for the school year; this varies from grade to grade.
3. Students in grades 6-8: Ensure that graduation requirements are being met. The college counselors and the registrar can assist with this.
4. Students in grades 9-12: Check teacher recommendations/placements for courses. This information is included with the second semester midterm report card, where applicable.
5. Rising 11th- and 12th-grade students should consult with their college counselor for academic planning. Rising 9th- and 10th-grade students seeking academic counsel should meet with the assistant head of school for adolescent learning & development.
6. Once the course sign-up portal is open, select classes through the Bishop's website [student login](#) under "course requests." Detailed instructions on this process are sent to students in the spring along with notification that the portal is open. Parents can see selected courses under their child's profile.
7. Student course requests for current students should be finalized by **April 21**. Enrolling students for grades 6 through 12 will be counseled by a member of the administration. Any requests to revise course requests should be made no later than early June, as the scheduling program uses the course selection data available then to build the master schedule and set enrollments. While changes to course requests can be made throughout the summer and even during the first few weeks of the following school year, any changes made after mid-June are not taken into account by the scheduling program when it builds the schedule. In order to maximize the probability that one's requests are accommodated, students should make their selections by **April 21**.

**Please note that all selections are *requests*.** Staffing availability, facility/resource availability, overall student demand, and conflicts with other courses may impact enrollment outcomes. Further, since not all courses can be offered every period, students must be prepared with alternative choices for elective courses in case of scheduling conflicts. All courses are contingent upon sufficient enrollment and staffing availability; undersubscribed/understaffed courses may be canceled for the year. While all efforts are made to enroll students in the courses they have requested, it is possible that some requests cannot be accommodated.

## **PROGRAM OVERVIEW**

### **MIDDLE SCHOOL GRADES 6-12**

Students in grades 6 through 8 take a prescribed course of study designed for their academic background and achievement level.

Students perform community service projects with their classes.

### **COURSE REQUIREMENTS**

GRADE 6	English 6 Math (placement determined by department) History 6 Science 6 World Language Rotation (Spanish, French, Chinese and Latin) Sixth-Grade Art Rotation Sixth-Grade Physical Education
GRADE 7	English 7 Math (placement determined by department) Social Studies 7 Science 7 World Language 1A (student's choice of language) Seventh-Grade Art and Computer Science Rotation Seventh-Grade Physical Education
GRADE 8	English 8 Math (placement determined by department) American History 8 Science 8 World Language 1B World Religions (one semester) Eighth-Grade Semester Elective(s) Eighth-Grade Physical Education

## **UPPER SCHOOL GRADES 9-12** **GRADUATION REQUIREMENTS**

Specific details regarding these requirements can be found in each department's section of this guide. All graduation requirements must be completed during grades 9-12; coursework completed prior to grade 9 does not fulfill these requirements.

The Sample Four-Year Course Planner at the end of this guide can be used by students in grades 9-12 to chart a plan for high school coursework, including graduation requirements.

ENGLISH	4 years
HISTORY & SOCIAL SCIENCES	3 years including Modern World History in grade 9, U.S. History in grade 10, and at least one semester of a history in grade 11
MATHEMATICS	3 years and at least through completion of Math 5 Core, Math 5 or Math 5 Enriched
SCIENCE	3 years: Conceptual Physics or Conceptual Physics Enriched in grade 9, followed by Chemistry or Honors Chemistry and Biology or Honors Biology (in that order)
WORLD LANGUAGE	2 years and through Level 3 in one language
RELIGION & ETHICS	1 year: one semester of Introduction to Biblical Literature taken before the beginning of grade 11 followed by one other semester course from the department
ARTS	2 semesters in one medium/discipline; semesters do not need to be consecutive
HEALTH	1 semester: taken in grade 9 (or grade 10 for students who join Bishop's after 9th grade and who have not completed a high school health class)
PHYSICAL EDUCATION	2 trimesters per year in grades 9-10 and 1 trimester in grades 11-12
SERVICE LEARNING	By the end of each school year students are required to meet these minimums: Grade 9: 20 hours off-campus and/or at Bishop's, any combination Grade 10: 40 hours off-campus and/or at Bishop's, any combination Grade 11: 60 hours off-campus and/or at Bishop's (20 hours must be off-campus) Grade 12: 80 hours off-campus and/or at Bishop's (40 hours must be off-campus)

- Students must earn a minimum of 20 credits during grades 9 through 12. Of these, 16 must be earned in academic courses. (A semester course is worth 0.5 credits and a yearlong course is worth 1.0 credit.)
  - Global Online Academy courses earn general credits but do not satisfy departmental diploma requirements.

- The minimum course load each semester for grades 9 through 12 is five courses. At least four courses per term must be academic. One of the five courses may be a Global Online Academy course. P.E. does not count toward the five-class minimum.
  - In grade 12 one of the five courses per term may be P.E. or an approved Independent Study course.
  - In grade 12 four courses per term are permissible if all four courses are academic and two of the four are lab classes which meet six times per cycle.
- The maximum course load is seven courses per semester, one of which must be arts or non-academic.
  - In rare exceptions, students may be approved for seven academic courses by the assistant head of school for adolescent learning and development. Global Online Academy courses count toward this maximum.
- Students who enter Bishop's after grade 9 may receive credit for coursework at previous school(s). Credit is determined by placement exams, transcripts and in consultation with the assistant head of school for adolescent learning and development.

### **COMMUNITY SERVICE**

The Bishop's School has a strong commitment to community service. As such, students are required to dedicate a specified amount of time to community service each year. The *Upper School Guide to Service Learning* outlines the program in detail and offers project ideas in several categories.

Upper school students are required to complete 20 hours of community service each year. At least half of the total four-year, 80-hour requirement must be completed in the off-campus community. Up to 50 percent of the total hours required may be done for the Bishop's community, but none are required in this category. The 80-hour requirement is adjusted for new students entering Bishop's after grade 9.

Any community service performed during regularly scheduled school hours must be pre-approved by the dean of students and the director of service and social innovation before a student receives credit for the work. Hours may be carried forward from year to year. However, *by the end of each school year* students are required to meet these minimums:

Grade 9:	20 hours off-campus and/or Bishop's, any combination
Grade 10:	40 hours off-campus and/or Bishop's, any combination
Grade 11:	60 hours off-campus and/or Bishop's, with a minimum of 20 hours off-campus
Grade 12:	80 hours off-campus and/or Bishop's, with a minimum of 40 hours off-campus

## ACADEMIC POLICIES

### COURSE-RELATED POLICIES

#### ***Advanced Courses***

Advanced coursework is designed with an expectation of higher-order thinking, advanced skill development and mastery of essential knowledge in the discipline. It places emphasis on depth of inquiry, open-ended assessments and work, and student initiative. Advanced coursework is consistent with University of California criteria for an advanced course in an academic discipline.

Advanced coursework is indicated by the inclusion of Honors or Advanced Honors in course titles. Advanced Honors courses may be offered after the successful completion of departmental Honors courses. The criteria for recommendation or placement into advanced level courses varies by department. Advanced coursework is demanding and as such, students must consider their total responsibilities and obligations before committing to such courses.

Advanced courses receive weighted grades. See *Grade Point Average Calculations* for more information.

#### ***Course Placement***

Departments evaluate students for Honors and Advanced Honors courses based on performance within the discipline. This may include course and exam grades, mastery of course content and commitment to learning, among other criteria.

**Recommendations and Placements:** These are decisions made by a teacher, group of teachers, and the department chair about the specific course(s) or level of course(s) into which a student may be enrolled, based on that teacher's or group's judgment of the student's habits, skills, knowledge, mindset and capabilities. The specific criteria or diagnostic assessments for recommendation and placement vary from course to course and from department to department. Some departments and courses may *recommend* that a student is qualified for advanced coursework but that all options should be considered based on student interest. Other departments and courses may *place* a student into a particular course or level which is deemed most suitable based on the student's previous performance and commitment in the discipline.

Some recommendations and placements may be appealed. After classes begin, if a course placement appears to be incorrect, teachers will initiate a change to a different course; alternatively, students may request a review of course placement.

Even if recommended for or placed into advanced coursework, students are encouraged to consider all curricular and extracurricular commitments during the course selection process. Based on these commitments and other personal factors, it may be best for a student to select course(s) different than one(s) for which they have been recommended or placed.

The School reserves the right to limit the number of Enriched, Honors and Advanced Honors courses that a student may take in a given year based on student well-being and success.

**Appeals Process:** Students who wish to take a course different than one for which they are recommended or placed are asked, first and foremost, to speak with their teacher. In some cases, the teacher may be able to provide specific feedback that addresses the student's questions or enables the student to work toward specific goals by the end of the school year. English honors and advanced honors placement appeals are an exception; because honors placement is made by application and committee, questions and appeals for English should go directly to the department chair.

- If a teacher is willing to reconsider his or her placement, there is no need to continue the appeals process.
- If needed, the appeals process may be resumed at the end of the year.
- If a teacher revises his or her placement at the end of the year, the teacher will notify the student and the assistant head of school for curriculum and academics.
- If necessary, after a conversation with the teacher, the student should speak with the department chair.
- It is the responsibility of the student to inform the assistant head of school for curriculum and academics of the desire to take advantage of the revised placement. If no such communication occurs, the original placement will stand.
- If necessary, following the conversations with the teacher and department chair, the next step in the appeals process is the completion of an appeals form that will be reviewed by the assistant head of school for curriculum and academics, department chair and other relevant faculty and administrators. Appeals forms can be obtained from the assistant head of school for curriculum and academics.

Given the thoughtfulness with which teachers/committees make placements, it is not common for decisions to be reconsidered and overturned.

### ***Dropping/Adding Courses***

At the start of each semester, students have two cycles to add on-level courses; for honors and advanced honors courses, because of the pace and content of such classes, students must add such courses within the first five full class meetings (approximately two weeks of school).

Students may drop classes within the first four cycles of each semester; courses dropped after the deadline are indicated on the transcript with a WP (Withdraw Passing) or WF (Withdraw Failing), based on the student's academic standing at the time of the drop.

Students cannot drop below the required minimum program without the approval of the assistant head of school for adolescent learning and development.

### ***Course Level Changes***

When it is apparent that a student has not been appropriately placed in a course, a level change can be requested by the student, teacher, advisor or college counselor. Student-initiated level changes must be requested by the end of the first cycle after receipt of the semester midterm progress report. Middle school mathematics level changes may occur at almost any time during the year. In the event of a level change, the student's transcript will show only the course in which the student is enrolled at the end of the semester. At the time of the change, the student's grades and performance will be shared with the new teacher to help determine the student's transcribed grade. This grade may be reviewed by the department chair and/or assistant head of school for curriculum and academics.

### ***Global Online Academy***

Global Online Academy (GOA) is a not-for-profit consortium of leading independent schools around the world dedicated to developing 21st century skills while preserving the academic excellence that is the hallmark of its member schools. The Bishop's School is a member of GOA and thus offers limited enrollment in its classes. GOA's course offerings enhance opportunities to learn and explore topics not covered or conveniently scheduled in the program on campus.

GOA courses and grades are listed on the Bishop's transcript but GOA grades are not included in the Bishop's GPA calculation. GOA classes count toward the five courses per term minimum and count toward the seven courses per term maximum. GOA credits count toward Bishop's overall graduation credit requirements, but do not satisfy departmental diploma requirements. GOA courses are recommended for students in grades 10-12.

### ***Independent Study***

Independent Study is a course option available to a student who wishes to pursue an academic interest or passion in a specific area outside of standard courses at Bishop's or the Global Online Academy.

Independent Study must be sponsored by a faculty member and is assigned credit based upon its intellectual substance and duration. Students must arrange to meet with the faculty sponsor a minimum of two times per cycle. Independent Study courses must be taken for a letter grade and do not receive any honors weight. Independent Study courses appear on the transcript and are included in the Bishop's GPA calculation.

Independent Study cannot be used to fulfill a diploma/graduation requirement or be taken as an eighth class and is not intended to address schedule conflicts by creating an alternate section of a scheduled course. Students who wish to undertake an Independent Study course must fill out an application and receive approval from a committee comprised of department chairs and administrators.

Please be aware that a central question of the committee is: *Why does this course need to appear on a student's transcript?* Students can always engage in an activity or study with a teacher's guidance without it appearing on their transcripts, so there must be a compelling reason for

transcription. In some cases, students may realize that not transcribing a class allows them to enjoy the activity more, as well as affording them the flexibility to pause or stop work on that project as needed. Students should consider these factors as part of their decision to apply for independent study credit. Students are strongly encouraged to consult with their college counselor or the assistant head of school for curriculum and academics for advice.

### Application Process

1. Fill out the IS application form, preferably in the spring during course sign-ups. Otherwise, forms may be submitted **by the end of the first cycle of the term**. Applications submitted after that date will not be considered.
2. The application form is available from the assistant head of school for curriculum and academics. The completed form should be submitted to the assistant head of school for curriculum and academics.
3. Applications will be reviewed by the committee, taking into consideration factors such as:
  - a. Focus/purpose of proposal
  - b. Availability of course content in existing courses at Bishop's or through the Global Online Academy
  - c. Expectations and demands on faculty sponsor
1. If necessary, questions from the committee will be relayed to the student and/or faculty sponsor, or in some cases the student or sponsor may be asked to speak to the committee.
2. By the start of the summer or the end of the second cycle of the term, a determination of the proposal will be made by the committee and relayed to the student.
3. After approval: approximately one month into the commencement of the Independent Study course, students who are not satisfactorily fulfilling their obligations for Independent Study will be dropped from the course, and a notation of WP or WF (Withdraw Passing or Withdraw Failing) will be made on the transcript.

### ***Study Abroad Policy***

Students entering grades 10-12 are eligible to study abroad in accredited programs such as those sponsored by School Year Abroad if the following conditions are met:

- Students may apply for a full year abroad program only. Semester study abroad programs do not align with the curricular program of the School and should not be considered.
- Students must notify The Bishop's School director of admissions in writing of a pending application to a study abroad program before the midterm of the second semester.
- Students who study abroad must fulfill The Bishop's School's graduation requirements to receive a Bishop's diploma.
- The School may require a fee to cover the cost of college counseling, re-admission and administration.

Questions or inquiries about School Year Abroad or similar programs should be directed to the assistant head of school for curriculum and academics.



### ***Off-Campus Credit***

In general, Bishop's does not grant diploma/graduation credit for coursework taken outside of the School except for transfer students who complete work at a different high school prior to joining Bishop's. If a student plans to take a summer course at any school or college other than Bishop's and wishes to have it meet a diploma/graduation requirement, the student must obtain the prior permission of the department chair and the assistant head of school for curriculum and academics. If approved, the department reserves the right to administer an examination or other assessment to determine whether or not the student will be granted credit for the course. No course taken at another school or college will factor into the Bishop's calculated GPA, and an official transcript from the external institution will be attached to the Bishop's transcript for the purposes of college application. Courses completed outside of Bishop's are not listed on the Bishop's transcript, with the exception of Global Online Academy courses.

## **GRADING-RELATED POLICIES**

### ***Grade Reports and Transcripts***

Student progress is reported at the midpoint and end of each semester. Midterm progress reports are not official grades but rather a snapshot of a student's performance to-date and are accompanied by personalized narrative comments. End of semester grades are official grades and are transcribed.

For students in grades 9-12, semester grades are recorded at the end of the semester and become a part of a student's official transcript. The transcript is the School's official high school record of a student's academic performance. It includes the academic courses taken by year from grades 9-12 as well as grades and credits earned and academic courses in progress. Official transcripts may be requested from the school registrar on the Bishop's website.

Excepting courses typically taken in grades 6 and 7, academic work for individual courses in grades 8-12 are assigned traditional letter grades according to the following ranges:

A:	93-100%	D+:	67-69%
A-:	90-92%	D:	63-66%
B+:	87-89%	D-:	60-62%
B:	83-86%	F:	Below 60%
B-:	80-82%	I:	Incomplete
C+:	77-79%		
C:	73-76%		
C-:	70-72%		

Unless placed in course in math and world languages that are beyond grade-level, student progress in grades 6-7 is reported using rubrics that communicate more detailed information about content knowledge, application, and work habits.

### ***Incomplete Work***

A grade of Incomplete (I) may be entered by the teacher on the grade report in circumstances when a student, due to extended excused absence or other approved mitigating circumstances has failed to complete a major or several minor assignments. Students with incomplete grades are given the equivalent of two full cycles within which to complete the work so that a grade can be assigned. If the incomplete work is not submitted by the end of the second cycle, that work may be assigned a failing grade and the marking period grade calculated accordingly. Major assignments must be completed at a passing level, regardless of the grade that they may receive, in order for credit to be earned for the class.

### ***Pass/Fail***

Students in grades 10 through 12 are permitted to take one course per semester on a pass/fail basis, regardless of setting (at school or through Global Online Academy). Independent study courses may not be taken pass/fail and must be taken for a letter grade. Classes that are pass/fail only, with no option for a letter grade, do not count toward this maximum. For yearlong courses, students are not permitted to change the pass/fail status at the end of the first semester. Pass/fail is not an option for courses required for graduation or Honors or Advanced Honors courses. Students taking the pass/fail option must have permission from the teacher and must submit a form declaring their desire for pass/fail to the assistant head of school for curriculum and academics within the first two cycles of the course.

### ***Failing Grades***

***Mathematics & World Language Courses:*** Students who receive a grade of C- or below for the second semester may not continue on to the next consecutive level without remedial work at a passing level (summer classes at Bishop's or another school, tutoring, etc.). The department and assistant head of school for curriculum and academics must approve the remedial work. In some instances, the department may require that a student take a cumulative exam and pass it with a C or higher.

***Students ending a course with a D grade of any type*** may NOT move into the subsequent level of that subject without remedial work completed at a passing level, as determined by the department chair.

***Ds are not college-recommended grades*** and can jeopardize acceptance to the University of California and California State systems, as well as to other universities. Any semester grade lower than a C- should be considered for remediation and validation. Students should see their college counselor for details.

***Students who fail one of the minimum graduation requirements*** must make it up by taking an additional program during the next academic semester or year or by earning the credit in summer school. Students wishing to take a summer course must receive department approval *prior* to enrollment.

**Major assignments** must be completed at a passing level in order to earn credit in a course, regardless of the grade earned in that course or the grade that that assignment might receive (e.g., even if the assignment will receive an F due to lateness, a passing level version of the assignment must be submitted). Students cannot skip major assignments and earn credit for a course. Students are not permitted to advance to subsequent courses in a department until credit is earned in preceding courses. Seniors will not receive a diploma until major assignments for all courses are completed at a passing level.

**Re-enrollment contracts** are typically issued in late January or early February and may be withheld from students for a variety of reasons. From an academic standpoint, should a student earn multiple grades that, in the aggregate, will make it difficult or impossible to graduate on time, their re-enrollment contract for the subsequent school year may be withheld. Every attempt will be made to provide warning that a student may be in danger of not receiving a re-enrollment contract, but this may not be possible if a student suffers a sudden and calamitous drop in performance.

### **Grade Point Average Calculations**

To calculate the GPA, the appropriate grade point equivalent noted below should be multiplied by the amount of course credit (0.5 for most semester courses and 1.0 for most yearlong courses – exceptions are noted in course descriptions), added together for a grand total and divided by the total number of credits.

UNWEIGHTED GRADE	GRADE POINT EQUIVALENT
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33

D	1.00
D-	0.67
F	0.00

WEIGHTED GRADE	GRADE POINT EQUIVALENT
A	5.00
A-	4.67
B+	4.33
B	4.00
B-	3.67
C+	3.33
C	3.00

C-	2.67
D+	2.33
D	2.00

D-	1.67
F	0.00

### ***Bishop's Criteria***

The Bishop's GPA includes semester grades for courses from 9th through 12th grades. GOA course grades are not included in the Bishop's GPA. Beginning with the Class of 2027 and onward, any grade other than GOA that appears on the school transcript will be included in the Bishop's GPA calculation.

Courses taken outside of Bishop's can become part of a student's academic record if a transcript is sent to Bishop's, but are not included on the Bishop's transcript or in the Bishop's GPA calculation. At the time of college application, the transcript from the external institution will be included with materials sent to colleges. Courses completed outside of Bishop's are not listed on the Bishop's transcript.

### ***Unweighted Grades***

The unweighted GPA calculation does not confer a "weight" for honors or advanced honors courses. In other words, all letter grades are worth the same amount regardless of the level of the course.

### ***Weighted Grades***

In a weighted GPA calculation, a "weight" is added for any honors and advanced honors level courses taken; such courses are measured against a 5.0 scale whereas all other courses are measured against a 4.0 scale. Thus, for honors and advanced honors courses, one "point" is added to each grade when calculating the GPA (e.g., an "A" is worth 5.0 points rather than 4.0 and a "B" is worth 4.0 points rather than 3.0, etc.). Enriched courses do not receive a weighted grade.

### ***College Criteria***

While colleges and universities may use the Bishop's GPA in their deliberations, most admission offices will recalculate an applicant's GPA using their own standards. For this reason, excessive focus on GPA is often counterproductive. It is more important that students select appropriate courses for them and learn and do as well as they can in them.

The University of California (UC) system uses semester grades from 10th and 11th grades without pluses and minuses. Only specified UC-approved courses are included in the calculation and only up to eight semesters of AP or honors courses receive a weight in the UC's calculation of GPA. While UC schools count only 10th and 11th grade grades in their calculations, 9th grade courses and grades and 12th grade courses are viewable by admissions personnel.

## **OTHER ACADEMIC POLICIES**

### ***Absences***

- If a student knows they will be missing school for reasons other than illness, it is the student's responsibility to contact their teachers ahead of time to make arrangements for missed schoolwork. **An absence form must be filled out and signed by all of the student's teachers and turned in to the attendance office prior to the absence. Failure to do so may result in loss of School privileges for five consecutive school days for each day of school missed.** This form can be found outside the academic administrative assistant's office and in the Resources page online. Parental approval may be given if a student needs to miss school for personal reasons. The attendance office must be notified by 8:30 a.m. but no specific reasons need be given.
- Students who miss **nine** meetings of a particular class in a semester will not receive credit for that class unless permitted by a committee which may include the assistant head of school for adolescent learning and development, assistant head of school for curriculum and academics, dean of students, advisor, teacher of the class and the head of school. The committee will review the absences for validity and allow the student to continue in the class or withdraw the student from the course. All excused and unexcused absences are included in this rule (meetings, sports, school trips, tours, sickness, etc.).
- Students missing **five** meetings of a particular class will be issued a warning advising them that they are liable for loss of credit at **nine** absences. **EXCEPTION FOR SECOND SEMESTER SENIORS ONLY:** The number of absences per class increases to seven before a warning is issued advising the student that they are liable for a loss of credit at eleven absences.
- A student who misses school due to illness or family emergency shall be entitled to the equivalent homework, testing and grading opportunities as those students who were present.

### ***Guidelines for Scheduling Make-Up Tests***

- No student shall be required to take a make-up test without at least one day's notice. However, students who have been absent for only one day, either the day preceding or on the day of a previously scheduled test, may be required to take it on the day of their return to school.
- A student who has been absent for two or more consecutive days and thus missed a test, or who returns to school on the day of the test, shall not be required to take the make-up test on that day.
- In general, a teacher may not require a student to take a make-up test until a reasonable time has elapsed. Should there be any difficulty, or in the case of unusually long absences, arrangements and dates will be agreed upon by both teacher and student in consultation, if necessary, with the assistant head of school for adolescent learning and development.
- Make-up tests for planned absences must be arranged prior to the absence. It is the student's responsibility to initiate conversations about such arrangements. If such arrangements have not been made, teachers can require students to take tests with the rest of the class as originally scheduled.

### ***Homework Philosophy***

Homework plays an integral role in the overall success and growth of students. Homework should be intentionally developed in accordance with learning objectives and community well-being.

Bishop's follows a learner-centered pedagogy that puts the student at the center of the learning process. Learner-centered education acknowledges that each student brings their own successes, challenges, and experiences to class, all of which impact current learning. It focuses on the student's growth, progress, and interests as they intersect with the curriculum.

To this end, homework serves three purposes: preparation, practice and personal edification.

- *Preparation* includes reading, writing, or review in advance of a class activity or assessment.
- *Practice* allows students to reinforce skills they have learned in class, such as math, grammar and world language exercises.
- *Personal edification* enables students to delve deeply into a subject of their own interest through assignments such as pleasure reading or extension activities.

### ***Homework Policies***

Approximate homework workload by class meeting period for each academic cycle should be posted on Bishop's learning management system by the start of each cycle. Homework assignments are subject to change at the teacher's discretion. The majority of homework assignments are formative in nature, not assessed with a grade, and intended to help the student meet course learning objectives. However, some homework assignments, such as an outline for a paper or studying for a test, are components of summative assessments, intended to allow students to demonstrate their progress.

Since homework is posted at the beginning of the cycle, we encourage students and families to plan ahead and reach out for assistance when needed. Members of the Bishop's community may consult the [Student Homework Roles and Responsibilities](#) and the [Family Homework Roles and Responsibilities](#) documents for more information.

No homework will be given over Thanksgiving, winter or spring breaks except when remedial work is needed. One night of homework during other scheduled breaks is permitted.

### ***Assessment Policy***

Most minor assessments (usually quizzes) are timed in-class assessments that allow teachers to assess student progress on a limited amount of recent course material. Minor assessments may be announced or unannounced and are normally completed in less than half of the class period (35 minutes). Major assessments such as tests, quests, in-class writing, projects, and papers, require additional work outside of the regularly allotted homework and/or consume at least 50 percent of a class period. Any major assessment should be assigned at least a cycle in advance of its due date. No class may require more than two major assessments per cycle. Preparatory materials and grading rubrics for major assessments should be posted on Blackbaud.

No student is required to complete more than two major assessments in one academic day. *It is the student's responsibility to inform teachers as far in advance as possible about upcoming tests or major papers, so they can plan their assignments as carefully as possible; it may not be possible to honor last-minute requests.* Once informed, the student and teacher should work together to honor reasonable, timely requests to reschedule or extend due dates that coincide with school events such as artistic or athletic performances or significant religious holidays as described on Blackbaud/My Bishop's Resource page. In the event of an overschedule of major assignments, precedence will generally be given to those assignments posted first. A student's advisor or an assistant head of school can help students to reschedule work if it is determined that too much work is due on a single day. Members of the Bishop's community may consult the Homework Roles and Responsibilities document for more information.

### ***Cumulative Periods***

A period of time is set aside at the end of each semester when teachers may choose to give cumulative assessments. Teachers may determine whether or not to give an end-of-semester cumulative examination or another form of cumulative assessment. Information about the cumulative assessment will be communicated to students at least one month in advance of the cumulative due date. Should teachers choose to assign a traditional exam, preparation for that exam will be integrated into the class and homework schedule for the course. If a cumulative assessment is planned, it should be given on the day assigned to each department. No homework or other assessments (quizzes, essays, papers, etc.) in that class are to be given during this period other than on the day assigned to each department.

### ***Students with Diagnosed Learning Differences***

It is The Bishop's School policy to reasonably accommodate students with documented and diagnosed learning challenges. These challenges include, but are not limited to, learning and attentional disabilities and/or impairments in motor functioning. Accommodations are granted on a case-by-case basis after The Learning Center Director receives documentation and consults with the student and family. Please see the [Student and Family Handbook](#) for further guidelines on the accommodations process.

### ***CIF, Co-Curricular and Extracurricular Eligibility Guidelines***

If a student falls below a 2.0 GPA in all classes in any grading period in which he or she is competing, the following criteria must be met in order to restore eligibility:

- The student may not participate on a Bishop's freshman/novice, junior varsity or varsity team or major school co-curricular or extracurricular event until the mid-point of the quarter. At that time the assistant head of school for adolescent learning and development will check with teachers for approximate grades, which must be at the 2.0 GPA level or above. If the GPA is below 2.0, the student is ineligible for the remainder of the quarter.
- While the student is ineligible, no participation is allowed in any team activities, including practices, until eligibility is confirmed.

### ***Private Tutoring***



Private tutoring should be considered only after exhausting the academic support resources offered at The Bishop's School. It is not the School's practice to recommend or require that families seek the support of private tutors. That said, there may be a variety of unique reasons why a private tutor makes sense for a student. It is not necessary for students who work with private tutors to share that information with the School, but teachers may not communicate with or share information or feedback with private tutors unless a release of information form is signed by a parent or guardian and provided to the director of teaching and learning. It is always recommended that students seek support from their teachers first and foremost, *and in addition to* any support they receive externally.

## **KEY DATES**

Within the **first five full class meetings**:

- Honors and advanced honors courses may be added.

Within the **first cycle** of the year (for yearlong courses) or semester (for semester long courses):

- Independent Study applications are due.

Within the **first two cycles** of the year (for yearlong courses) or semester (for semester long courses):

- Enriched, on-level and core courses may be added.
- Pass/Fail applications are due.

Within the **first four cycles** of the year (for yearlong courses) or semester (for semester long courses):

- Courses can be dropped and the schedule change will not appear on the transcript.

Courses can be dropped after the first four cycles, but the change will appear on transcripts.

## **KEY ACADEMIC PERSONNEL**

Assistant Head of School for Adolescent Learning and Development .....	Janice Murabayashi
Assistant Head of School for Curriculum and Academics .....	Brian Ogden
Dean of Faculty .....	Ben Heldt
Dean of Students .....	Michelle Shea
Associate Dean of Students for Middle School .....	Jasmyn Tanner '98
Director of Athletics .....	Paula Conway
Director of Service and Social Innovation .....	Jackie Gomez
Director of College Counseling .....	Wendy Chang
Global Online Academy Site Director .....	Karri Woods
School Year Abroad Site Director .....	Brian Ogden
Registrar and Testing Coordinator.....	Rachael Garcia
Assistant to the Academic Program.....	Eva Flores

### **Department Chairs**

Computer Science .....	Marcus Jaiclin
English .....	Anna Clark
History & Social Sciences .....	Karri Woods
Mathematics .....	Catherine Beamer '95
Performing Arts .....	Kristen Tregar
Physical Education & Health .....	Meghan Carr
Religion & Ethics .....	Regina Ballard
Science .....	Laura Cummings
Visual Arts .....	Elizabeth Wepsic
World Languages .....	Ian Hayden

### **Learning Services**

Director of the Learning Center .....	Stephanie Ramos
Learning Resource Specialist .....	Jennifer Miller
Academic Support Coordinator .....	Jane Mattox

## **COMPREHENSIVE LISTING OF COURSES OFFERED** **TO GRADES 6-8**

Courses in Computer Science, Performing Arts, Religion & Ethics and Visual Arts are semester-length courses. All other courses are yearlong courses.

### **LEGEND**

New course or name change for 2024-2025

### **COMPUTER SCIENCE**

Coding for Fun 8  
Experimental Programming 8  
Robotics 8

### **ENGLISH**

English 6  
English 7  
English 8

### **HISTORY & SOCIAL SCIENCES**

History 6  
Social Studies 7  
American History 8

### **MATHEMATICS**

Mathematics 1  
Mathematics 1 Enriched  
Mathematics 2  
Mathematics 2 Enriched  
Mathematics 3  
Mathematics 3 Enriched

### **PERFORMING ARTS**

Art Rotation 6  
Art Rotation 7  
Dance 8  
Jazz Band 8 (audition required)  
Musical Theater 8: Performance  
Musical Theater 8: Technical  
Theater 8  
Technical Theater 8

### **PHYSICAL EDUCATION & HEALTH**

PE 6  
PE 7  
PE 8

### **RELIGION & ETHICS**

World Religions 8 (fall or spring)

### **SCIENCE**

Science 6  
Science 7  
Science 8

### **VISUAL ARTS**

Art Rotation 6  
Art Rotation 7  
Art & Design 8  
Ceramics 8  
Drawing & Painting 8  
Digital Art 8

### **WORLD LANGUAGES**

World Languages Rotation 6  
Chinese IA  
Chinese IB  
French IA  
French IB  
Latin IA  
Latin IB  
Spanish IA  
Spanish IB

*In addition to the above, a number of sports, arts and other engaging activities are available to middle school students during X period.*

## **GRADES 9-12**

### **LEGEND**

0.5 credit: semester course

1.0 credit: yearlong course

9/10/11/12: Course open to listed grade level(s)

Fa: Fall semester

Sp: Spring semester

Su: Summer

new course or name change for 2024-2025

R: Course may be repeated for credit

P/F only: Pass/Fail only

A: Satisfies UC and Bishop's arts requirement

a: Satisfies Bishop's arts requirement only

L: two additional "lab" meetings per cycle

\*: see course description for special conditions

<u><b>COMPUTER SCIENCE</b></u>	<u><b>Credits</b></u>	<u><b>Notes</b></u>
Experimental Programming	0.5	9-12 / Sp
Software Development	1.0	9-12
Web Development	1.0	10-12
Honors Artificial Intelligence and Computer Vision	1.0	11-12
Honors Data Structures and Algorithms	1.0	11-12

### ***Not offered in 2024-2025***

Creative Electronics

Designing for Web, Industry & Publication

<u><b>ENGLISH</b></u>	<u><b>Credits</b></u>	<u><b>Notes</b></u>
English I	1.0	9
English II	1.0	10
English III American Literature	1.0	11
English III Honors American Literature	1.0	11
English IV Banned Books	0.5	12 / Fa
English IV Detective Fiction	0.5	12 / Fa
English IV Shakespeare	0.5	12 / Fa
English IV Creative Nonfiction	0.5 each	12 / Sp
English IV Narrative Fiction	0.5 each	12 / Sp
English IV Poetry	0.5 each	12 / Sp
English IV Dramaturgy	0.5 each	12 / Sp
English IV Honors Writing	1.0	12
Advanced Honors English	1.0	12
Journalism	1.0	9-12

### ***Not offered in 2024-2025***

English IV African-American Literature	1.0	12
English IV Epic Epics: Homer, Virgil and Milton	1.0	12
English IV Film as Literature	1.0	12
English IV Memory is Fiction	1.0	12
English IV Outcasts & Outsiders	1.0	12

English IV Psychopaths in Literature and Film	1.0	12
English IV Women Writers	1.0	12

<b>HISTORY &amp; SOCIAL SCIENCES</b>	<b>Credits</b>	<b>Notes</b>
Modern World History	1.0	9
United States History	1.0	10
Honors United States History	1.0	10
The American West	0.5	11-12 / Fa Sp
Big History	0.5	11-12 / Sp
Global Issues	0.5	11-12 / Fa Sp
Racism, Genocide & the Holocaust	0.5	11-12 / Fa Sp
Honors Atomic Bomb	0.5	11-12 / Fa Sp
Honors Global Cold War	0.5	11-12 / Fa Sp
Honors Protest and Social Movements	0.5	11-12 / Fa Sp
Honors War on Terror	0.5	11-12 / Fa Sp
Applied Economics	0.5	11-12 / Fa
Applied Psychology	0.5	11-12 / Sp
Honors U.S. Government & Politics	0.5	11-12 / Fa Sp
Honors Comparative Government & Politics	0.5	11-12 / Fa
Honors Psychology	1.0	11-12
Honors Economics: Micro/Macroeconomics	1.0	11-12
Advanced Honors Economics	1.0	12 / L / *
Introduction to Speech	0.5	9-12 / Fa / *
Advanced Speech & Debate	0.5 or 1.0	10-12 / R / P/F Only / *

***Not offered in 2024-2025***

Honors Ancient Empires	1.0	11-12
Honors Western Thought and Culture	1.0	11-12
Honors Seminar in Historical Research	0.5	12

<b>MATHEMATICS</b>	<b>Credits</b>	<b>Notes</b>
Math 3	1.0	9
Math 3 Enriched	1.0	9
Math 4 Core	1.0	9-10
Math 4	1.0	9-10
Math 4 Enriched	1.0	9-10
Math 5 Core	1.0	10-11
Math 5	1.0	10-11
Math 5 Enriched	1.0	10-11
Precalculus Core	1.0	11-12
Precalculus	1.0	11-12
Precalculus Honors	1.0	11-12
Calculus	1.0	12

Honors Calculus AB	1.0	11-12 / L
Honors Calculus BC	1.0	11-12 / L
Honors Statistics	1.0	11-12
Advanced Honors Math: Multivariable Calculus	1.0	12
Advanced Honors Math: Number Theory	1.0	12
Advanced Honors Math: Linear Algebra	1.0	12

<b>PERFORMING ARTS</b>	<b>Credits</b>	<b>Notes</b>
Dance I/II	0.5 each	9-12 / A
Studio Dance Group	1.0	9-12 / A / R
Performing Dance Group	1.0	10-12 / A / R
Theater Arts I/II	0.5 each	9-12 / A
Theater Arts III/IV	0.5 each	10-12 / A
Acting Workshop	1.0	10-12 / A / R
Dramaturgy	0.5	12 / Sp *
Science on Stage	0.5	12 / Fa *
Theater Design & Production I/II	0.5 each	9-12 / A
Theater Design & Production III/IV	0.5 each	9-12 / A
Costume Design & Construction I/II	0.5 each	9-12 / A
Advanced Theater Production	1.0	10-12 / a / R
Bishop's Chorus I/II	0.5 each	9-12 / A
Bishop's Chorus III/IV	1.0	10-12 / A
Bishop's Singers	1.0	10-12 / A / R
Honors Music Theory	1.0	10-12
Jazz Band I/II	0.5 each	9-12 / A
Jazz Band III/IV	0.5 each	9-12 / A
Bishop's Chamber Orchestra	1.0	9-12 / A

***Not offered in 2024-2025***

Music Production I/II

<b>RELIGION &amp; ETHICS</b>	<b>Credits</b>	<b>Notes</b>
Introduction to Biblical Literature	0.5	9-10
Feminism: A Biblical Perspective	0.5	10-12 / Fa
The Holocaust: Religious Questions	0.5	10-12 / Sp
The Philosophy of Human Rights	0.5	10-12 / Fa
Race and Religion in America	0.5	10-12 / Sp
Honors Philosophy of Religion	0.5	11-12 / Sp

***Not offered in 2024-2025***

The Prophetic Voice	0.5	10-12
Social Justice in American Society	0.5	10-12

<b>SCIENCE</b>	<b>Credits</b>	<b>Notes</b>
Conceptual Physics	1.0	9
Conceptual Physics Enriched	1.0	9
Chemistry	1.0	10 / L
Honors Chemistry	1.0	10 / L
Biology	1.0	11 / L
Honors Biology	1.0	11 / L
Electrical Engineering	0.5	10-12 / Fa
Biotechnology & Genetic Engineering	0.5	11-12 / Sp
Environmental Science: Global Issues	0.5	11-12 / Fa
Environmental Science: California	0.5	11-12 / Sp
Food Science: Why Food Matters To Us	0.5	11-12 / Sp
Marine Biology	0.5	12 / Fa
Science and Social Justice	0.5	10-12 / Sp
Science on Stage	0.5	12 / Fa
Honors Physics	1.0	11-12 / L
Advanced Honors Physics	1.0	11-12 / L
Advanced Honors Chemistry	1.0	11-12 / L
Advanced Honors Biology	1.0	12 / L

<b>VISUAL ARTS</b>	<b>Credits</b>	<b>Notes</b>
Ceramics I	0.5	9-12 / A Fa
Ceramics II	0.5	9-12 / A Sp
Ceramics III	0.5	10-12 / Fa
Ceramics IV	0.5	10-12 / Sp
Digital Media I	0.5	9-12 / A Fa
Digital Media II	0.5	9-12 / A Sp
Digital Media III	0.5	10-12 / Fa
Digital Media IV	0.5	10-12 / Sp
Studio Art I	0.5	9-12 / A Fa
Studio Art II	0.5	9-12 / A Sp
Studio Art III	0.5	10-12 / Fa
Studio Art IV	0.5	10-12 / Sp
Honors Art History	1.0	10-12
Honors Art Portfolio	1.0	11-12

<b>WORLD LANGUAGES</b>	<b>Credits</b>	<b>Notes</b>
Chinese I	1.0	9-12
Chinese II	1.0	9-12
Chinese III	1.0	9-12
Chinese III Honors	1.0	9-12
Chinese IV	1.0	9-12
Chinese IV Honors	1.0	9-12
Advanced Honors Chinese	1.0	10-12
French I	1.0	9-12



French II	1.0	9-12
French III	1.0	9-12
French III Honors	1.0	9-12
French IV	1.0	9-12
French IV Honors	1.0	10-12
Advanced Honors French	1.0	10-12
Latin I	1.0	9-12
Latin II	1.0	9-12
Latin III	1.0	9-12
Latin III Honors	1.0	9-12
Latin IV	1.0	9-12
Latin IV Honors: Caesar & Vergil	1.0	10-12
Advanced Honors Latin: Literature	1.0	10-12
Honors Greek	1.0	11-12
Spanish I	1.0	9-12
Spanish II	1.0	9-12
Spanish III	1.0	9-12
Spanish III Honors	1.0	9-12
Spanish IV	1.0	9-12
Spanish IV Honors	1.0	10-12
Advanced Honors Spanish: Modern Mexico	1.0	10-12
Advanced Honors Spanish: Film & Literature	1.0	10-12

<b>STUDENT ACTIVITIES</b>	<b>Credits</b>	<b>Notes</b>
Associated Student Body	0	9-12
Mock Trial	0	9-12
Peer Support	0	10-12
Yearbook	0	10-12

<b>GLOBAL ONLINE ACADEMY</b>	<b>Credits</b>	<b>Notes</b>
Various	0.5	10-12

<b><u>PHYSICAL EDUCATION &amp; HEALTH</u></b>	<b><u>Credits</u></b>	<b><u>Notes</u></b>
Health	0.5	9-10

	<b><u>Credits</u></b>	<b><u>Notes</u></b>
Bishop's Team Sports	1-3 seasons	9-12
General Fitness	1-3 seasons	9-12
Optimal Performance	1-3 seasons	9-12
Independent PE	1-3 seasons	10-12
Dance (various)		9-12

### **Fall Team Sports**

B/G Cross Country  
 Football  
 G Golf  
 B Water Polo  
 G Tennis  
 G Volleyball  
 G Field Hockey  
 B/G Sailing \*

### **Winter Team Sports**

B Basketball  
 G Basketball  
 B Soccer  
 G Soccer  
 G Water Polo  
 B/G Equestrian\*  
 B/G Sailing \*  
 B/G Squash\*  
 B/G Surfing\*

### **Spring Team Sports**

B Baseball  
 G Softball  
 B Golf  
 B Lacrosse  
 G Lacrosse  
 B/G Swimming  
 B Tennis  
 B Volleyball  
 B/G Track & Field

*\*Club-sanctioned sports/activity with Bishop's affiliation; may or may not run depending on student interest. Students and their families are responsible for club fees and other associated costs.*

## **COMPUTER SCIENCE**

The computer science program at Bishop's offers a range of material from beginner to far more advanced than most high schools can offer. Some of our students go on to specialize in computer science in college, but our department's students also go on to study a range of subjects with a strong background in computing that they can apply to biology, business or political science. We seek to meet students where they are, and offer them room to grow in their knowledge and understanding. We strive to give students room to bring their personality and interests to their work, and give them space to see how what they are learning in Computer Science can be applied to what they do in the rest of their lives. We ask our students to think hard about not only what they *can* accomplish, but what they *should* do with it, with a consistent presence of ethics and values in how we apply our new knowledge.

***Graduation requirement: none***

### **GRADES 6-7**

#### **SIXTH GRADE**

All sixth-grade students will engage with Lego Robotics in their Science 6 course. They will participate in a quarter-long exploration of robotics using the Lego Spike Prime platform. They will learn skills in engineering and design thinking, in prototyping, testing and revision, and in programming, using sensors to evaluate the environment around them and make decisions about how to respond based on what they find there.

#### **SEVENTH GRADE COMPUTER SCIENCE ROTATION**

All seventh-grade students will take a quarter-long course in Computer Science as part of their Arts Rotation. Students explore the basics of how technology is used around campus while learning coding logic and design skills. Students investigate ways to interact with the real world through both text-based and block-based programming languages as they create their own hands-on projects that connect coding with maker space tools like 3D printing, laser cutting and electronics.

### **GRADE 8**

#### **CODING FOR FUN 8**

*(semester; grade 8)*

If you can create technology, you can change the world. Learning to code fosters creativity, reasoning and strong problem-solving skills. Have fun as you learn the basics of programming through an interactive framework and hands-on approach. Once students build their fundamental programming knowledge, they learn how to create their own graphics, create simulations and write their own games as part of a larger class project. *No previous programming experience is needed for this course. This course is recommended for students with no programming experience who are preparing to take the Upper School Software Development course in ninth grade.*

### **EXPERIMENTAL PROGRAMMING 8**

*(semester; grade 8)*

This beginning course in computer science introduces students to the basic computer programming constructs while giving them the fundamental concepts of computer science. This course can cover any of a variety of topics including data, algorithms, the Internet, front-end web development, basics of programming (syntax, data types, expressions, control statements, methods and debugging), scripting and object-oriented languages, and hands-on project development. Students will also get some experience in physical computing, with devices that can react to sensor values as the device moves or the environment changes around it. *Good basic algebra skills are necessary but no previous experience in computer programming is required for this course.*

### **ROBOTICS 8**

*(semester; grade 8; students are required to work with a variety of power and hand tools. No previous tool handling or computer programming experience is necessary)*

This course offers students the opportunity to learn and apply mathematical, scientific, engineering and computer programming skills through robot design and construction. Students learn and illustrate different technical skills by building and programming small-scale prototypes using VEX, SeaPerch or other robotics equipment. Students are expected to work in teams of two to four on different prototypes.

## **GRADES 9-12**

The Computer Science Department offers a four-year sequence of courses that covers a range of branches of Computer Science. The Experimental Programming course is for students without previous programming knowledge who wish to find out if programming is of interest. Following Experimental Programming is Software Development; students with some familiarity with coding typically start with Software Development. This course covers the same concepts and skills as that of the AP Computer Science curriculum using the Python language in place of the Java programming language. Applied Computer Science then puts the concepts into practical use in the development of web applications. The two Honors courses go beyond what is covered in the AP curriculum and are yearlong courses that study specific advanced concepts in depth, such as algorithms, data structures and machine learning.

The Bishop's School also supports academic teams in both Robotics and Cybersecurity, with participants from both the Upper and Middle School programs in each. In recent years, we have supported Bishop's-sponsored teams competing in Robocup, First Technical Challenge, SeaPerch and CyberPatriot.

### **EXPERIMENTAL PROGRAMMING**

*(academic; semester; grades 9-12)*

This beginning course in computer science introduces students to the basic computer programming constructs while giving them the fundamental concepts of computer science. This course can cover any of a variety of topics including data, algorithms, the Internet, front-end web

development, basics of programming (syntax, data types, expressions, control statements, methods and debugging), scripting and object-oriented languages, and hands-on project development. Students will also get some experience in physical computing, with devices that can react to sensor values as the device moves or the environment changes around it. *Good basic algebra skills are necessary but no previous experience in computer programming is required.*

### **SOFTWARE DEVELOPMENT**

*(academic; year; grades 9-12; some prior coding experience recommended)*

This year-long course provides students with a solid foundation in software development using Python. Important concepts covered include algorithms, control structures, loops, blocks, functions, scopes, methods, attributes, and objects. It continues with programming core topics and features including implementing arrays, searching, sorting, enumerated types, inheritance and exception handling. Students use appropriate development tools, environment and design methods to support the software development process. Much of this course is project-based. Daily assignments focus on writing and developing efficient algorithms with good class design. This course covers the same concepts and skills as that of the AP Computer Science curriculum using the Python language in place of the Java programming language. *Students should have access to a Mac or Windows laptop to run the software development tools.*

### **WEB DEVELOPMENT**

*(academic; year; grades 10-12; prerequisite: Software Development and departmental placement)*

This year-long course provides an overview of full-stack web development. Students use HTML, CSS, JavaScript, SQL and the Django library in Python in this course as they learn about developing static and dynamic elements for web platforms. In this software development course, students learn new tools and materials that are imperative to becoming a proficient member of a software team to develop complete web-based solutions. A strong emphasis is placed on understanding the different layers of web development, and producing efficient, quality code when completing each assignment. Topics include analyzing data solely through computational means, applying software engineering techniques and processes and exploring current technology trends. *Students should have access to a Mac or Windows laptop to run the software development tools.*

### **HONORS ALGORITHMS & DATA STRUCTURES**

*(academic; year; grades 11-12; prerequisite: Web Development and departmental placement)*

This course expands the broad introduction to computer science offered by Software Development and Applied computer science providing a general background for further study in the field. The first half of this course is an in-depth study of object-oriented programming (OOP) in Python, studying details of how OOP is implemented in Python as compared to other languages. Students will examine how OOP allows them to develop more complex applications more easily, and helps organize code by level of abstraction. The second half of the course is taught primarily in C++ and will cover details of how high-level functions are implemented. Students will move up and down the levels of abstraction, going from memory pointers and binary representation of data, through classes and C++ tools in OOP. *Students should have access to a Mac, Linux or Windows laptop to run the software development tools.*

### **HONORS ARTIFICIAL INTELLIGENCE & COMPUTER VISION**

*(academic; year; grades 11-12; prerequisite: Web Development and departmental placement)*

This course delves into the expanding realm of machine learning and artificial intelligence at various levels. Students will learn how images, sound and language are represented when developing machine learning algorithms, and how those are used to make predictive models. Evaluation techniques for dataset quality and strategies for augmentation are examined. Analysis of machine learning layers and their synergistic utilization in model development is a focal point. Additionally, the course investigates the utilization of GPU computing to amplify machine learning training, with hands-on practice during sessions. Supplementary topics, such as natural language processing, audio processing, and generative AI, are explored based on availability and interest. *Access to a Mac, Linux, or Windows laptop for software development tool execution is necessary.*

## **ENGLISH**

At Bishop's, students studying English learn to read critically and imaginatively, to write cogently (both personally and analytically) in their own voice, and to engage actively in classroom discussion – both by articulating their own thoughts and questions and by listening and responding to their classmates. While discussion is the principal method of instruction, many class meetings also involve journal writing, performances of dramatic scenes, student presentations, small group work and writing workshops. Small class sizes allow teachers to adapt their styles to meet the needs and interests of individual students, and one-on-one conferences outside class are common. The basic strategy is one of active engagement of students in the learning process.

While all sixth- through tenth-grade students take the same English courses, the department offers a variety of elective courses to students in grades 11 and 12. Honors courses, to which students may apply, offer the opportunity to read challenging texts and take on complex writing projects.

***Graduation requirement:*** *four years: students must always be enrolled in English*

### **GRADES 6-8**

#### **ENGLISH 6**

*(year; grade 6)*

This course is designed to lay the foundation of intellectual habits and academic skills that students need in order to read a variety of texts with confidence, appreciation, comprehension and critical insight, and to write and speak in a variety of modes. Students read both fiction and non-fiction, including such works as “Crash,” “Heroes,” “Gods and Monsters,” “The House on Mango Street” and “American Born Chinese.” They also learn and practice the writing process by generating formal and informal compositions that include critical, personal, creative and historical writing, as well as visual and oral presentations. Students also receive explicit instruction in the conventions of standard English grammar, which they apply to their own writing. The course requires summer reading and regular outside reading.

#### **ENGLISH 7**

*(year; grade 7)*

This course focuses on developing the fundamental skills of critical reading, creative and expository writing, vocabulary and grammar. Reading a variety of texts by writers of diverse backgrounds and identities, students learn the basic elements of fiction and poetry. In addition to works which may include “Brown Girl Dreaming,” “A Midsummer Night’s Dream” and “The Graveyard Book,” students also read a selection of poetry and short stories featuring works by Langston Hughes, Amy Tan, Oscar Wilde, Naomi Shihab Nye, Li-Young Lee, and Julia Alvarez.

## **ENGLISH 8**

*(year; grade 8)*

In anticipation of English I, students build reading independence and write longer compositions, deepening their creative and analytical thinking through a variety of written responses to texts. Continued study of grammar supports this work. Students develop an understanding of discussion techniques, practicing supportive listening skills while sharing ideas of their own. Readings include poetry, myths, Shakespearian monologues, and longer works by diverse writers such as “Haroun and the Sea of Stories” (Salman Rushdie), “Manahatta” (Mary Kathryn Nagle), “Behind You” (Jacqueline Woodson), and “Dr. Jekyll and Mr. Hyde” (Robert Louis Stevenson). Summer and regular outside reading are required.

## **GRADES 9-12**

English course progression:

Grade 9: English I

Grade 10: English II

Grade 11: English III: American Literature or Honors English III: American Literature

Grade 12: English IV or Honors English IV: Writing or Advanced Honors English

*Note: Honors English III: American Literature and Advanced Honors English courses are by application*

## **ENGLISH I: The Writing Process**

*(academic; year; required; grade 9)*

English I is a writing-intensive course that asks students to analyze a variety of literary texts through a writer’s lens. Students read and write in the following possible genres: fiction, drama, creative nonfiction and poetry. Making frequent use of their journals, students try their hand at a variety of written forms (personal essay, short fiction, closed and open-form poetry, and literary analysis) shaping at least one entry into a fully-processed composition per quarter. In this course, students learn how to develop an authentic voice, how to assess and revise their writing, and how to make thoughtful, sound choices as writers. Students collaborate regularly, sharing their ideas through discussions and writing workshops. Nothing is more central to the work completed in English I than cultivating each student’s personal relationship with reading and writing.

## **ENGLISH II: Genre Studies**

*(academic; year; required; grade 10)*

Building on the skills taught in English I, this course teaches students how to read increasingly complex and challenging texts actively, closely and analytically. Students study texts from major literary genres – novels, drama, short fiction, and poetry – across a range of periods, cultures, nationalities and experiences. While students continue to practice writing creatively in these genres, the focus of English II is literary analysis. Students write and rigorously revise several essays each semester, as well as frequent shorter reading responses. Writing and discussion serve as mutually enhancing practices for exploring and articulating independent thinking. Through both mediums, students develop greater confidence in discovering their own compelling questions and inquiries, and in crafting original arguments.



### **ENGLISH III: AMERICAN LITERATURE**

*(academic; year; required; grade 11)*

English III is an American literature course, with a focus on three overlapping categories: immigrant experiences, stories of self-invention, and dissenting voices. Students read closely, discuss, and respond in writing, both formally and informally. Course texts are drawn from the 19th, 20th, and 21st centuries, offering diverse answers to the question, “What is an American?” Core texts may include “The Joy Luck Club,” “Their Eyes Were Watching God,” “The Scarlet Letter,” “Sweat,” “The Great Gatsby” and “Passing;” these are paired with poems and other short works from across the American tradition. Writing in English III builds on skills practiced in English I & II – writing in the genres, literary analysis, and developing the writer’s voice – while introducing greater complexity: analysis of multiple texts, hybrid forms, and exploratory essays incorporating analysis, research, and personal narrative. In the closing weeks of the course, students undertake an independently designed capstone project that addresses a question of their choice arising from their study of American literature – for example, “How do you both love your country and question it?”

### **HONORS ENGLISH III: AMERICAN LITERATURE**

*(academic; year; grade 11; by application and departmental placement.)*

This accelerated, college-level, year-long course offers a survey of American literature organized thematically to assure student exposure to a variety of voices, styles and genres. Through Harkness discussions, students analyze literary works on both the micro level (a close reading of content and structure) and the macro level (a consideration of the larger historical milieu). Although the assigned writing both in and outside of class is primarily analytical, students write in a variety of forms that emphasize voice, creativity, clarity and vision. Representative authors include Ta-Nehisi Coates, Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Maxine Hong Kingston, Ralph Waldo Emerson, Harriet Jacobs, Walt Whitman, Kate Chopin, James Baldwin, William Faulkner, Wallace Stevens, Flannery O’Connor, Toni Morrison, Tommy Orange, Raymond Carver and Sylvia Plath.

### **ENGLISH IV COURSES**

The courses described below are one-semester classes open to students in grade 12. During the course selection process, each student identifies their top choices, ranked in order by number. These courses are listed on the transcript as English IV.

This list of courses is provisional; only a selection of those listed are offered in any given year. Fall semester English IV courses will focus on theme and identity. Spring semester courses will center genre and creative writing.

### **BANNED BOOKS**

*(academic; fall semester; grade 12)*

This semester course will focus on literary works that have been, and in some places, continue to be banned and/or challenged in classrooms. Although this is not a history course, we will spend some time on the history of censorship. And because literature is not created in a vacuum, we will study various background readings concerning the history and culture of the eras in which

the selected texts were produced. We may also consider current literary scholarship on the selected texts.

### **CREATIVE NONFICTION**

*(academic; spring semester; grade 12)*

Using the Touchstone Anthology of Creative Nonfiction and The New Yorker as its central texts, this writing-intensive course aims to help students sharpen their skills as creative and critical thinkers and writers. Students concentrate on two principal types of creative nonfiction: that which seeks to represent the experiences of the writer (meditative essay, memoir, cultural criticism) and that which seeks to document the experiences of others (reportage, interview, biography). Students also study representative works of literature and film, which include Marjane Satrapi's "Persepolis," Errol Morris's "The Thin Blue Line" and essays by Emerson and Thoreau.

### **DETECTIVE FICTION**

*(academic; fall semester; grade 12)*

This semester course is a study of Detective Fiction, a subset of Modern American Crime Narrative. We begin with Edgar Allen Poe and his "invention" of the modern detective story and together explore how and why the genre continues to evolve as it does in texts and on screen. The writers whose works we study are mostly American, with a few notable exceptions. Our readings will stem from authors like Conan Doyle, Christie, Glaspell, Hammett, Cain, Chandler, Himes, Highsmith, Capote, Cosby, Howzell Hall and Mosley. Alongside the literature, we will watch a selection of classic and contemporary films and television series. And we will look at scholars and theorists' work with an eye toward learning what historical, cultural and technological events inform this enduring and vital genre in American fiction.

### **DRAMATURGY**

*(academic; spring semester; grade 12)*

Dramaturgy is most easily defined as the process of in-depth literary, historical, sociocultural and theoretical analysis applied to a range of performance types, in order to facilitate the work of the cast, crew, and production team. This course will offer an introduction to the work of the dramaturg for both pre-existing and new works. The texts we explore will come from a range of historical periods, aesthetic styles and cultures. We will study works by playwrights such as Lynn Nottage, Sarah Ruhl, Brian Friel, Luis Alfaro, Suzan-Lori Parks, Chantal Bilodeau and Anupama Chandrasekhar. In the second quarter, students in the course will write their own short plays with the dramaturgical assistance of their peers. The work will culminate in a staged reading of the plays during cumulatives.

### **NARRATIVE FICTION**

*(academic; spring semester; grade 12)*

Narrative Fiction is a study of short fiction. This course aims to read, experience, consider, interrogate, create, share and respond to brief works of fiction. We will read widely, write regularly, and consider carefully. The voices of canonical, contemporary and student writers will shape the work we do. Readings from this course will stem from collections such as The Best American Short Stories; The Penguin Book of the Modern American Short Story; The Oxford

Book of American Short Stories; and Sudden Fiction, as well as contemporary work in publications such as The Atlantic, Harper's, lithub.com, mcsweeneys.net, and The New Yorker.

### **POETRY: Past, Present and Future**

*(academic; spring semester; grade 12)*

Poetry isn't a dead art – it's a vibrant, living craft that, like music and film, has undergone surprising evolutions thanks to the digital age. This course introduces students to modern and contemporary poetry in all its forms while paying heed to the great poets and poems of the past. Using a modern anthology, we begin by exploring the last century of American poetry (Pound, Eliot, Stevens, Armantrout, Moore, Ryan and more). We then move on to single-author collections of contemporary poetry, one of which is the work of our annual visiting poet, who will meet with the class to discuss our responses to their book and offer writing advice. Students write analytical essays, but this course also functions as an incubator for students' own creative work. Students can expect to workshop eight to ten of their own poems over the course of the semester.

### **SHAKESPEARE**

*(academic; fall semester; grade 12)*

Four hundred years after William Shakespeare's death, his work endures. We see the Bard's plays continually reinvented and reinterpreted around the globe (and at The Globe). But why? For students who have a love of, interest in or curiosity about language, this inquiry-based course attempts to answer that question. We consider Shakespeare's plays for their philosophical value, ethical ambiguity, political prescience and the probing of themes such as leadership and loyalty, race and gender, love and friendship. Together we explore and are enchanted by Shakespeare's storytelling and characters. We read at least four of his plays, including one comedy, one history, one tragedy and one romance. We also engage in performance, analysis and discussion of the plays. Activities include writing analytical and creative papers; composing original scripts; reading, rehearsing and "staging" Shakespeare's and students' work; and watching and analyzing film adaptations of Shakespeare's plays.

## **HONORS ENGLISH IV COURSES**

### **HONORS ENGLISH IV: WRITING**

*(academic; year; grade 12; students must notify the department of their intent to enroll and submit a statement about why they wish to take the course)*

This accelerated, college-level, yearlong writing course explores how literature and rhetoric work, collectively and respectively. Through extensive inquiry-based writing, students engage with challenging readings from a variety of time periods and genres and begin putting others' ideas into conversation with their own. Students focus initially on personal writing, genre distinctions, literary elements and techniques, and then later explore exposition and argument, focusing on close reading, methods of composition and the link between form and function. Students also hone their analytical skills in seeing the ways that authors use specific rhetorical strategies and devices to sway an audience. By the year's end, students have tried their hand at varied modes of analytical and creative writing, all while having engaged – in both an intellectual and mechanical sense – with a rich and diverse selection of literature, from writers

such as James Baldwin, Italo Calvino, Anne Carson, Joan Didion, David Mamet, George Orwell, Claudia Rankine and Rebecca Solnit.

### **ADVANCED HONORS ENGLISH IV**

*(academic; year; grade 12; by application and departmental placement)*

This course offers the most accomplished seniors advanced literary analysis of representative works of poetry, fiction and drama by such writers as Aeschylus, Blake, Calvino, Cha, Coetzee, Díaz, Eliot, Faulkner, Frayn, Kushner, Levertov, Milton, Morrison, Rankine, Rich, Shakespeare, Woolf, Wright and others. In addition, students exercise both their analytical writing skills and their power of invention in assignments that range from writing sophisticated literary criticism to composing and delivering a personal meditation.

### **ELECTIVE COURSES**

*Elective courses do not meet English graduation requirements.*

### **JOURNALISM**

*(academic; year; grades 9-12; occasionally meets after school)*

In this course, students learn and practice core concepts in journalism: principles, news gathering and reporting. They constitute the core staff for the student news source, “The Tower.” They work both independently and collaboratively as a staff: dedicated students will take on increasing responsibility of editorial positions. In this rigorous, writing-intensive class, students take responsibility for producing and reporting the news regularly, through both print and digital media. They will become familiar with AP style and InDesign. The production process helps students develop some of the fundamental skills associated with journalism through application: generating a topic, shaping an angle, interviewing, recording, researching, drafting, copy-editing, fact-checking, revising and laying out articles, and more. To support this development, students read and discuss current and historical, local and national news coverage and the events that inspire them, as well as various works by celebrated journalists. This course demands a significant time commitment outside of regular class meetings, and will require the timely completion of assignments as well as regular attendance and full participation in the course.

## **HISTORY & SOCIAL SCIENCES**

The History & Social Sciences department seeks to inspire a passion for investigating our past and making sense of human behavior. We seek to help students become strong critical thinkers, effective communicators, globally minded and civically engaged. In order to do this, we have designed courses that actively develop our students' abilities to read critically, compare sources, analyze and distinguish theories, and create arguments based on solid evidence. Research and writing skills are reviewed and reinforced at each grade level, allowing our students to become increasingly comfortable and confident in their ability to conduct research, craft compelling arguments, and engage in nuanced discussions about complex ideas and challenges we face in our world today.

### ***Graduation requirement:***

*Three years total including one year of world history in grade 9, one year of U.S. history in grade 10, and at least one semester of history in grade 11.*

## **GRADES 6-8**

### **HISTORY 6**

*(year; grade 6)*

The sixth-grade history curriculum is designed to foster curiosity for the ancient world through inquiry-based learning. Students ask questions arising from political, economic, social or moral issues in society, past or present. They develop the ability to read, interpret and evaluate the features of nonfiction text, in addition to maps, artifacts, artwork, architecture, primary and secondary sources, and literature. Students explore several of the world's oldest civilizations in depth, examining their rise and decline, the beliefs and values at the heart of each culture, and the lasting impact these civilizations have had on world history.

### **SOCIAL STUDIES 7**

*(year; grade 7)*

Social Studies 7 is designed to help students learn to think like social scientists and geographers as they develop 21st-century skills that help them investigate our world. Beginning with the study of migration, students investigate patterns of movement that have shaped human history and explore the historical roots of present-day debates about migration. From the movement of people, students turn to the movement of goods and ideas, as they explore patterns of trade and technological innovations that have contributed to globalization. Finally, in a unit on environment and resources, students explore the effects of contemporary consumption patterns, while considering natural resource needs and use. Throughout the year, students continue to develop their reading, note-taking, research, writing and discussion skills. As a culminating project, all students complete a research paper focusing on an environmental issue that is important to them. Throughout the course, students focus on reaching their own answers to key questions that confront all of us today as global citizens, such as, "What does responsible citizenship mean to you?"

## **AMERICAN HISTORY 8**

*(year; grade 8)*

This course provides students with a foundational understanding of early American history. The coursework begins with an exploration of the events leading up to and through the Revolutionary War. The focus then shifts to civics and the establishment of the United States of America under a constitution and its new institutions. In the second semester, we explore the geographic, social and economic transformations of the United States, regionalism, and the great crisis of the 19th century. The year culminates with an investigation into the nation's growing sectionalism and the causes of the Civil War. This course emphasizes students' research, primary source analysis, note-taking and discussion skills. Students focus on various independent and group projects, including a multimedia project connecting our governing principles to current events, a live debate and a two- to three-page research paper.

## **GRADES 9-12**

History & Social Science course progression:

Grade 9: Modern World History

Grade 10: U.S. History or Honors U.S. History

Grade 11: Various elective classes available; 1 semester of History required (an additional semester of H&SS department classes is required for graduation, and may be taken in 11th or 12th)

Grade 12: Various elective classes available; Optional if a full year of H&SS was taken in 11th

*Honors and Advanced Honors courses require teacher recommendation in grades 10 and 11.*

## **MODERN WORLD HISTORY**

*(academic; year; required; grade 9)*

This survey course examines the history of Africa, the Americas, Asia and Europe from the 19th century to the present day. Students investigate historical continuity and change from imperialism in the 19th century, through the world wars, revolutions and ideological conflicts of the 20th century, to the new opportunities and challenges of the 21st century. As they develop their understanding and awareness of modern world history, students also research contemporary problems that demand creative and thoughtful solutions. Students analyze a variety of primary and secondary sources, write a research paper and participate in seminar work. Skills emphasized include analytical writing, research techniques, analysis and synthesis of conflicting viewpoints, collaborative learning and problem-solving. *Required: a research paper that defends an original thesis using primary and secondary sources.*

## **UNITED STATES HISTORY**

*(academic; year; grade 10; satisfies the U.S. history requirement; prerequisite: successful completion of Modern World History)*

This course examines the political, economic, social, and cultural developments that have shaped our nation. It is centered around the following questions: "What is the American experience?" "Who are Americans?" "Who gets to participate in American society?" Through analyzing

documents that help to sharpen reading, writing and critical thinking skills, students will come to understand that Americans were not given their civil rights freely at any time in the nation's history. Rather, Americans have fought and died in wars, challenged unjust laws in courtrooms across the country, and organized protests in the streets to gain equality and demand justice. Current political events will be interwoven in discussion throughout the school year as students will be encouraged to become aware of contemporary political issues while highlighting the importance of their own civic duty and participation in the democratic process. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS UNITED STATES HISTORY**

*(academic; year; grade 10; prerequisite: successful completion of Modern World History and departmental placement)*

This college-level course explores United States history from precolonial times to the modern era with an emphasis on the political, economic, social and cultural forces that have given shape to the nation. In addition to gaining a deeper understanding of American history, students will develop critical skills in interpreting primary and secondary sources in order to better comprehend the past and make meaningful connections to the present. Students will also construct substantive arguments related to key concepts of American identity, including equality, justice, diversity and citizenship. By the end of the course, students will have gained a solid command of US history, and will have thoroughly explored and grappled with the nation's ongoing struggle to live up to its ideals of "life, liberty, and the pursuit of happiness" for all. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper that defends an original thesis using primary and secondary sources.*

## **GRADES 11-12 HISTORY ON-LEVEL COURSES**

### **THE AMERICAN WEST**

*(academic; semester; grades 11-12)*

The American West will compare the myths and realities of life on the frontier between 1865 and 1920. We will focus on three western archetypes throughout the course: the lone cowboy, the pioneer woman and the stoic Native American. Using historical and literary sources and films, we'll consider how western life was dramatized, romanticized, and ultimately, mythologized. Thanks to our location, we will also take field trips to local sites of national renown, such as San Pasqual Battlefield in Escondido. This course will culminate in a research paper on the archetype of your choice as presented in a work of fiction or film. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **BIG HISTORY**

*(academic; semester; grades 11-12)*

Where did everything come from? How did the world come to be as it is? How do humans fit into all of this? Where are things heading? These are the "big" questions that humans have wrestled with for thousands of years. Big History attempts to answer these questions by

surveying the entirety of history from the beginning of the universe to the present day and even predictions about the future. As part of this investigation, the course employs the best available research from a variety of disciplines, including astronomy, chemistry, biology, physics, anthropology, archaeology and history. Throughout the course, we will explore different scales of time and space and view human history from various perspectives. We will also look at what we know, how we know it and what we don't know. Finally, we consider our place in the universe and develop ideas for what the future may hold and how we, as humans, might help shape a better future for all. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **GLOBAL ISSUES**

*(academic; semester; grades 11-12)*

This semester-long study of major issues affecting the world today offers students a global overview of political, economic, social and cultural issues that are shaping their future. The course affords students time and space to investigate two-to-three major issues facing our world today, including, but not limited to, border security, immigration policy, climate change justice, water scarcity, and global pandemics. In this predominantly discussion-based course, assessments include student-led simulations, debates, and analytical writing. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **RACISM, GENOCIDE AND THE HOLOCAUST**

*(academic; semester; grades 11-12)*

This seminar-style course delves into enduring questions surrounding the darkest chapters in human history. What are the origins of racism and anti-Semitism? Why did one of the most enlightened nations in the world descend so quickly into the madness of Nazism? How were the mechanisms of industrial society turned toward the destruction of the undesirable? How can we address the specter of further genocides? Students will hone their ability to examine history in all of its complexities, including its legacies of prejudice and discrimination. We use the Holocaust and other events in history such as the Armenian Genocide, the mistreatment of racial minorities in the United States, and the Rwandan Genocide as case studies for a deeper understanding of these considerations. The course provides opportunities for students to discuss videos, readings, and when possible, an interview with a local Holocaust survivor. *Required: a research paper that defends an original thesis using primary and secondary sources.*

## **SOCIAL SCIENCES ON-LEVEL COURSES**

### **APPLIED ECONOMICS**

*(academic; semester; grades 11-12)*

Economics is the study of choice. This course is designed to explore decision making at all levels as students explore how individuals and societies manage scarce resources in an attempt to satisfy unlimited wants. This course covers several topics designed to introduce students to basic microeconomic theories, but also covers some historical economics, personal finance, business ethics, and behavioral economics. Students are encouraged to apply micro and behavioral economic theories and principles to real world examples through simulations and position papers. The broad coverage of economic behavior in this course prepares students to be more



knowledgeable participants in the world around them. *Required: a research based position paper that defends an original thesis using primary and secondary sources.*

### **APPLIED PSYCHOLOGY**

*(academic; semester; grades 11-12)*

Psychology is the study of human behavior and mental processes. Using case studies, this course will explore how biological, psychological and social-cultural dynamics intersect and influence the thoughts and actions of individuals and groups. Students will explore core concepts from developmental, social and clinical psychology and consider how they might be applied to real world challenges. These topics may include providing access to mental health treatment, improving systems of support (prisons, foster care, veteran services, and unhoused communities), and interrogating how mental health issues are portrayed in various forms of popular media. *Required: a research based position paper that defends an original thesis using primary and secondary sources.*

## **HONORS HISTORY COURSES**

### **HONORS ATOMIC BOMB**

*(academic, semester, grades 11-12; grade 11 prerequisites: recommendation for an advanced-level history elective course)*

In less than a century, the atomic bomb has radically transformed the nature of warfare, international relations and modern culture. Although the Cold War is officially over, the danger posed by nuclear weapons is not. Students in this course will trace the scientific development of the atomic bomb, begin to understand how its usage and proliferation affected world culture and history, and investigate the role that nuclear weapons continue to play in the 21st century. Students are expected to possess an enthusiasm for engaging in class discussion and a strong interest in research and writing. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS GLOBAL COLD WAR**

*(academic, semester, grades 11-12; grade 11 prerequisites: recommendation for an advanced-level history elective course)*

On its surface, the Cold War appears to have been a series of ideological, political and military battles between the United States and the Soviet Union. However, the conflicts between these two superpowers often played out in lands beyond the United States and Europe – in Africa, Asia and Latin America. By examining case studies from places such as the Congo, Afghanistan, Cuba and more, this course considers how “cold” the Cold War really was and the extent to which it was a global conflict. Students are expected to possess an enthusiasm for engaging in class discussion and a strong interest in research and writing. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS PROTEST AND SOCIAL MOVEMENTS**

*(academic, semester, grades 11-12; grade 11 prerequisites: recommendation for an advanced-level history elective course)*

This course offers a more in-depth exploration of protests and social movements within the United States. We will begin with the American Revolution and move into the various reform movements of the mid-1800s through the liberation movements of the mid-1900s. The course will focus on historically marginalized groups and examine how they fought to gain more rights in the US. Students are expected to possess an enthusiasm for engaging in class discussion and a strong interest in research and writing. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS WAR ON TERROR**

*(academic; semester; grades 11-12; grade 11 prerequisite: recommendation for an advanced-level history elective course).*

This course will examine the roots of the September 11th terrorist attacks on the United States and place them in a global context. It will also consider American policy formulation and responses to 9/11 with an emphasis on the wars in Afghanistan and Iraq and the broader implications of those conflicts. Students will begin by exploring the Middle East's diverse cultural, ethnic and religious landscape, then survey the region's history regarding the Cold War, decolonization, Salafism, foreign intervention and terrorism. Students are expected to possess an enthusiasm for engaging in class discussion and a strong interest in research and writing. *Required: a research paper that defends an original thesis using primary and secondary sources.*

## **HONORS SOCIAL SCIENCES COURSES**

### **HONORS COMPARATIVE GOVERNMENT AND POLITICS**

*(academic; semester; grades 11-12; grade 11 prerequisites: recommendation for an advanced-level history elective course. Enrollment priority is given to students in grade 12)*

This course explores the rich diversity of political systems in our world. As part of this exploration, students are introduced to the essential theories and concepts used by political scientists and historians to assess the various strengths and weaknesses of differing governmental structures. To provide students with an in-depth understanding of these structures, this course focuses on the history and politics of six core countries: Great Britain, China, Russia, Mexico, Iran and Nigeria. By using these countries as models for analysis, this course moves the discussion of political concepts from abstract definitions to concrete examples. By the end of the course, students will be thoroughly familiar with our world's diverse governmental systems and be able to propose viable solutions to real-world problems. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS U.S. GOVERNMENT AND POLITICS**

*(academic; semester; grades 11-12; grade 11 prerequisites: recommendation for an advanced-level history elective course. Enrollment priority is given to students in grade 12.)*

This course examines the constitutional background of the United States government, as well as its institutions, political beliefs, political parties, interest groups and civil rights issues. General

concepts and specific case studies are explored, particularly with regard to national politics. Students will read and discuss a variety of foundational texts, including Federalist Papers, the U.S. Constitution, and excerpts of Supreme Court opinions. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS PSYCHOLOGY**

*(academic; year; grades 11-12; grade 11 prerequisites: concurrent enrollment in Honors Biology and recommendation for Honors history electives. Enrollment priority is given to students in grade 12)*

This course explores the behavior and mental processes of human beings through the lens of various subfields of psychology. Students actively consider how biology, psychology and culture intersect during our investigation of human behavior, and consider the strengths and limitations of psychological research methods. Threaded throughout the course is a rich historical narrative about how thinkers and scientists have tried to make sense of the mind-body connection, both before and after psychology was established as a scientific discipline in the 19th century. Students acquire a broad foundation of both psychological content and analytical skills, paving the way for success in subsequent college-level psychology courses. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **HONORS ECONOMICS: MICROECONOMICS & MACROECONOMICS**

*(academic; year; grade 11-12; prerequisites: completion of Math 5 Enriched or precalculus)*

This course is designed to give the students an opportunity to gain a deeper understanding of the science of decision making. They will first analyze the behavior of households and firms, and then build upon those foundations to develop a broader perspective of the institutions and policies that affect the economy as a whole. This course takes an integrated approach to the study of microeconomics and macroeconomics. Students learn how to analyze the big picture of the economy by interpreting macroeconomic statistics as they relate to economic growth and economic fluctuations. Upon gaining an understanding of how the broader economy works, students evaluate policies for economic growth and macroeconomic stabilization. Although this course is not specifically designed to prepare students for the AP exam, students who do well in the course will have a strong foundation for success on the exam. Additional independent study will be required for students planning to take the AP examination in this subject. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **ADVANCED HONORS ECONOMICS**

*(academic; year; grade 12; prerequisites: concurrent enrollment in Honors Economics)*

Students taking Advanced Honors Economics are enrolled in one of the sections of Honors Economics: Microeconomics and Macroeconomics; they additionally meet twice a cycle for a seminar-style lab period. In the Advanced Honors lab sessions, students explore advanced

economic concepts such as behavioral economics, Marxism and income inequality. They will also prepare for and participate in competitions. *Required: a research paper that defends an original thesis using primary and secondary sources.*

### **SOCIAL SCIENCES ELECTIVES**

*Social Science elective courses do not meet the minimum  
History & Social Sciences department graduation requirements.*

#### **INTRODUCTION TO SPEECH**

*(academic; semester; grades 9-12)*

In this course, students build critical communication skills through research, preparation and delivery of persuasive speeches. To prepare students for a wide range of speaking opportunities in their academic and professional careers, the course covers the basic principles of oratory, various styles of debate and tools for extemporaneous speaking. Students are required to participate in two local speech and debate Saturday competitions where they have a chance to hone their newly developed skills. This class can also serve as an excellent introduction for those students interested in participating in the School's Speech and Debate Team.

#### **ADVANCED SPEECH & DEBATE**

*(academic; semester or year; grades 10 -12; prerequisites: see below; meets on designated days during X period and after school; pass/fail only)*

This course is open to students with at least one year of experience on the Bishop's Speech and Debate Team. In the class, students continue to refine their oratorical skills as well as prepare for specific extemporaneous and prepared events. Advanced Speech and Debate meets during normal speech and debate practices which occur on designated days during period X and after school. This class is graded on a pass/fail basis and may be taken for multiple semesters as long as course requirements continue to be met. *Requirements: Students are expected to join in at least 50 percent of practices, attend at least two tournaments per semester, participate in at least one state qualifying tournament, and take part in our Bishop's Spring Classic Tournament on campus. Previous enrollment in the Introduction to Speech course is not required.*

## MATHEMATICS

The mathematics curriculum teaches Bishop's students to think logically, critically and analytically, and maintain a positive, open attitude toward solving unfamiliar problems. Students learn to work with resourcefulness and creativity, both independently and in collaborative settings. They learn to communicate math concepts effectively, to assess correctness and appropriateness of solutions, and to use technology as an aid to understanding while appreciating its power and limitations.

All new students take a mathematics placement test to assist with placement in an appropriate course and sequence. Most students are placed in the on-level course sequence. All three sequences (Core, On-Level, Enriched) provide an excellent foundation for college and for standardized college admission tests such as the ACT and SAT.

All middle school students must take mathematics. Upper school students must take three additional years of mathematics, though it is typical for a Bishop's student to take math every year of upper school.

We participate in the California Mathematics League (six contests per year), American Mathematics Competitions (AMC 8, AMC 10, AMC 12, AIME, etc.) and the UCSD Honors Mathematics contest. All middle school students participate in Math Olympiad (MOEMS) contests five times a year and have the opportunity to compete in MATHCOUNTS.

***Graduation requirement:*** *Three years and through Math 5 Core, Math 5 or Math 5 Enriched*

*Enriched or Honors courses are offered at all levels beginning with Math 1 Enriched. These classes cover more material in greater depth than the on-level classes. Most Bishop's students find success in the on-level courses. Students who are passionate about pursuing math topics at a higher level of difficulty and at a faster pace may prefer the enriched and honors classes. To continue in the enriched sequence, students generally need to earn grades of at least B.*

*Students hoping to advance during the summer beyond the next recommended course in their sequence are expected to have scores of at least 95% on all assessments during the school year and their current teacher's recommendation to be considered. They should receive approval from their current teacher before speaking with the department chair. Summer work must be completed in advance of assessment dates, which coincide with the end of the two summer sessions.*

*A TI-84+ graphing calculator is required in all of Bishop's mathematics courses.*

**On-Level Sequence A**

Math 1  
Math 2  
Math 3  
Math 4 Core  
Math 5 Core  
Precalculus Core  
Calculus or Honors  
Statistics

**On-Level Sequence B**

Math 1  
Math 2  
Math 3  
Math 4  
Math 5  
Precalculus  
Calculus or Honors  
Calculus AB or Honors  
Statistics

**Enriched Sequence**

Math 1 Enriched  
Math 2 Enriched  
Math 3 Enriched  
Math 4 Enriched  
Math 5 Enriched  
Precalculus Honors  
Honors Calculus BC or  
Honors Statistics  
Advanced Honors Math

**GRADES 6-12****MATHEMATICS 1**

*(year)*

This course is designed to consolidate student understanding of arithmetic while developing the organization, communication and problem-solving skills necessary for further study of mathematics. Students are expected to consider multiple approaches to each problem. Beginning with the order of operations, properties of arithmetic, and observations and classifications of numbers and patterns, the class progresses to ratios, proportions, percents and solving multi-step linear equations. The course continues with a study of two and three-dimensional geometry and finishes with a focus on introductory combinatorics, probability, and statistics. Technology, hands-on activities, puzzles, games and Math Olympiad contest problems are used to further develop students' understanding of the concepts and their applications.

**MATHEMATICS 1 ENRICHED**

*(year; prerequisite: departmental placement)*

This course emphasizes problem solving and is designed to prepare students for success in the enriched track in subsequent years. Its content includes all that is covered in Mathematics 1, but in greater depth and at a faster pace. Further emphasis includes algebraic notation, sequences and series, graphing linear equations, and preparation for math contests like the AMC 8. Students are expected to be self-starters and risk-takers who assume greater responsibility for their learning. Strong oral and written communication of mathematics is a focus, as is familiarity with multiple problem-solving processes.

**MATHEMATICS 2**

*(year)*

This course prepares students for the study of algebra and is designed to nurture the growth of an individual as a problem solver as well as to help them become comfortable and confident with the tools and techniques that are needed to master algebra. Starting with the properties of arithmetic, the class progresses to examine the rules of exponents, elementary number theory, operations with fractions and decimals, solving multi-step linear equations and inequalities, ratios, proportions, percents, square and cube roots, geometry involving angles, perimeter and

area, along with a detailed exploration of the process of graphing linear equations, inequalities, systems of equations, and factoring trinomials.

### **MATHEMATICS 2 ENRICHED**

*(year; prerequisite: departmental placement)*

Like Math 2, this course prepares students for the study of algebra, but it is more demanding, considering a greater number of problem types, and providing less instruction and support before homework is assigned. This course emphasizes problem solving and is designed to prepare students for success in the enriched track. Math 2E is problem-centered and uses a spiraling curriculum, meaning that students study multiple concepts simultaneously. Pre-algebra and algebra skills and knowledge are developed in the context of problem solving as the course progresses. Students should be self-starters, willing to take risks, and interested in studying and attempting multiple approaches to a given problem. There is an emphasis on communication, both written and verbal.

### **MATHEMATICS 3**

*(academic; year)*

Math 3 is the first course in the integrated Algebra I/Geometry/Algebra II sequence. The content is predominantly introductory algebra with additional work in representing and interpreting data, geometric constructions, rigid motion transformations and congruence. Students are introduced to functions and function notation as they explore linear equations, inequalities and systems as well as exponential functions both graphically and algebraically. Problem-solving skills are developed systematically through textbook examples and problem sets, and student projects reinforce course concepts through real-world applications.

### **MATHEMATICS 3 ENRICHED**

*(academic; year; prerequisite: departmental placement)*

Unlike the topic-based Math 3 course, Math 3E is problem-centered and more demanding, considering a greater number of problem types, moving at a faster pace, and providing less instruction and support before homework on any given topic is assigned. Students should be self-starters, prepared to generalize and apply previously encountered concepts and problem-solving techniques to novel situations, should welcome challenging problems and should be comfortable with abstraction. The course uses problem sets from Phillips Exeter Academy along with selected problems from supplementary texts. Algebra and geometry skills and knowledge are developed in the context of problem solving as the course progresses.

### **MATHEMATICS 4 CORE**

*(academic; year)*

Math 4 Core covers most of the topics in Math 4, focusing on the fundamental concepts and working at a more moderate pace.

### **MATHEMATICS 4**

*(academic; year)*

Math 4 is the second course in the integrated Algebra I/Geometry/Algebra II sequence with introductory work in trigonometry. In algebra, students dive deeply into quadratic expressions,

equations and graphs, including applications with the position function. Students are introduced to the complex number system by studying imaginary numbers. In geometry, students review congruence, parallel lines and transversals, and two-column geometric proofs. Students study similarity, quadrilaterals, surface area and volume of regular polygons and irregular shapes. Problem-solving skills are developed systematically through textbook examples, class notes, worksheets, and class activities.

#### **MATHEMATICS 4 ENRICHED**

*(academic; year; prerequisite: departmental placement)*

The unifying subjects for this course of advanced algebra and geometry are straight lines and the figures they produce – polygons and polyhedra. From the beginning of the course, vectors and parametric equations are used to model motion in two and three dimensions. This course uses problem sets from Phillips Exeter Academy with a course format modeled after the Harkness style. Math 2E and 3E used a format designed to prepare students for this approach. Students are expected to spend the majority of class time discussing and verifying their solutions to exercises from the problem sets. They routinely encounter problems for which they do not have a model solution and are expected to work both independently and collaboratively to find their answers.

#### **MATHEMATICS 5 CORE**

*(academic; year)*

Math 5 Core covers most of the topics in Math 5, focusing on the fundamental concepts and working at a more moderate pace.

#### **MATHEMATICS 5**

*(academic; year)*

Math 5 is the third course in the integrated Algebra I/Geometry/Algebra II sequence. The content is predominantly advanced algebra, with additional work in statistics and decision making, constructions, coordinate proof, and solid and circle geometry. Students gain facility with linear, quadratic, polynomial, radical, exponential, logarithmic and trigonometric functions, and equations are approached both graphically and algebraically. Problem-solving skills are developed systematically through textbook examples and problem sets, and quarterly student projects reinforce course concepts through real-world applications.

#### **MATHEMATICS 5 ENRICHED**

*(academic; year; prerequisite: departmental placement)*

This course completes the study of advanced algebra and geometry begun in Mathematics 4 Enriched and prepares the students for Precalculus Honors. As in Mathematics 4 Enriched, this course uses the problem sets from Phillips Exeter Academy with a course format modeled after the Harkness style. Students are expected to spend the majority of class time discussing and verifying their solutions to exercises from the problem sets. They routinely encounter problems for which they do not have a model solution and are expected to work both independently and collaboratively toward their answers.



### **PRECALCULUS CORE**

*(academic; year)*

This course prepares students for the Calculus course by continuing the concepts from Mathematics 5 Core through the study of functions and logarithms. It also presents a more thorough investigation of trigonometry and statistics and is a good preparation for the Honors Statistics course.

### **PRECALCULUS**

*(academic; year; prerequisite: departmental placement)*

Precalculus is a full-year course covering a rich array of concepts and challenging exercises designed to develop problem-solving and reasoning abilities in a wide range of areas. Students will improve these abilities through both individual and cooperative work with their peers. Topics covered in the course include graphing techniques, equations, inequalities, functions (including polynomial, exponential and logarithmic), trigonometry, and sequences and series. This course prepares students for the Honors Calculus AB course.

### **PRECALCULUS HONORS**

*(academic; year; prerequisite: departmental placement)*

This honors version of Precalculus completes the study of advanced algebra topics begun in Mathematics 5 Enriched; it includes an introduction to the study of calculus and prepares the students for the Honors Calculus BC course. This course uses problem sets from Phillips Exeter Academy with a course format modeled after the Harkness style. Students are expected to spend the majority of class time discussing and verifying their solutions to exercises from the problem sets. They routinely encounter problems for which they do not have a model solution and are expected to work both independently and collaboratively toward their answers.

### **CALCULUS**

*(academic; year)*

In this course students will explore limits, derivatives and integrals, and develop the skills necessary to solve problems within these topic areas. Students will gain an understanding of how calculus can be used to analyze situations and relationships, and they will further develop their problem-solving ability as they explore new and challenging concepts and contexts. In their individual problem solving and cooperative work, students will be encouraged to think creatively, build on previous knowledge, communicate effectively, read carefully, progress patiently, display perseverance, reason critically and logically, and tolerate uncertainty.

### **HONORS CALCULUS AB**

*(academic; year; prerequisite: departmental placement; this course includes two additional class periods for labs)*

This is a college-level course on differential and integral calculus, but not including power series. Students who take this course will be prepared for the AB version of the AP Calculus examination.

### **HONORS CALCULUS BC**

*(academic; year; prerequisite: departmental placement; this course includes two additional class periods for labs)*

This is a college-level course on differential and integral calculus including power series and topics, such as the calculus of polar graphs, that go beyond the scope of the AB syllabus. Students who take this course will be prepared for the BC version of the AP Calculus examination.

### **HONORS STATISTICS**

*(academic; year; prerequisite: A in Core Precalculus, B in Math 5, B- in Math 5 Enriched, B- in Precalculus, C+ in Precalculus Honors or departmental placement)*

This college-level course introduces students to the discipline of statistics as a science of collecting, understanding and analyzing data. Students learn how to create and interpret graphical and tabular representations of data. They learn how to use sample statistics to make reliable inferences about population parameters along with probability concepts and laws to enable them to understand the validity of statistical inference procedures. This course prepares students for the College Board's AP Statistics examination.

### **ADVANCED HONORS MATHEMATICS: Multivariable Calculus**

*(academic; year; prerequisite: departmental placement)*

Recommended students may take this course after completing Honors Calculus BC.

Multivariable Calculus takes the concepts covered in single-variable calculus and extends them to multiple dimensions. Topics include dot and cross product, conversions to polar, cylindrical, and spherical coordinates, continuity, differentiation and integration of vector-valued functions with applications that include volume, surface area, mass and moments of inertia. The study of vector fields includes line integrals, divergence, curl and flux. Stokes' Theorem and the Divergence Theorem are both treated in this course.

### **ADVANCED HONORS MATHEMATICS: Number Theory**

*(academic; year; prerequisite: Multivariable Calculus and departmental placement)*

Recommended students may take this course after completing Multivariable Calculus. In this course, students begin by studying the following topics in elementary number theory:

Pythagorean triples, sum of powers of integers using Bernoulli numbers, Fermat's little theorem, Euler's theorem and congruences. Then students move on to more advanced topics in the area of multiple zeta and multiple polylogarithm functions. After learning the foundations, students work on various research projects by utilizing diverse tools from algebra, geometry, calculus and elementary number theory. Through these projects, the students not only get a glimpse of the current mathematical research in number theory but also gain some invaluable research experience by working with other mathematicians and their peers.

**ADVANCED HONORS MATHEMATICS: Linear Algebra and Differential Equations**

*(academic; year; prerequisite: Multivariable Calculus and departmental placement)*

Recommended students may take this course after completing Multivariable Calculus. This course focuses on differential equations and develops that topic by using techniques from Linear Algebra. Topics include first-order and higher-order differential equations, linearity, non-linearity, linear algebra and matrices, linear transformations, linear and nonlinear systems of differential equations, and Laplace Transforms.

## **PERFORMING ARTS**

The Performing Arts Department strives to provide the entire School community with a well-rounded arts education – one that exposes every student to performance and to a personal exploration of the creative process. We believe that the performing arts are an essential part of a complete education and that they contribute to a rewarding life.

Classes in the performing arts are available from grades 6-12. The upper school (Grads 9-12) program offers classes at introductory, intermediate and advanced levels. Students who participate in the performing arts are encouraged to sing, act, dance, play and design. Students in all areas of the arts are encouraged to grow and create in their ensembles, with the goal of being given the opportunity to conduct, choreograph or direct during their advanced level participation.

In addition to scheduled class time, advanced ensembles meet once a week in the evening:

Monday 5-7 p.m. Acting Workshop & Advanced Theater Production

Tuesday 4:30-7 p.m. Performing Dance Group

Wednesday 5-7 p.m. Bishop's Singers

Thursday 5:30-7:30 p.m. Bishop's Chamber Orchestra

***Graduation requirement:*** One year in the same sub-discipline of visual OR performing arts; may be two consecutive OR non-consecutive one-semester courses, or a single yearlong course.

**Notes:** Most but not all visual and performing arts courses are UC-approved. Some courses listed receive art credit for Bishop's but not for UC application purposes.

### **University of California-Approved Visual and Performing Arts Courses**

**Dance:** Jazz Dance I/II; Studio Dance Group; Performing Dance Group

**Theater Performance:** Theater Arts I/II; Theater Arts III/IV; Acting Workshop

**Technical Theater:** Theater Design & Production I/II; Costume Design & Construction I/II

**Choral Music:** Bishop's Chorus I/II; Bishop's Chorus III/IV; Bishop's Singers

**Instrumental Music:** Jazz Band I/II; Jazz Band III/IV; Music Production I/II

**Electives:** Honors Music Theory, Dramaturgy, Science on Stage

## **GRADES 6-8**

### **SIXTH GRADE ART ROTATION**

*(year; grade 6)*

The purpose of the Sixth Grade Art Rotation is to introduce students to varied means of artistic expression in a safe and exploratory environment. With an assortment of offerings in both Visual and Performing Arts, students will have opportunities to both literally and metaphorically "roll up their sleeves," to get creative and get their hands dirty! Grade 6 artists are encouraged to step out of their comfort zone, take risks and work collaboratively to create original pieces of art. The

Art Rotation is a place for students to discover new passions while further developing their social and emotional skills. Emphasis is placed on self-identity and expression through tapping into one's imagination through the arts.

### **SEVENTH GRADE ART ROTATION**

*(year; grade 7)*

The Seventh Grade Art Rotation emphasizes joyful skill building and creative expression in all of our art disciplines. Students get to know teachers from the creative sciences, performing and visual arts while showcasing their work, and building a sense of belonging within the various studios and art-making spaces. This unique offering encourages students to step out of their comfort zone, take risks and work collaboratively, while digging into deeper concepts of artistic creation. The teachers work together to know the students and support their appreciation of art. This time becomes a memorable, shared experience where confidence and belonging are found.

### **MUSICAL THEATER 8: Performance Section**

*(semester; grade 8)*

The focus of this semester course, which is team-taught by the music, theater and dance departments, is the production of a musical revue. Students develop and hone their singing, acting and dancing skills in preparing a musical theater performance in the Taylor Performing Arts Center with staging, lights and costumes. This course involves some after-school rehearsals, including a week of tech rehearsals and evening performances in the last week of the fall semester.

### **JAZZ BAND 8**

*(year; grade 8; audition)*

This course is designed to introduce students to the engaging and enriching musical experience centered around the exciting world of jazz. This course aims to develop students' musical skills, creativity, and appreciation for jazz repertoire and various contemporary styles. No experience with improvisation is required, however students should have two or more years of playing experience. Audition materials will be provided in advance, which include specific jazz pieces, scales and sight-reading exercises.

### **MUSICAL THEATER 8: Technical Section**

*(semester; grade 8)*

Students learn skills necessary to build stage sets and props, basic sewing for costuming, create stage lighting and serve as the production crew for the final Musical Theater 8 Performance class production. This course involves some after-school rehearsals, especially right before the performance.

### **DANCE 8**

*(semester; grade 8)*

This semester course offers eighth-grade students the opportunity to explore the elementary level of modern and jazz techniques. Daily classes include a warm-up for stretch and strength, locomotor exercises across the floor and combination work. Students perform a choreographed dance in the semester-end enrichment periods and at the Eighth Grade Night of Achievement.

### **THEATER 8**

*(semester; grade 8)*

This course is focused on improvisation and an in-depth exploration of character development. Students will have the opportunity to explore ensemble scene preparation and performance, with an exploration of comedy tropes, character archetypes, and Commedia dell'arte. Students will explore physical and vocal techniques from the teachings of Viola Spolin.

### **TECHNICAL THEATER 8**

*(semester; grade 8)*

Students learn skills necessary to build stage sets and props, basic sewing for costuming, create stage lighting, participate in designing of sets, props and costumes, and serve as the production crew for the middle school play/musical and additional middle school productions. This course involves some after-school rehearsals, especially right before the performance, but does not interfere with the middle school athletic program.

## **GRADES 9-12**

### **DANCE**

The School's belief is that dance is for everyone and is an artistic way to learn about other cultures and an opportunity to grow as a performer and creator. Students are exposed to a world dance curriculum at all levels, working toward the goal of artistic and aesthetic communication and expression. At each level, students are challenged to connect intellectual concepts from other areas of study (science, history, literature, etc.) to their artistic creation. In addition to dance techniques, Bishop's dance students also have the opportunity to delve into choreographic composition, improvisation, somatic integration, dance history, costuming and lighting.

*Upper school dance classes receive both arts and physical education credit.*

### **DANCE I**

*(academics; semester; grades 9-12)*

This course focuses on the development of introductory theatrical dance vocabulary. Students begin each class with a set warm-up that emphasizes correct body placement, strength, stretch and control. The process of combining skill with theatrical aesthetics is addressed and constantly reiterated. This course progresses with movement phrases utilizing full body motion and musicality. This semester course ends with a final performance.

### **DANCE II**

*(academics; semester; grades 9-12; prerequisite: Dance I or departmental placement)*

This is an intermediate level continuation of Dance I. Students are exposed to new styles of dance and learn the basic vocabulary to begin choreographing in various genres. Emphasis is placed on being well-rounded dancers and choreographers as we work towards a final performance where students will demonstrate their versatility and performance quality.

### **STUDIO DANCE GROUP**

*(academics; year; grades 9-12; audition only)*

This performance-based course is a continuation of dance technique work. This course is designed for students who want more performance opportunities, while still working on the techniques needed to perform at the highest levels available at The Bishop's School. Entrance into this course is a great preparation for the versatility, creativity and commitment needed for Performing Dance Group, but is not a prerequisite.

#### ***Audition information for Studio Dance Group***

Students auditioning for Studio Dance Group must be entering grades 9-12. They are required to attend a dance audition that consists of phrase-work and creative dance-making. To earn a spot, they must dance at an intermediate level or higher.

### **PERFORMING DANCE GROUP**

*(academics; year; grades 10-12; audition only)*

This is the most advanced dance class in the program which requires dedication and being open to trying many new styles of dance as the students work with guest teachers and choreographers to further expand their world dance horizons. Students continue to develop advanced technique and artistry while rehearsing/performing in several different dance genres including ballet, tap, jazz, modern and world dance forms. Emphasis is placed on depth of movement quality, requiring students to connect with an internal motivation as a source of expression. This course is designed for advanced students, passionate about dance and choreography. Students choreograph solos, duets and group pieces which are featured in the fall and spring concerts. Rehearsals outside of class time are required, including a weekly evening meeting, tech rehearsals and performances.

#### ***Audition information for Performing Dance Group***

Students auditioning for Performing Dance Group must be entering grades 10-12. They are required to attend a dance audition that consists of phrase-work and creative dance-making.

## **THEATER PERFORMANCE**

A variety of theater courses in both performance and production roles are available. Acting Workshop, the most advanced theater performance class, gives students a more in-depth exploration of theater arts. Co-curricular plays are produced throughout the year, with auditions open to all grades. An upper school musical is produced every other year.

### **THEATER ARTS I**

*(arts; semester; grades 9-12)*

This course is the basic requirement for the more advanced high school theater performance courses. The focus of this class is on the basics of theater and exposure to a wide range of performance and dramatic traditions. Emphasis is placed on text analysis and explorations of style, genre and historical influence on performance. Each student will select a monologue for extended study, allowing for further exploration of character development. Attendance may be required at a live theater production during the term.

*The following three semester courses are offered as a continuation of Theater Arts I. Students in grades 9-11 must take Theater Arts I as a prerequisite unless given special permission by the instructor. Grade 12 students with practical performance experience are admitted without prerequisite.*

### **THEATER ARTS II**

*(fine arts; semester; grades 9-12; prerequisite: Theater Arts I or instructor permission)*

This course builds on the foundation laid in Theater Arts I with additional study of historical periods and cultures. Students will gain experience with textual analysis and the process of taking text from script to performance. Finally, the students will practice extending their skills to scene work in pairs or small groups. These scenes will be presented in an open culminating performance at the end of the semester. There are no rehearsals required outside of class.

### **THEATER ARTS III**

*(fine arts; semester; grades 10-12; prerequisite: Theater Arts I and II or instructor permission)*

This course provides an opportunity for students to build upon their knowledge of theater developed in Theater Arts I and II. In addition to reviewing content from these prerequisite courses, students will continue to explore a range of theatrical cultures and techniques and will begin to develop more refined content knowledge. Coursework includes exploration of theatrical adaptation, interviews with local theater professionals and practice leading vocal and full-body physical warm-ups, as well as study of additional techniques from practitioners including LeCoq, Delsarte, Linklater and Callery. There are no rehearsals outside of class.

### **THEATER ARTS IV**

*(fine arts; semester; grades 10-12; prerequisite: Theater Arts I, II, and III or instructor permission)*

In this course, students continue to cultivate the skills learned in previous theater classes. Text analysis will begin the semester. Each student will also have the opportunity to develop a monologue for use in future auditions. Coursework includes study of directing techniques, as students will each have the opportunity to direct a scene which will be presented in an open culminating performance at the end of the semester. There are no rehearsals outside of class.

### **ACTING WORKSHOP**

*(fine arts; year; grades 10-12; prerequisite: two semesters of drama and an audition; however, students with practical performance experience may waive the semester of drama with teacher approval)*

This is an honors-level audition-based course for the serious acting student. This course may be continued over the three-year period. Coursework includes advanced study of characterization, improvisation, scene study, directing, Shakespeare and other areas of theater and performance that vary from year to year. These additional areas may include: character study; scene study; applied theater; focused work on a specific acting style, including the Method; directing; dramaturgy; devised theater; theater history; experimental theater; performance studies; playwriting; acting for the camera; theater for social change; and study of a particular theatrical style including but not limited to Classical Greek drama, theater of the Absurd, Irish drama,



French comedy or Indigenous theater. For each year in the class, students develop deep understanding of a specific aspect of the actor's craft. Attendance at, and evaluations of, professional performances is required, as is rehearsal time outside of class.

### ***Audition information for Acting Workshop***

Students auditioning for Acting Workshop should have taken Theater I and Theater II, or have significant show experience at or outside The Bishop's School. The student should consult the theater teacher, but usually if a student has been in two shows, then that student may audition. With two equally-qualified auditions, students who have taken Theater I and II are given preference. The audition consists of a written application, and the performance of two monologues (one classical, one contemporary) selected from a list provided by the instructor.

## **TECHNICAL THEATER AND DESIGN**

A variety of courses in technical theater are available. Advanced Theater Production, the most advanced technical theater class, gives students a more in-depth exploration of design and stage management. Co-curricular plays are produced throughout the year, and the technical theater students assist in all aspects of production work, including stage management and design.

### **THEATER PRODUCTION I**

*(fine arts; semester; grades 9-12)*

This course offers students hands-on training in the behind-the-scenes world of performing arts productions. Primary emphasis is on basic tool usage and stagecraft, along with basic understanding of lighting and painting techniques. Students gain practical knowledge and experience in set and props construction, basic scenic techniques, stage lighting, and theatrical painting techniques. This class follows USITT standards and procedures. Attending a Bishop's Performing Arts production is required, as is running crew for one production before the end of the semester. This course involves some after-school commitments, including technical rehearsals and performances.

### **THEATER PRODUCTION II**

*(fine arts; semester; grades 9-12; prerequisites: Theater Design and Production I)*

This course continues the hands-on element of Theater Design and Production I, with students continuing to further their knowledge and expertise in all areas of theatrical production. In addition, they are introduced to the process of set, audio and lighting design. They learn the beginnings of both lighting and sound design and complete both an audio design and lighting design project near the end of the semester. Students also learn stage management responsibilities and practices. This class follows USITT standards and procedures. Attending a Bishop's Performing Arts production is required. This course is designed to be taken with Theater Design and Production I to complete one full year of arts credit. Students are required to run crew for one production. This course involves some after-school commitments, including technical rehearsals and performances.

### **COSTUME DESIGN & CONSTRUCTION I**

*(fine arts; semester; grades 9-12; maximum 6 students)*

This class is designed to introduce students to basic construction techniques and elements of costume design. Students learn the tools of clothing construction, including sewing machines. They also learn stitching techniques for both hand-sewing and machine-sewing. Throughout the course, students construct clothing items and/or other basic sewing projects, learn how to use patterns and assist with a staged production. Students learn about the costuming process, the people involved, and how these roles translate to the stage, as well as backstage procedures and wardrobe care. A final project includes designing costumes for a play or musical, including fabric choices, colors, pictures and presenting this to the class. Attendance at one Bishop's performance is required.

### **COSTUME DESIGN & CONSTRUCTION II**

*(fine arts; semester; grades 9-12; prerequisite: Costume Design & Construction I; maximum 6 students)*

This course builds on the construction techniques and information learned in Costume Design and Production I. Adding to the Procedures Notebook started in the previous class, the students are introduced to zipper applications and other advanced closures such as buttonholes. Advanced fabric manipulation such as gathers, pleats and ruffles are taught for shaping garments and adding design details. Students are also introduced to the use of the serger and industrial sewing machine. Building on the previous class's background in fabric, students learn to work with some of the more difficult fabrics used in costuming, including sewing with velvets and satins, making machine changes for these fabrics, and matching patterns and plaids. The design portion of the course concentrates on historical dress and how these shapes can be put on stage. Students also explore techniques for fitting actors (i.e. making muslins), and techniques that are used in fashion sewing and also used in making costume pieces for the stage that do not have to last forever.

### **THEATER DESIGN AND PRODUCTION III**

*(fine arts; semester; grades 10-12; prerequisite: Theater Design and Production I and II or instructor permission)*

This course provides an opportunity for students to build upon their knowledge of technical theater developed in Tech I and II. In addition to reviewing content from these prerequisite courses, students will continue to explore a range of design areas and production roles and will begin to develop more refined content knowledge. Coursework includes exploration of scenic, lighting, and sound design from a range of theatrical styles and eras. This class follows USITT standards and procedures. Attending a Bishop's Performing Arts production is required, as is running crew for one production before the end of the semester. This course involves some after-school commitments, including technical rehearsals and performances.

### **THEATER DESIGN AND PRODUCTION IV**

*(fine arts; semester; grades 10-12; prerequisite: Theater Design and Production I, II, and III or instructor permission)*

In this course, students continue to cultivate the skills learned in previous technical theater classes. Coursework includes study of color theory, design aesthetics, safety and stage

management protocols. This class follows USITT standards and procedures. Attending a Bishop's Performing Arts production is required, as is running crew for one production before the end of the semester. This course involves some after-school commitments, including technical rehearsals and performances.

### **ADVANCED THEATER PRODUCTION**

*(fine arts; year; grades 10-12; prerequisite: Theater Design and Production I or Costume Design and Construction I or running crew for two major productions; by application/audition. This course receives both arts and physical education credit.)*

This course is for serious technical theater students who wish to continue their development as theater technicians and artisans. Continued hands-on work in all facets of theater production as well as design projects prepare them for leadership roles in major productions. Students may focus more heavily on one or more of the following areas: stage management, set design, lighting design, costume design, props design, sound design/engineering and technical direction, but they continue to work in all areas. Note: Students are required to participate in the run crew for two productions during the year: one stage management role and one designer/operator role.

#### ***Application/audition information for Advanced Theater Production***

Students applying/auditioning for the ATP class must complete Theater Design and Production I. The audition for ATP includes a demonstration of basic carpentry, painting, electrical, sound and design skills. For carpentry, students build a flat which is painted in an advanced scenic texture (i.e., marble, laid brick, etc.). For the lighting section, students are required to hang, focus and patch a lighting instrument. For the sound section, students are required to identify the components and patch a basic sound system. If students are able to pass the basic competency examinations, they are offered an interview which is set for a later date. During the interview, students are asked to share their design aspirations as well as show a body of work from previous class projects and/or show related work.

### **CHORAL MUSIC**

A variety of choirs are available. Choral students may also choose to audition for the SCVA Region Honor Choir and California All-State Honor Choir each year. The Bishop's Singers and Bel Canto have participated in choral festivals around the country, including in Hawaii and Carnegie Hall in New York.

### **BISHOP'S CHORUS I/II**

*(fine arts; semester or year; grades 9-12; non-audition)*

This introductory choral performance group is open to all upper school students who enjoy singing and would like to improve their singing technique. Singers build foundational skills, including healthy vocal production, music theory, reading and developing aural skills for multi-part singing. This chorus performs in the winter and spring choral concerts. Students are expected to attend after-school rehearsals for one week in December and one week in late April or early May to prepare for concerts. Teachers and coaches work together around sports or other

after-school commitments that may present a conflict. Students are prepared to audition for the Bishop's Singers Mixed Choir.

### **BISHOP'S CHORUS III/IV**

*(fine arts; year; grades 10-12; can be repeated; by audition)*

This course is an advanced, audition-only choral ensemble for more serious singers who already read music, have had experience with singing in a choral ensemble, and wish to expand their experiences by learning and performing more advanced repertoire. This course is designed to develop more advanced musical and performance skills through singing choral literature from a variety of periods and musical styles. Students must demonstrate competency in reading music, singing in an ensemble, and advanced vocal projection and development. This ensemble represents the school community at a wide variety of events throughout the year. Numerous performances are scheduled throughout the year, including participation in choral festivals and trips. Rehearsals outside of class time are required one evening a week, and after school for one week in December and one week in late April or early May leading up to the concerts.

#### ***Audition information for Bishop's Chorus III/IV and Bishop's Singers***

Students interested in auditioning for advanced choral ensembles may contact the director of choral music in early March for an audition appointment. Students who take Bishop's Chorus I/II will be prepared for the audition in class. The audition consists of singing a major scale, a minor scale, and chromatic scale, as well as an Italian art song or aria. Students will also be asked to sight-sing a short excerpt of music.

### **BISHOP'S SINGERS**

*(arts; year; grades 10-12; by audition)*

This course is an audition-only mixed choral ensemble for the more serious singers who already read music, have had experience with singing in a choral ensemble, and wish to expand their experiences by learning and performing more advanced repertoire. This course is designed to develop more advanced musical and performance skills through singing choral literature from a variety of periods and musical styles. Students must demonstrate competency in reading music, singing in an ensemble, and advanced vocal production and development. This ensemble represents the School community at a wide variety of events throughout the year. Numerous performances are scheduled throughout the year, including participation in choral festivals and trips. Rehearsals outside of class time occur one evening per week, and two after school technical rehearsals in preparation for winter and spring concerts.

#### ***Audition information for Bishop's Chorus III/IV and Bishop's Singers***

Students interested in auditioning for advanced choral ensembles may contact the director of choral music in early March for an audition appointment. Students who take Bishop's Chorus I/II will be prepared for the audition in class. The audition consists of singing a major scale, a minor scale, and chromatic scale, as well as an Italian art song or aria. Students will also be asked to sight-sing a short excerpt of music.

## **INSTRUMENTAL MUSIC**

Bishop's instrumental ensembles are open to all Bishop's students with at least one year of private lesson experience. The curriculum emphasizes musical and technical development and includes elements of music history, theory, composition and improvisation. Offerings include jazz ensembles, chamber music, chamber orchestra and Bishop's Rocks, a middle school rock band. All classes are featured in one formal concert per semester in the Taylor Performing Arts Center, with additional performance opportunities – both on and off campus – throughout the year.

### **JAZZ BAND I/II**

*(fine arts; semester or year; grades 9-12; audition recommended)*

Students with three or more years of experience on saxophone, trumpet, trombone, guitar, piano, bass, drums or string instruments with an interest in jazz and contemporary repertoire and improvisation are encouraged to enroll in Jazz I/II. In this class students perform and improvise over standard repertoire with a focus on scales and rhythmic devices, chord/scale relationships, standard harmonic progressions, and fluency in reading rhythm. No experience with improvisation is necessary.

#### ***Audition information for Jazz Band II***

This is an intermediate level class. New students may be asked to take a short audition prior to enrolling.

### **JAZZ BAND III/IV**

*(arts; semester or year; grades 9-12; prerequisite: audition or departmental placement)*

Students with four or more years of experience on saxophone, trumpet, trombone, guitar, piano, bass, drums or strings with an interest in jazz, contemporary repertoire, and improvisation are encouraged to enroll in Jazz III/IV. Musicians are expected to have taken Jazz I/II or have experience performing and improvising over standard and contemporary jazz repertoire. Jazz III/IV students perform advanced arrangements with an emphasis on standard jazz repertoire and improvisation. Students study chord/scale relationships, voice leading, motivic development, and fluency in reading rhythm. Our most advanced students are invited to join our advanced jazz combo, which performs throughout the year at on and off-campus events.

#### ***Audition information for Jazz Band III/IV***

New students will be asked to take a short audition prior to enrollment. Students are asked to perform a blues and a jazz standard. Pianists and guitarists should demonstrate an ability to comp and solo over standard changes; drummers: medium swing, bossa, and funk excerpts.

### **BISHOP'S CHAMBER ORCHESTRA**

*(fine arts; semester or year; grades 9-12; prerequisite: audition or departmental placement)*

This course is an audition-only, advanced orchestral and chamber music class for string, wind and brass players with four or more years of experience on their instrument. Students will rehearse and perform historically significant orchestral repertoire with an emphasis on technical and ensemble skills along with relevant historical context. Bishop's Chamber Orchestra members

are encouraged to form small chamber ensembles; this class is designed to be a rehearsal and coaching opportunity for these groups as well. Additional rehearsals are held one evening per week, along with three after-school technical/dress rehearsals in preparation for winter and spring performances. Members of Bishop's Chamber Orchestra are featured in chamber and solo performance opportunities throughout the year. Students may join Bishop's Chamber Orchestra without enrolling in this class, but it is recommended and required in order to receive elective credit.

### ***Audition information for Bishop's Chamber Orchestra***

Students interested in auditioning for advanced instrumental ensembles may contact the director of instrumental music to request audition materials and schedule an appointment prior to spring break. The audition consists of a solo piece, scales and brief orchestral excerpts. Seating auditions, which also include sight-reading, are held annually in September.

## **PERFORMING ARTS ELECTIVES**

*Performing Arts elective courses do not meet the minimum  
Performing Arts department graduation requirements.*

### **DRAMATURGY**

*(academic; semester; grade 12)*

Dramaturgy is defined as the process of in-depth literary, historical, sociocultural, and theoretical analysis applied to a range of performance types, in order to facilitate the work of the cast, crew, and production team. This course will offer an introduction to the work of the dramaturg for both pre-existing and new works. The texts we explore will come from a range of historical periods, aesthetic styles, and cultures. We will study works by playwrights such as Lynn Nottage, Sarah Ruhl, Brian Friel, Luis Alfaro, Suzan-Lori Parks, Chantal Bilodeau and Anupama Chandrasekhar. During the second half of the course, students will write their own short plays with the dramaturgical assistance of their peers. The work will culminate in a staged reading of the plays during cumulatives.

### **SCIENCE ON STAGE**

*(academic; semester; grade 12)*

While science has been making appearances on theatrical stages for hundreds of years, the late 20th century offered a boom in "science playwriting." What brought about this sudden surge in interest? How can considering ways in which scientific concepts are staged help understand the process of discovery and the sociocultural contexts in which those discoveries occur? This course will explore presentations of science in theatrical contexts. Students will develop their understanding of the role that theater can play in contextualizing and historicizing scientific inquiry and discovery. We will study the works of playwrights and screenwriters such as Christopher Marlowe, Anna Ziegler, Mel Brooks, Chantal Bilodeau and Kristin Idaszak.

### **HONORS MUSIC THEORY**

*(academic; year; grades 10-12; prerequisite: levels I, II of any performing arts course)*

This course offers students an opportunity to delve deeper into musical understanding through exploring music through the components of reading (sight-singing), writing (composition), analysis and performance. The goal is to develop students' abilities to recognize, understand and describe the materials and processes of music that are heard and presented in score. Aural, analytical and compositional skills are enhanced through written and listening exercises. Building upon this foundation, this course includes more creative tasks, such as the harmonization of melody by selecting appropriate chords in composing a musical bass line to provide two-voice counterpoint, or the realization of figured-bass notation. Students are encouraged to compose original works based on their knowledge of music theory. Through the work completed in this course, students will be prepared for the AP Music Theory Examination.

## **PHYSICAL EDUCATION & HEALTH**

Bishop's varied physical education and health program promotes the enjoyment of physical activity while helping students improve their fitness level, develop their athleticism and increase their body awareness. The curriculum strives to build a sense of pride and self-discipline and encourages each student to reach their potential, regardless of natural ability. The instructional course in health provides students with information and activities that have a lifelong, positive impact on students' attitudes, behaviors and choices in health matters.

***Graduation requirement:*** *Two trimesters of PE/athletics per year in grades 9-10 and one trimester in grades 11-12 AND completion of Health in grade 9 (or grade 10 for students new to Bishop's in ninth grade who have not completed a high school health class)*

### **GRADES 6-8**

#### **PE 6 / PE 7 / PE 8**

*(year; grades 6-8)*

The department presents a varied and flexible program in which students develop physical fitness, physical skills and socially desirable habits of good sportsmanship and teamwork, as well as an interest in recreational activities. This program, scheduled by grade, consists of varied activity units that include both team and individual sports. Those units may include, but are not limited to aerobics, baseball, basketball, field hockey, flag football, indoor hockey, lacrosse, soccer, softball, swimming, tennis, volleyball and water polo.

#### **MIDDLE SCHOOL SPORTS during Period X (Optional)**

In addition to PE class, students may choose to do one of the following during their X period: sport, study hall or arts class. Some students are able to participate both in a sport and arts. The sports offerings are as follows:

<i>Fall Season</i>	<i>Winter Season</i>	<i>Spring Season</i>
B/G Cross-Country	B Basketball	B Baseball
Flag Football	G Field Hockey	G Basketball
G Lacrosse	B Soccer	B Lacrosse
G Volleyball	G Soccer	B/G Tennis
	G Softball	B/G Water Polo
		B/G Track



## **GRADES 9-12**

### **HEALTH**

*(academic; semester; required; grades 9 (or 10 for students new to Bishop's in 10th grade who have not completed a high school health class)*

The health curriculum is designed to encourage active student involvement in the development of a healthy lifestyle. The formal units studied are: Who am I, the adolescent brain, nutrition, first aid and CPR, alcohol and drugs, and sexuality. All of the units encourage taking responsibility for one's own actions through the practice of skills in the areas of communication, decision-making and conflict resolution.

### **PHYSICAL EDUCATION**

The physical education portion of the upper school PE and Health requirement can be met in many ways. The requirement follows the three seasons of sports (fall trimester, winter trimester, spring trimester). PE courses do not count toward the total minimum and maximum course thresholds for full-time students.

#### **Requirements:**

- **Grade 9:** two trimesters of on-campus physical activity (see options below)
- **Grade 10:** two trimesters of physical activity on- or off-campus (see options below).  
Note: if a sport is offered on campus, students must play for the Bishop's team in order to earn a second credit for the same sport.
- **Grades 11-12:** one trimester of physical activity (see options below). Note: if a sport is offered on campus, students must play for the Bishop's team.

All questions regarding the upper school PE requirement and options to fulfill it should be directed to the department chair for PE.

#### ***OPTION 1: General Fitness***

These classes meet four days per week after school during the fall, winter and spring trimesters (Monday - Thursday 3:30 - 4:15 p.m.). This curriculum includes various introductory level activities related to fitness. Sign-ups for this course are announced in the daily bulletin shortly after the start of each trimester.

#### ***OPTION 2: Optimal Performance***

Optimal Performance is an in-depth functional training program designed to improve strength, speed, flexibility/mobility, agility and overall health and well-being for any student regardless of their sport, activity or ability. These classes meet three days per week during a regular class period in the Coleman Fitness Center and two days per week after school on the Hunte Athletic Fields for speed development.

#### ***OPTION 3: Bishop's Athletics***

Practices and games are five-to-six days per week for approximately two hours each day. Tryout and practice information is available prior to the start of each season. Varsity, junior varsity, freshman and novice team participation may be offered during the following seasons:

<u>Fall Season</u>	<u>Winter Season</u>	<u>Spring Season</u>
B/G Cross-Country	B/G Basketball	B/G Baseball/Softball
G Field Hockey	B/G Soccer	B Golf
Football	G Water Polo	B/G Lacrosse
G Golf	B/G Equestrian*	B/G Swimming
G Tennis	B/G Sailing*	B Tennis
G Volleyball	B/G Squash*	B/G Track and Field
B Water Polo	B/G Surfing*	B Volleyball

*\*Club-sanctioned sports/activity with Bishop's affiliation that may or may not run depending on student interest. Students and their families are responsible for club fees and other associated costs.*

***OPTION 4: Bishop's Dance Classes or Advanced Theater Production***

Bishop's dance classes and the ATP class earn both physical education and art credit. 1 semester of dance or ATP = 1 PE credit; 2 semesters of dance or ATP = 2 PE credits.

***OPTION 5: Grades 10-12 Independent Off-Campus PE Activity***

- Off-Campus Independent PE is allowed in grades 10-12 for sports not offered on campus, such as rowing.
- Students may also earn one credit in grades 10-12 for a club sport, but they must participate on the Bishop's team in that same sport to receive credit.
- All off-campus activities require an approved application with the understanding that the student meets the minimum requirement of four hours a week on three different days.

***OPTION 6: Grade 9 Waiver for PE and/or a Combination PE Credit***

***The Waiver applies to students who meet the criteria for one or both of the following:***

- For students participating at the highest level of their sport, which may include competing as a member of a national team and/or a national ranking at the elite level.
- For students competing at a high level in a sport not offered at Bishop's, where participation in that sport is combined with a modified Optimal Performance class (e.g., three days of Optimal Performance class per week, a fourth cardiovascular session during the school day or after school sports participation).

All questions regarding the upper school PE requirement and options to fulfill it should be directed to the department chair for PE.

## **RELIGION & ETHICS**

The goal of Bishop's Religion & Ethics department is the development of "religious literacy" – to nurture students who can understand and think intelligently and critically about the nature and role of religion in human experience. The word "religion" comes from a Latin verb which means to bind or tie together – the same root as the word "ligament." So often we think of religion dividing and separating people from one another, but religion is also about what unites us in our common humanity and within communities, both locally and globally.

More than four-fifths of people around the world turn to religion as the primary way of making sense of their experience of life. In many ways, the study of religion is the academic discipline *par excellence* because it integrates all other spheres of human existence and experience – history, mythology, art and music, literature, culture, anthropology, psychology, politics, sociology and even science. The study of religion and religious beliefs allows one to seek out connections and linkages across multiple disciplines.

Because religious ideas form the basis of many cultures, the study of various religions' traditions enables students to form a better understanding of not only their own but also other cultures. As our students become citizens in a globalized world, an intelligent understanding of diverse religious traditions and the ability to approach issues of religious conflict in a sophisticated way are vital tools in bridging cultural divides. It is ignorance and misunderstanding that build walls between people.

Students in Religion & Ethics courses are enabled to strengthen their foundational studies in the humanities, with a special emphasis in grades 9-12 on familiarity with the Judeo-Christian tradition. Bishop's looks at the Scriptures and religion through a critical-historical lens, which gives students a broader context about the nature of religion, but also a deeper appreciation for what the significance of religion is in a wider sense: part of the human quest for meaning and fulfillment. Students raise valuable and stimulating questions and concerns in lively class discussions. Our courses allow students to appreciate the value and values of religion, and to develop both a questioning and critical approach to the discipline.

***Graduation requirement:*** Two semesters: one semester of *Introduction to Biblical Literature* taken before the beginning of 11th grade and one other semester course from the Religion and Ethics Department taken after *Introduction to Biblical Literature*

### **GRADE 8**

#### **WORLD RELIGIONS 8**

*(semester; grade 8; course must be completed by the end of eighth grade)*

This course introduces students to the origins of five of the world's major religious and philosophical traditions and the cultures that produced them. The class examines the ways in which religious and philosophical thought may evolve and creates a dialogue between the ways in which religion may help to shape culture and culture may help to shape religion. The religions studied are Hinduism, Buddhism, Judaism, Christianity and Islam. Among the themes discussed

are sacred images, scriptural texts, ethics, the three life-cycle rituals of birth, marriage and death, food and clothing customs, the calendar, religious architecture, worship and pilgrimage. A range of reading materials and writing assignments have been chosen to provide a framework within which to engage a variety of religious issues and to understand the significance and relevance of religion in world history as well as in the 21st century.

## **GRADES 9-12**

Upper School Religion & Ethics course progression:

Grade 9: Introduction to Biblical Literature

Grades 10-12: 1 semester of an additional religion course

### **INTRODUCTION TO BIBLICAL LITERATURE**

*(academic; semester; required; grades 9-10. Note: course may not be taken prior to the first semester of grade 9 and must be completed before the first semester of grade 11)*

Introduction to Biblical Literature takes students on an engaging exploration of the many writings that make up the Bible, covering a wide range of topics including politics, public life, popular culture, religious beliefs and practices, spirituality, race, gender, sexuality, social movements and ethics. Whether one is religious or not, biblical literacy is a crucial tool for the 21st century. It equips students to engage in well-reasoned and informed discussions about the role of religion and sacred scripture in contemporary life as well as to understand history, art, literature and social changes especially as related to Western civilization.

### **FEMINISM: A BIBLICAL PERSPECTIVE**

*(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)*

In order to engage in conversations about gender and equality one must be skilled in reading and interpreting the stories that have shaped many of our views on women. By entering into dialogue with the biblical text as well as entering into dialogue with feminist scholars, this course helps students become better equipped to challenge the patriarchal voice that seeks to devalue the role of women in the 21st century. Students continue to develop critical thinking skills to recognize how the biblical text has shaped literature, politics, history, and their own moral and ethical view of the world. Additionally, by studying biblical women in the context of the world in which they lived, students become more sensitive to the power inequities that influence their own choices. Students are given a variety of feminist voices that are often at odds with one another in order to be better prepared to decipher competing voices and learn to develop their own well-informed views on biblical literature. Also, by bringing contemporary realities into the conversation, students are encouraged to recognize power differentials that are still present in the 21st century.

### **THE HOLOCAUST: RELIGIOUS QUESTIONS**

*(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)*

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians. Nearly 75 years have passed since the end of World War II and the liberation of Auschwitz. Yet the Holocaust continues to raise complex moral and theological questions for which there are no facile answers: How did this happen? What effects has the Holocaust had on Jewish and Christian ethics and beliefs? And, why do our framings of this history matter today? Using a range of sources,

this course investigates these and other questions. *This course includes content that is emotionally, psychologically and ethically challenging. Students should not underestimate the power of this material.*

### **THE PHILOSOPHY OF HUMAN RIGHTS**

*(academic; fall semester; grades 10-12; prerequisite: Introduction to Biblical Literature; also offered summer 2024))*

This class is an applied philosophy course that uses the United Nations Universal Declaration of Human Rights of 1948 as a way of connecting pressing contemporary issues with a broad range of philosophical ideas and controversies, drawn from multiple traditions and many centuries. We will explore some of the most important, searching questions: Who am I? Why am I here? What is the right thing to do? What does it mean to live a “good life”? Do I have rights and responsibilities? How can rights be enforced? The topics explored in this class are at the center of great philosophical, political and ethical debates today concerning the role of government, the rights of the individual, national security in an age of terrorism and the competing interests of diverse cultures in a globalized world. Using the lens of philosophy to examine human rights, during the course students will become acquainted with rudimentary aspects of philosophical analysis, and acquire the intellectual skills and tools necessary for understanding some of the most pressing human rights issues facing the world today – issues that will continue to shape public debate, nationally and globally, through the early decades of the 21st century. This course aims to be richly interdisciplinary, introducing not only basic philosophical concepts and forms of reasoning and argumentation, but also incorporating models and methods from diverse fields including history, journalism, literary criticism, media and cultural studies, biology, anthropology, psychology and religious studies.

### **RACE AND RELIGION IN AMERICA**

*(academic; semester; grades 10-12; prerequisite: Introduction to Biblical Literature)*

Jim Wallace, the author of “America’s Original Sin: Racism, White Privilege, and the Bridge to the New America” says, “America’s problem with race has deep roots, with the country’s foundation tied to the near extermination of one race of people and the enslavement of another. Racism is truly our nation’s original sin.” In this course, we will explore the religious and theological foundations of racial categories and racist ideology across various American congregational communities, as well as the role of religion in propagating racist ideas in order to understand debates on American identity and belonging.

### **ADVANCED RELIGION & ETHICS COURSES**

*The following elective is offered to students in grades 11-12 who have completed the graduation requirement in religion and ethics.*

#### **HONORS PHILOSOPHY OF RELIGION**

*(academic; semester; grades 11-12; prerequisite: completion of the religion and ethics graduation requirement)*

The questions, “What is God? Does God exist? What does it mean to believe in God?” are investigated against the background of modern philosophy and theology through instruction in a variety of media. This class introduces students to basic philosophical concepts and forms of argumentation. Particular emphasis is placed on the problem of suffering and evil, and how that affects belief in the existence and nature of God (Theodicy). This class provides as much opportunity as possible for multimedia learning – not just through class lectures and Socratic discussion on selected philosophical and theological texts, including novels and plays, but also through movies, art and music that illustrate and express the central themes of the class.

## **SCIENCE**

The Bishop's School Science department believes that all students should experience an environment that promotes intellectual growth and fosters imagination, curiosity and responsibility. These goals are achieved within the context of developing scientific skills and understanding scientific principles.

As a function of studying science at Bishop's, students will be confident using the scientific method, as defined by the practices below.

Students will be able to:

- **Apply what is known** about the fundamental processes and phenomena that rule the natural world, and know that the prevailing understanding of those processes changes over time.
- **Actively question** the world around them, and feel empowered to investigate answers to those questions.
- **Feel confident approaching the unknown**, both independently and collaboratively.
- **Remain open-minded** to further investigation and alternate solutions as new data comes to light.
- **Appreciate failed hypotheses** and experiments as essential components of learning.
- **Evaluate evidence and arguments** in the lab setting and in their broader lives as citizens.
- **Communicate effectively** in multiple modalities, and support their ideas appropriately with data.

*Graduation requirement: Three years: conceptual physics or conceptual physics enriched in grade 9 and two lab sciences (chemistry followed by biology) in grades 10 through 12*

## **GRADES 6-8**

### **SCIENCE 6**

*(year; grade 6)*

The sixth-grade science curriculum is designed to lay the foundation of intellectual character and academic skills that students need to productively engage with questions, problems, uncertainties and enigmas through science and engineering. Students design experiments, hone their logic through argument, and practice design thinking to engineer effective and innovative solutions.

The primary focus of the course is to increase students' scientific literacy by challenging them to imagine, explore, question and ultimately navigate the increasingly complex and changing world around them with intelligence, appreciation and wonder.

### **SCIENCE 7**

*(year; grade 7)*

The seventh-grade science curriculum focuses on life science as it relates to humans and the environment. Students learn fundamental scientific principles through engaging inquiry-based activities that are rooted in science and engineering practices. Topics covered include the human

body, cell biology, genetics, ecology and evolution. Basic laboratory techniques are introduced and practiced throughout the course. Students are encouraged to develop responsible independence using scientific processes to explore phenomena and develop possible solutions to real-world problems. Students leave Science 7 with a respect for the natural world and a solid foundation of scientific practices and skills.

### **SCIENCE 8**

*(year; grade 8)*

This course explores the question, “How are we connected to the natural world?” The program goals outlined for Science 7 continue with an emphasis on the physical sciences in an environmental context. Topics covered include atomic structure, physical chemistry, plate tectonics and electricity. Science 8 offers an interactive science experience through inquiry-based lab activities, field experiences and engineering challenges. Encouraged to use critical-thinking skills as well as the design-thinking process, students are expected to actively engage in the problem-solving process to develop possible solutions to the problems posed. While exploring universal principles of physical science, students will also gain a deeper understanding of their proximate natural world.

## **UPPER SCHOOL**

Upper School Science course progression:

Grade 9: Conceptual Physics or Conceptual Physics Enriched

Grade 10: Chemistry or Honors Chemistry

Grade 11: Biology or Honors Biology

Grade 12: Optional; different courses available

*Note: Enriched, Honors and Advanced Honors courses require teacher recommendation.*

### **CONCEPTUAL PHYSICS and CONCEPTUAL PHYSICS ENRICHED**

*(academic; year; grade 9; prerequisites: Conceptual Physics: none; Conceptual Physics Enriched: lab practical exam, departmental placement, mathematics background)*

All ninth-grade students are placed into Conceptual Physics or Conceptual Physics Enriched. The content in both courses is similar; both courses introduce students to the basic physical mechanisms that govern our universe. Students in both courses investigate light, waves, motion, forces and energy. Both courses emphasize laboratory investigation. Through lab work, students collect results that can be used to build models of the physical world.

Compared to Conceptual Physics, Conceptual Physics Enriched covers each topic in more depth and requires a greater degree of student independence. Students in the enriched science course must be confident observers and reasoners and are expected to learn from their peers at least as much as from their teacher.

Most students are placed into Conceptual Physics. Only those students who have demonstrated exceptional motivation, ability and achievement in science are considered for placement in Conceptual Physics Enriched. Several factors are considered when placing students:



performance in Science 8, performance on the lab practical placement exam, eighth-grade teacher recommendations, mathematics level and performance in mathematics.

Completion of Conceptual Physics Enriched is not a prerequisite for Honors Chemistry in tenth grade. All ninth grade students are recommended for either Honors Chemistry or Chemistry in 10th grade based on their performance in their ninth grade science course.

### **CHEMISTRY**

*(academic; year; grade 10; prerequisite: Conceptual Physics or Conceptual Physics Enriched; this course includes two additional class periods for labs)*

This course familiarizes students with the underlying principles that govern the chemical reactions in our world. Through extensive laboratory experiments, lectures and discussions, students explore the answers to five fundamental questions regarding matter and the changes it undergoes. 1. What is matter? (structure of matter and atomic theory) 2. How does matter change? (chemical reactions) 3. Why does matter change? (thermodynamics) 4. How fast do reactions occur? (kinetics) 5. How far do reactions go? (equilibrium). In addition to the chemical principles covered in this course, a heavy emphasis is placed on the development of skills, including problem-solving, abstract modeling, experimental analysis, scientific writing and critical thinking.

### **HONORS CHEMISTRY**

*(academic; year; grade 10; prerequisite: Conceptual Physics or Conceptual Physics Enriched, departmental placement; concurrent enrollment in Math 5 Enriched or higher is strongly recommended; this course includes two additional class periods for labs)*

This course emphasizes laboratory investigation and making connections between seemingly disparate topics within chemistry, applying our students' understanding of the physical world formed in physics to chemistry while refining a strong foundation in chemistry for application to biological systems. Students in this course apply rigorous mathematical models to chemical processes and are required to consistently work and learn independently. Successful students need to have excellent time-management skills and be comfortable with uncertainty. Topics covered include energy conservation, thermodynamics, atomic structure, intermolecular forces and bonding, stoichiometry, kinetics and equilibrium.

### **BIOLOGY**

*(academic; year; grade 11; prerequisite: Chemistry or Honors Chemistry; this course includes two additional class periods for labs)*

This course provides a thorough introduction to the increasingly important field of biology, covering the core concepts of biochemistry, genetics, natural selection and ecology. This challenging laboratory course allows students to experience biology as a scientific process involving inquiry-based work and collaborative activities. There is a strong emphasis on the development of skills, including experimental skills, critical thinking, cooperative learning and study skills.

### **HONORS BIOLOGY**

*(academic; year; grade 11; prerequisite: Chemistry or Honors Chemistry with high achievement and departmental placement; this course includes two additional class periods for labs)*

This advanced course is rigorous, fast-paced and equivalent to a first-year college biology course and is taught with a college textbook. Core concepts include evolution, cellular processes, genetics and ecology. Coursework requires advanced critical thinking and analysis and a great deal of independent learning through an inquiry-based investigative laboratory component. This course is designed for students who have already demonstrated both a genuine interest in science and the requisite skills to confidently meet the challenges of an advanced course. With adequate and independent preparation and review, this course prepares students to tackle the AP examination in biology.

### **ELECTIVE COURSES**

#### **BIOTECHNOLOGY AND GENETIC ENGINEERING**

*(academic; semester; grades 11-12; prerequisite: concurrent enrollment in Biology or higher)*

Modern molecular tools have revolutionized the fields of medicine, forensics, agriculture, genetics, evolutionary biology and anthropology. These techniques are the foundation of medical research and drug development performed at many local institutes and companies. This course provides students the opportunity to learn the DNA techniques and methods used in many biotechnology applications. Students use equipment in our biotechnology lab to perform both basic and advanced biotechnology techniques, including bacterial transformation; plasmid DNA purification; restriction digestion and electrophoresis of DNA; Polymerase Chain Reaction (PCR); gene editing; gene cloning; and protein engineering. In addition, students discuss applications of these and other technologies, including the medical, ethical and societal implications of these advances. The class may also include one or more field experiences to local-area research labs.

#### **ELECTRICAL ENGINEERING**

*(academic; semester; grades 10-12; prerequisite: Conceptual Physics or Conceptual Physics Enriched)*

This course is a hands-on introduction to building and understanding electronic devices. The goal of this course is to teach students to work with breadboards and basic circuit elements to design circuits, and to provide a foundational understanding of why circuits work the way they do. Students in this course learn the fundamentals of circuit building on breadboards with resistors, capacitors, OP Amps and other circuit elements. Both direct and alternating current sources are used, and students learn to use oscilloscopes and function generators to explore changes in circuit behavior over time. All students complete a final project in this course to design, build and explain the operation of an electronic device of their choosing.

#### **ENVIRONMENTAL SCIENCE: Global Issues**

*(academic; semester; grades 11-12; prerequisite: Chemistry, concurrent enrollment in Biology)*

This semester course offers a comprehensive examination of environmental issues through a global lens. Thematic units are structured around the exploration of human impacts on the environment, encompassing both beneficial and detrimental aspects. Key units include

investigations into climate indicators and evidence of climate change, the utilization of proxy data for understanding historical climate patterns, analysis of available energy sources with associated challenges and opportunities, a comparative study of biodiversity between San Diego and the Galapagos Islands, examination of border environmental issues at the Tijuana-San Diego border, and an assessment of the environmental ramifications of past and present wars and conflicts. Guest speakers from various academic institutions and research facilities will complement the curriculum, alongside field trips to prominent sites such as the General Atomics National Fusion Facility, Scripps Institute of Oceanography, and the Tijuana River National Estuarine Research Reserve.

### **ENVIRONMENTAL SCIENCE: California**

*(academic; semester; grades 11-12; prerequisite: Chemistry, concurrent enrollment in Biology)*

This semester course delves into environmental issues through a California-centric perspective. Thematic units are structured around the exploration of various topics, including the historical controversy surrounding the damming of Hetch Hetchy in Yosemite Valley and current discussions regarding its removal, the escalating prevalence and intensity of wildfires in our state's forests, the multifaceted uses of seaweed in seaweed aquaculture, a proposed local fish farm off the coast of San Diego, the crucial role of pollinators in California's agriculture industry, and an examination of the contribution of San Diego zoos and aquariums to conservation efforts. Guest speakers from diverse academic institutions and research facilities will complement the curriculum, supplemented by field trips to prominent sites such as the San Diego Safari Park, Mission Trails Regional Park, the Carlsbad Aquaculture Farm, and the Hubbs-SeaWorld Research Institute.

### **FOOD SCIENCE: Why Food Matters to Us**

*(academic; semester; grades 11-12; prerequisite: Chemistry, concurrent enrollment in Biology)*

This course attempts to define why food matters to every one of us. We carefully look at food through the lenses of food and culture, food and the environment, and food and power as it relates to social justice. Topics to be considered include Food and Culture: What is the relationship between who we are and what we eat? Food and the Environment: How do our choices affect the planet? Food and Power: What larger forces influence our food system? Cooking and Science: An exploration of the science behind cooking through scientific and culinary methodology.

### **MARINE BIOLOGY**

*(academic; semester; grade 12; prerequisite: Biology or Honors Biology)*

This course provides a basic introduction to the patterns and processes found in marine systems and the relationships between living things and their marine environment. Topics emphasized are basic oceanography, structure and function of marine ecosystems, identification and classification of marine organisms, anatomical and physiological adaptations of marine organisms, and a survey of the human impact on the marine environment at local and global levels.

### **SCIENCE AND SOCIAL JUSTICE**

*(academic; semester; grade 10-12; prerequisite: Conceptual Physics or Conceptual Physics Enriched)*

In this course, students will delve into the intricate relationship between scientific claims, discoveries, and their profound impact on shaping societal values, norms and equity. This course goes beyond the traditional boundaries of science education, inviting students to critically examine the ethical implications of historical and current scientific advancements and their role in fostering or challenging social justice. Topics in this course will include ethics in scientific research, environmental justice, and the role of technology in social change.

### **SCIENCE ON STAGE**

*(Academic; semester; grade 12)*

While science has been making appearances on theatrical stages for hundreds of years, the late 20th century offered a boom in “science playwriting.” What brought about this sudden surge in interest? How can considering ways in which scientific concepts are staged help understand the process of discovery and the sociocultural contexts in which those discoveries occur? This course will explore presentations of science in theatrical contexts. Students will develop their understanding of the role that theater can play in contextualizing and historicizing scientific inquiry and discovery. We will study the works of playwrights and screenwriters such as Christopher Marlowe, Anna Ziegler, Mel Brooks, Chantal Bilodeau and Kristin Idaszak.

## **ADVANCED SCIENCE COURSES**

### **HONORS PHYSICS**

*(academic; year; grades 11-12; prerequisites: Chemistry or Honors Chemistry and concurrent enrollment in Precalculus or higher; this course includes two additional class periods for labs)*

Honors Physics is a challenging, college-level, non-calculus-based physics course which is designed to investigate fundamental principles of physics. While the description of many of the concepts in physics is mathematical, the approach is to tie these quantitative formalisms to their conceptual foundations. Much of the course focuses on the study of mechanics, with the latter part of the year covering waves, sound and electrical phenomena. A variety of labs are conducted throughout the course to develop and augment understanding of the topics. Lectures, group work and class discussions comprise a large part of the class process.

### **ADVANCED HONORS PHYSICS**

*(academic; year; grades 11-12; by application and departmental placement; prerequisites: Chemistry or Honors Chemistry and prior completion of or concurrent enrollment in Honors Calculus; this course includes two additional class periods for labs)*

This is the department’s most advanced physics course and explores topics in mechanics, electricity and magnetism from a calculus-based perspective. This course emphasizes problem solving and mathematical modeling of physical phenomena. Topics are explored experimentally using computer-based measurement probes that allow the collection of highly accurate data, allowing students to experimentally quantify the basic laws of energy conservation, linear and angular momentum, electric circuits and magnetism in their own data analysis.

### **ADVANCED HONORS BIOLOGY**

*(academic; year: grade 12; prerequisites: Biology or Honors Biology and departmental placement, including a reading assignment and interview; this course includes two additional class periods for labs)*

This advanced level course builds on the topics from Biology and Honors Biology with a molecular and structural focus. The course features substantial independent and self-guided units. Students are taught to read and process primary research source material and are expected to become ‘experts’ on current topics in biology of their own choosing. The laboratory section of the course provides open-ended prompts in which the students design the experimental approach to the question being addressed. The content of this course is comparable to an introductory advanced-level course in cellular and molecular biology. However, it is taught more in the style of a graduate-level course with respect to the independence expected.

### **ADVANCED HONORS CHEMISTRY I (Organic) & II (Biochemistry)**

*(academic; year; grades 11-12; by application and departmental placement; prerequisite: Chemistry or Honors Chemistry; this course includes two additional class periods for labs)*

In this second-year exploration of advanced chemistry topics, students investigate organic synthesis, drug design and natural products with applications to biochemistry, pharmacology and biotechnology. The course includes complex laboratory investigations related to organic synthesis and biochemistry, supporting advanced chemical and biological concepts covered. Guest lectures and field trips are incorporated throughout the year.

## VISUAL ARTS

The Visual Arts department values each person as they discover their unique expression and interest in art. Every course is taught by experienced and talented professionals in the arts who, by their enthusiasm and expertise, not only inspire their students but also nurture lifelong creativity and innovation. The visual arts department provides a student-centered, hands-on and meaningful visual art curriculum. The School's facilities support art making in drawing, painting, printmaking, photography, silk screening, ceramics, mixed media, airbrush, 3D printing, laser cutting, filmmaking, animation, virtual reality, web design, graphic design, illustration and interdisciplinary approaches to art.

In grades six through eight, students receive a diverse foundation that introduces all of our art studios and facilities. They are given the opportunity to work in 2D, 3D and digital media along with gaining a foundation in art history and art theory. Having fun and building confidence are also primary goals in all of the classes.

In courses offered to ninth grade through twelfth grade, students choose a primary studio practice for their introductory visual arts course. Once that is completed, students are then encouraged to advance in subsequent levels of art to create art portfolios, exhibitions and projects that can be collaborative, interdisciplinary and unique to their needs.

The Bishop's School partners with local art museums and galleries to provide in person and virtual exposure to visual art. Student art is displayed and shown both on- and off-campus in exhibitions, publications and competitions. Art clubs are held after school, which provide open studio time, skill tutoring and a social atmosphere for art making. EVA (Eye on Visual Arts) is a student-run art publication, which provides a resource for art to be seen and ideas to be shared. Visiting artists are often selected by the visual arts faculty to meet students and bridge the concept of making art to professional careers. Alumni are also frequently welcomed back into the studios to share about their experiences in the visual arts and how Bishop's art education impacted their lives.

***Graduation requirement:*** *One year in the same sub-discipline of visual OR performing arts; may be two consecutive OR non-consecutive one-semester courses or a single yearlong course.*

## **GRADES 6-7**

### **SIXTH GRADE ART ROTATION**

*(year; grade 6)*

The purpose of the Sixth Grade Art Rotation is to introduce students to varied means of artistic expression in a safe and exploratory environment. With an assortment of offerings in both Visual and Performing Arts, students will have opportunities to both literally and metaphorically ‘roll up their sleeves,’ to get creative and get their hands dirty! Sixth-grade artists are encouraged to step out of their comfort zone, take risks and work collaboratively to create original pieces of art. The Art Rotation is a place for students to discover new passions while further developing their social and emotional skills. Emphasis is placed on self-identity and expression through tapping into one's imagination through the arts.

The visual arts portion of the rotation familiarizes students with the principles and elements of art and design. Through the exploration of concepts and theories in art, students are encouraged to make personal connections to the subject matter and to make creativity a part of their educational routine. The class covers traditional and non-traditional art-making approaches. Students complete a variety of hands-on activities in 2D and 3D such as printmaking, painting, drawing, digital media, ceramics and wire.

### **SEVENTH GRADE ART ROTATION**

*(year; grade 7)*

The Seventh Grade Art Rotation emphasizes joyful skill building and creative expression in all of our art disciplines. Students get to know teachers from the creative sciences, performing and visual arts while showcasing their work and building a sense of belonging within the various studios and art-making spaces. This unique offering encourages students to step out of their comfort zone, take risks and work collaboratively while digging into deeper concepts of artistic creation. The teachers work together to know the students and support their appreciation of art. This time becomes a memorable shared experience where confidence and belonging are found.

In the visual arts portion of the rotation, students are exposed to several different art mediums, concepts and themes to gain more exposure to all the mediums of the visual arts. Critical thinking and close observation is encouraged while looking at the work of contemporary and historic artists. Students create projects in 2D and 3D formats that utilize a variety of media from watercolor, stop-motion-animation, clay and photography. Throughout the course, students build a portfolio of work in a daily sketchbook that documents the themes of the class.

## **GRADES 8**

### **CERAMICS 8**

*(semester; grade 8)*

This course is designed to foster a basic understanding of ceramics materials with a hands-on approach. In this class the student learns clay construction techniques that include hand-building

and learning to use the potter's wheel. Students learn vocabulary and basic chemistry in the context of a ceramic studio. Projects focus on pottery and sculptural form.

### **DIGITAL ART 8**

*(semester; grade 8)*

This course explores how students can use the tools of digital art to both artistically document and express themselves. Students will learn basic photography techniques, such as how to compose their images, as well as explore photo-editing using Adobe Photoshop. Students will also learn how photography can provide inspiration in creating illustration and collage, while highlighting individual interpretation and problem solving. The elements of art and principles of design will be explored through the photographic arts.

### **ART & DESIGN 8**

*(semester; grade 8)*

This course explores both the style and function of design in graphics, on murals, and in any flat art form. Students learn how patterns, colors, and shapes are used mindfully to communicate in the media and different forms of visual art. From low art to high art, design is at the center of it all. In this hands-on course, students will have an opportunity to make objects that utilize 2D and 3D computing techniques and use computer tools and hand tools to design their projects. Multiple projects spanning design, art and architecture will be prototyped with an emphasis on designing for good and having a positive impact on our local and global communities.

### **DRAWING & PAINTING 8**

*(semester; grade 8)*

This course is designed to expose students to a variety of materials and techniques in art making, allowing them to develop their drawing, painting and art-making skills. Students build a strong art practice and advance in their ability to make art. This course is personalized for students who excel in visual art and are interested in challenging their artistic expression. This class allows for both collaborative and personal expression. Tutoring and mentorship is available for students who wish to excel in drawing and painting during art club meetings.

## **GRADES 9-12**

### **CERAMICS I**

*(fine arts; semester; grades 9-12)*

This course is designed for students' self-expression, using clay as the medium. Techniques in hand-built methods, sculpture and the potter's wheel are taught, as well as glazing and firing of the kiln.

### **CERAMICS II**

*(fine arts; semester; grades 9-12; prerequisite: Ceramics I)*

This course gives greater freedom to select a personalized program in ceramics. Students continue to advance in their technical skill and techniques.



### **CERAMICS III**

*(fine arts; semester; grades 9-12; prerequisite: Ceramics II or departmental placement)*

This course is designed for students who are self-directed and committed to their personal expression in ceramics. Individual goals are set along with the intention of constructing a portfolio of work.

### **CERAMICS IV**

*(fine arts; semester; grades 9-12; prerequisite: Ceramics III or departmental placement)*

This course is a continuation of a student's artistic and technical development with ceramics. Students will take their artistic expression to the next level by creating a strong body of work to be used for a portfolio for college applications and visual art exhibitions. There will be opportunities for the student to display artwork, engage with professionals in the field of ceramics, as well as mentor and present to students in the Bishop's community.

### **DIGITAL MEDIA I**

*(fine arts; semester; grades 9-12)*

Digital Media I is an introduction to lens-based media with a focus on both photography and video production. Through a series of assignments and independent projects, students will learn about the technical, historical and artistic elements associated with photography and filmmaking. Throughout the semester, students become acquainted with lens types and camera controls of DSLR cameras, learn computer workflow for Adobe Photoshop and Premiere Pro, and explore how editing, composition and sound design can enhance projects. With an emphasis on proper use of equipment, students will be able to check out cameras, lenses and sound equipment for use in the course.

### **DIGITAL MEDIA II**

*(fine arts; semester; grades 9-12; prerequisite: Digital Media I)*

This course expands on Digital Media I. Students will advance their editing and shooting techniques with animation, special effects, professional lighting and sound. This hands-on project-based course is designed to encourage an awareness of the visual environment and ways to transfer what you see and envision to artistic completion. Students will have the option of creating projects in still photography, film, video, animation, installation and sound art. Cameras, lenses, lighting and sound equipment will be available to check out for use in the course.

### **DIGITAL MEDIA III**

*(fine arts; semester; grades 10-12; prerequisite: Digital Media II)*

This course expands on Digital Media II. Students will have the option of advancing their skills and creating projects in still photography, film, and interactive art. Semester themes of focus vary based on year and student interest and may include Virtual Reality, Animation, Graphic Design, Motion Graphics, Projection Mapping and Experimental Photography. Cameras, lenses, lighting and sound equipment will be available to check out for use in the course.

### **DIGITAL MEDIA IV**

*(fine arts; semester; grades 10-12; prerequisite: Digital Media III)*

This advanced lens-based media course is designed for students developing their personal portfolio while focusing on an in-depth exploration of photography, filmmaking, or interactive art. While continuing to advance their technical skills, students focus on their own creative vision and personal conceptual themes. Cameras, lenses, lighting and sound equipment will be available to check out for use in the course.

### **STUDIO ART I**

*(fine arts; semester; grades 9-12)*

This course introduces students to the use of both dry (graphite, pastel, charcoal, etc.) and wet (watercolor, ink and acrylic) media in drawing and painting. Students review the elements of art and principles of design through exposure to relevant works of art. Students work daily in sketchbooks, are given instructional demonstrations and are given support to expand on individual expression.

### **STUDIO ART II**

*(fine arts; semester; grades 9-12; prerequisite: Studio Art I)*

This course builds on the students' understanding of drawing and painting while challenging the creation of personal works of art. Students are required to continue to show growth in their technical skills as well as their ability to communicate and express themselves through visual language.

### **STUDIO ART III**

*(fine arts; semester; grades 10-12; prerequisite: Studio Art II)*

This course is designed for the student who is committed to the development of their technical skills and mastery of drawing and painting media. Students will be provided with an in depth exploration of how to achieve detail and precision in their art.

### **STUDIO ART IV**

*(fine arts; semester; grades 10-12; prerequisite: Studio Art III)*

This course enables students to take their artistic expression to the next level in their chosen expression in studio art and assemble a strong body of work to use towards college applications and visual art exhibitions. Students are encouraged to find their unique voice and gain confidence in the presentation of their work.

## **ADVANCED VISUAL ARTS COURSES**

### **HONORS ART HISTORY**

*(academic; year; grades 10-12; prerequisites: levels I, II of any visual arts course)*

This course teaches art history through the critical analysis of art movements, theories and works of art. Students learn about the interplay between culture, history, technology and personal expression all have been present through the evolution of art.

### **HONORS ART PORTFOLIO**

*(fine arts; year; grades 11-12; prerequisites: levels I, II and III of any visual arts course)*

This course welcomes students who demonstrate an advanced ability to create visual artwork with technical skills and a mature approach to art making. Students are required to work both inside and outside of the studio developing an art portfolio that shows quality of skill, exploration and proficiency in the materials and techniques of visual art, and the development of a concept or theme in their body of work. Although lessons are given, students are truly in charge of their art portfolio and work ethic.

## **WORLD LANGUAGES**

While the World Languages department approaches language as an academic discipline, requiring thorough mastery of vocabulary and structures, the primary goal for the modern languages is to provide students with the tools to communicate effectively with the world beyond their immediate surroundings and to interact within the cultural context of the target language. To this end, world language courses center around communicative activities to develop oral proficiency while developing other skills such as listening, writing and reading. Engaging with authentic resources also provides the opportunity to study the cultural and historical realities of the target language. The classical language courses in particular offer learners the opportunity to read great works of ancient literature within the context of the history and culture of the times.

Beginning in seventh grade, the World Languages department courses align with proficiency guidelines established by the American Council of Teachers of Foreign Languages (ACTFL). Following these guidelines, teachers evaluate proficiency in speaking, reading, writing and comprehension using a universal rubric. ACTFL guidelines describe the continuum of proficiency, identifying five major proficiency levels: Novice, Intermediate, Advanced, Superior and Distinguished. The levels Novice, Intermediate and Advanced are further divided into Low, Mid and High sub-levels. These guidelines present the levels of proficiency as ranges and describe what students can do with language at each level. They are an instrument for the evaluation of functional language ability. (For more information, see the [ACTFL Proficiency Guidelines 2012](#).)

***Graduation requirement:** Through Level 3 in one language with a minimum of two years taken in grades 9 through 12*

### **GRADE 6**

#### **WORLD LANGUAGES 6**

*(year; grade 6)*

Sixth-grade students rotate through four introductory modules devoted to each of the four languages taught at Bishop's: Chinese, French, Latin and Spanish. The course trains students in habits and best practices for language acquisition techniques, and guides them through introductory content including basic mechanics and vocabulary; everyday dialogues; listening comprehension; and the culture, history and geography of each language.

## **CHINESE**

### **GRADES 6-8**

*Mandarin Chinese is the official language of the People's Republic of China and Taiwan. Though learning Chinese can seem very challenging for Westerners, the language has the advantage of having no declensions, gender, conjugations or verb tenses. The middle school Chinese program is designed as a two-year introduction to the study of Chinese language and culture and provides the basic skills necessary for the acquisition of any world language. These classes are conducted in Chinese except for grammar explanations. At Bishop's, we teach simplified characters, but the textbooks we use also include a traditional character version of each lesson.*

#### **CHINESE IA**

*(year; grades 7 and 8; prerequisite: none)*

In this course, students learn the fundamentals of the four language modalities (listening, speaking, reading and writing) in the Chinese language using the Pinyin Romanization system and simplified characters. Students gain familiarity with basic sentence patterns and expressions, and are able to converse on topics such as basic personal information, family, hobbies and simple social situations. This course is taught primarily in Chinese and students are expected to use Chinese in all interactions. Upon completion of the course, students should attain the Novice-Mid level on the ACTFL proficiency scale and master a minimum of 200 simplified characters.

#### **CHINESE IB**

*(year; grades 8 and 9; prerequisite: Chinese IA)*

In this course, students continue the study of listening, speaking, reading and writing begun in Chinese IA. Students explore themes such as making appointments, school life, studying Chinese, shopping and transportation. Chinese IB students continue the study of grammar, including measurement words, sentence patterns and comparative statements. Students will acquire a greater appreciation for the cultures of Chinese-speaking countries, and develop a deeper understanding of the relationship between language and culture. This course is taught primarily in Chinese and students are expected to use Chinese in all interactions. Upon completion of the course, students should attain the Novice-High Level on the ACTFL proficiency scale and master approximately 360 simplified characters.

## **GRADES 9-12**

*The upper school Chinese program includes courses that are a continuation of the middle school program or are designed for students beginning their Chinese studies. Starting with level III, all Chinese classes are conducted entirely in Chinese.*

### **Language Foundations**

Chinese I ⇨ Chinese II



### **On-Level Sequence**

Chinese III ⇨ Chinese IV ⇨ Chinese IV Honors

### **Honors Sequence**

Chinese III Honors ⇨ Chinese IV Honors ⇨ Adv. Honors Chinese

## **CHINESE I**

*(academic; year; grades 9-12)*

This course is an introduction to Chinese language and culture and, as such, stresses developing Chinese speaking and listening skills in everyday situations. In addition, we work on building basic reading comprehension and writing skills. Chinese art, calligraphy, and cuisine are also integrated into the course. The vocabulary is presented topically and within a cultural context. Grammatical and structural components are integrated into the topical units. Topics include greetings, family, dates and time, hobbies, visiting friends, making appointments, studying Chinese, school life, shopping and transportation. By the end of the year, students learn a minimum of 300 characters and will be familiar with basic sentence patterns and expressions. Students will be able to converse on topics such as family, hobbies, school life, shopping and transportation. This course is taught primarily in Chinese and students are expected to use Chinese in all interactions. Upon completion of this course, students will gain listening, speaking, reading, and writing skills in standard Chinese, with the aim of attaining the Novice-High level on the ACTFL proficiency scale.

## **CHINESE II**

*(academic; year; prerequisite: Chinese I, Chinese IB, or departmental placement)*

Building on the skills mastered in Chinese I or Chinese IA and IB, Chinese II is a theme-based course designed to develop students' communicative skills in handling uncomplicated tasks and predictable transactions in the immediate environment. In addition to reviewing themes covered in Chinese I, Chinese II covers seven new themes including transportation, weather, dining, location and directions, birthday celebrations, seeing a doctor, and dating. Classroom time is used for activities that aim to strengthen students' interpretive, interpersonal and presentational communication skills through in-class discussion, role-play, oral presentations, etc. Short video clips and songs supplement the textbook. Major grammatical and sentence structures are integrated into each thematic unit. Class is conducted entirely in Chinese, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of this course, students will gain listening, speaking, reading, and writing skills in standard Chinese, with the aim of attaining the Novice-High to Intermediate-Low level on the ACTFL proficiency scale.

### **CHINESE III**

*(academic; year; prerequisite: Chinese II or departmental placement)*

This course prepares students to engage and produce paragraph-length discourses on topics relating to the immediate environment and the greater community. This course implements a spiral approach to strengthen all four language modalities (listening, speaking, reading and writing) by revisiting the contemporary and daily-life topics covered in Chinese I and II such as weather, dining, dating and sports, while introducing new themes such as travel, starting a new school year, etc. Class activities and assignments aim to strengthen students' skills in the three modes of communication (interpersonal, interpretive and presentational) with a variety of reading material, role-play situations, in-class discussion and oral presentations. Class is conducted entirely in Chinese, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of this course students will gain listening, speaking, reading and writing skills in standard Chinese, with the aim of attaining the Intermediate-Mid level on the ACTFL proficiency scale.

### **HONORS CHINESE III**

*(academic; year; prerequisites: Chinese II or departmental placement)*

This course covers the material of Chinese III in greater depth and at an accelerated pace. Students who complete this course build practical skills in communicating in Chinese in all four language modalities (listening, speaking, reading and writing). This course prepares students to communicate and absorb information within each unit theme, which include school life, dorm life, choosing classes and eating at a restaurant. Many supplementary materials from magazines, films, newspapers and various online resources are used. Class is conducted entirely in Chinese, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Mid to Intermediate-High Level on the ACTFL proficiency scale.

### **CHINESE IV**

*(academic; year; prerequisite: Chinese III or departmental placement)*

This course continues the work of Chinese III, deepening student's ability to engage with greater proficiency in each of the three modes of communication (interpersonal, interpretive and presentational). Students will further develop their skills in all four language modalities (listening, speaking, reading and writing), ultimately producing multiple paragraph-length discourse on topics relating to the immediate environment and the greater community. Class activities and assignments aim to strengthen students' proficiency through reading material, role-play situations, in-class discussion and oral presentations on various topics such as relationships, technology, education, Chinese geography and traditional holidays. Class is conducted entirely in Chinese, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Mid on the ACTFL proficiency scale.

### **HONORS CHINESE IV**

*(academic; year; prerequisite: Chinese III Honors or Chinese IV and departmental placement)*

In this course, students expand their proficiency across the three communicative modes (interpersonal, interpretive and presentational). This course covers the material of Chinese IV in

greater depth and at an accelerated pace, and is designed to further develop accuracy as well as spontaneity in the four language modalities (speaking, reading, writing, and listening). Students will develop and use skills such as basic summary, description, narration, debate and report to explore topics that are of interest to them: Chinese festivals, changes in modern China, life and wellness, money management, Chinese history, etc. Students will be able to read and understand a wide range of authentic texts, dealing with personal and social needs, and public life, and will express in writing their opinions on issues such as health, gender equality, environmental protection, etc. Students are expected to dedicate a significant amount of independent study time outside of the classroom, as the class moves at a rapid pace. Class is conducted entirely in Chinese, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-High to Advanced-Low level on the ACTFL proficiency scale.

Note: Students intending to sit for the AP Chinese exam should plan to continue their Chinese studies through the Advanced Honors Chinese Language and Culture course.

### **ADVANCED HONORS CHINESE LANGUAGE AND CULTURE**

*(academic, year; prerequisite: successful completion of Chinese IV Honors and departmental placement)*

In this course, students will build upon the foundation of Chinese IV Honors and will become more deeply immersed into the language and culture of the Chinese-speaking world. This course aims to enable students to master advanced-level Chinese language structures, expressive styles and conventions of communication through topics reflecting multiple aspects of Chinese society and culture. Students will explore topics such as environmental protection and energy conservation, Chinese history and globalization. Students will advance in their proficiency in all four language modalities (listening, speaking, reading and writing). Class is conducted entirely in Chinese, and students are encouraged to take risks and be creative in the target language at all times. Although this course is not specifically designed to prepare students for the AP exam, students who take the course will develop foundational skills and knowledge integral to success on the exam. Additional independent study, however, will be required for students planning to take the AP examination in this subject. Upon completion of the course, students should reach the Advanced-Low level on the ACTFL proficiency scale.

## **FRENCH**

### **GRADES 6-8**

*The middle school French program is designed as a two-year introduction to the study of French language and culture and provides the basic skills necessary for the acquisition of any world language. These classes are conducted primarily in French.*

### **FRENCH IA**

*(year; grades 7 and 8)*

In this course, students learn the fundamentals of the four language modalities (listening, speaking, reading and writing) in the French language. Vocabulary and structures are presented in cultural context and students acquire basic knowledge of the diverse cultural aspects of the



Francophone world. Vocabulary includes greetings, personal descriptions, time and weather, leisure activities, articles of clothing, colors and school-related terms. This course is taught primarily in French and students are expected to use French in all interactions. Upon completion of the course, students should reach the Novice-Mid level on the ACTFL proficiency scale.

### **FRENCH IB**

*(year; grades 8 and 9; prerequisite: French IA)*

In this course, students continue to build proficiency and confidence in the four language modalities (speaking, listening, reading and writing). Speaking and writing tasks include sharing personal information and opinions, talking about daily routines and activities, as well as asking and answering questions using simple sentences within the context of familiar topics such as sports, food, family life and travel. Class activities emphasize oral communication through daily conversations, role-playing situations and oral presentations. This course is taught primarily in French and students are expected to use French in all interactions. Upon completion of the course, students should reach the Novice-High level on the ACTFL proficiency scale.

## **GRADES 9-12**

*The upper school French program includes courses that are a continuation of the middle school program or are designed for students beginning their French studies. Starting with level III, all French classes are conducted entirely in French.*

### **Language Foundations**

French I ⇨ French II



### **On-Level Sequence**

French III ⇨ French IV ⇨ French IV Honors

### **Honors Sequence**

French III Honors ⇨ French IV Honors ⇨ Adv. Honors French

### **FRENCH I**

*(academic; year; grades 9-12)*

French I is a foundational language course. Students acquire strong fundamentals in the four language modalities (listening, speaking, reading and writing). Vocabulary and structures are presented in cultural and geographical context and students develop basic knowledge of the Francophone world. Through thematic units that include project-based learning, speaking, listening, reading, and grammar exercises, at the end of the year students are able to handle daily communicative situations. Thematic units include greetings, personal descriptions, time and weather, leisure activities, articles of clothing, colors, school-related terms, food items and meals, chores and the home, the family, and getting around town. This course is taught primarily in French and students are expected to use French in all interactions. Upon completion of the course, students should reach the Novice-High level on the ACTFL proficiency scale.

### **FRENCH II**

*(academic; year; prerequisite: French I, French IB or departmental placement)*

Building on the skills mastered in French I or French IA and IB, in this course students further develop their proficiency in the three communicative modes (interpersonal, interpretive and

presentational). In their exploration of relevant topics, such as school and community life, health, food and travel, students tell stories about school and community events, and personal experiences, both in written and oral form, and across multiple time frames. Writing at this level includes multiple paragraph narrative and expository pieces. Students develop interpretative skills through reading more challenging texts and viewing French videos and films. Class is conducted entirely in French, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Novice-High level to Intermediate-Low on the ACTFL proficiency scale.

### **FRENCH III**

*(academic; year; prerequisite: French II or departmental placement)*

This course continues to build on the skills acquired in French II. All four skills (speaking, listening, reading and writing) as well as cultural competency are emphasized through group discussions, role-play, oral presentations, reading, and writing assignments. Students' language acquisition will be contextualized within the diverse cultures of the Francophone world to expand their familiarity with the cultural specificities tied to the French language. Students will develop a higher level of accuracy in their use of the major verb tenses and complex grammatical structures, and will also acquire a more nuanced active and passive vocabulary. Through the use of authentic sources such as TV, video, audio, nonfiction and fictional texts, we discuss a variety of topics such as school and academics, the arts, family and friends, travel, and how to navigate everyday life when shopping, going to the bank and finding housing. Class is conducted entirely in French, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Low to Intermediate-Mid level on the ACTFL proficiency scale.

### **HONORS FRENCH III**

*(academic; year; prerequisites: French II and departmental placement)*

In this course, students expand their proficiency across the three communicative modes (interpersonal, interpretive and presentational). This course is designed to further develop accuracy as well as spontaneity in the four language modalities (speaking, reading, writing, and listening) through group discussions, role-play, oral presentations, extensive reading and essay-length writing assignments. Students' language acquisition will be contextualized within the diverse cultures of the Francophone world. They will develop increasing accuracy in their use of the major verb tenses and complex grammatical structures, and will also acquire a more nuanced active and passive vocabulary. Through the use of authentic sources such as TV, video, audio, nonfiction and fiction texts, students engage with various topics such as studying in a French speaking country, finding housing and navigating everyday life, the arts (cinema, music, literature, theater), and current geo-political issues. Class is conducted entirely in French, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Mid to Intermediate-High level on the ACTFL proficiency scale.

#### **FRENCH IV**

*(academic; year; prerequisite: French III or departmental placement)*

In this course, students expand on the knowledge acquired in previous courses and incorporate new strategies that improve their skills across all four language modalities (speaking, listening, reading, writing), through a variety of readings, films, writing activities, role play situations, in-class discussions and oral presentations. Discussion topics such as news and media, relationships, human rights, technology, leisure activities and the environment are designed to enhance students' knowledge of the diversity of the French-speaking world. A complete review of key grammar structures helps students sharpen their linguistic accuracy. This class is conducted entirely in French and students speak exclusively in French. Students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Mid level on the ACTFL proficiency scale.

#### **HONORS FRENCH IV**

*(academic; year; prerequisites: French III Honors or French IV and departmental placement)*

In this course, students expand and deepen their ability across the three communicative modes (interpersonal, interpretive, and presentational). Students read and write extensively, engage in discussions, make oral presentations, read newspapers, emails, literary texts, watch films, and listen to radio and music content. The course materials are drawn from authentic sources. Students become familiar with a variety of topics related to the diverse Francophone world such as global geo-political challenges, science and technology, contemporary life, personal and public identities, families and communities, and the environment. At the end of the year, students can apply the skills and knowledge they have acquired in the classroom to diverse communicative situations in the real world and will have achieved substantial awareness of the world's Francophone cultures. Students are expected to dedicate a significant amount of independent study time outside of the classroom, as the class moves at a rapid pace. Class is conducted entirely in French, and students are encouraged to take risks and be creative in the target language at all times. Although this course is not specifically designed to prepare students for the AP exam, students who take the course will develop foundational skills and knowledge integral to success on the exam. Additional independent study, however, will be required for students planning to take the AP examination in this subject. Upon completion of the course, students should reach the Intermediate-High to Advanced-Low level on the ACTFL proficiency scale.

#### **ADVANCED HONORS FRENCH**

*(academic; year; prerequisite: successful completion of French IV Honors and departmental placement)*

This course is designed for students with highly developed language skills who are interested in continuing to deepen and refine their mastery of French in an advanced seminar format. Students will explore and analyze a wide range of French and Francophone contemporary novels and films. The movies and readings engage students in class discussions about topics that are relevant to their age group. Students are exposed to vocabulary in context in order to talk about friendship, religion, cultural differences, stereotypes and adolescence, among other topics. Students also enrich their ability to express themselves on paper through research and essay writing, and receive individual feedback on a regular basis. Students expand and deepen their

proficiency across the three communicative modes (interpersonal, interpretive, and presentational) and further refine their skills across the four language modalities (speaking, listening, reading, writing). Class is conducted entirely in French, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Advanced-Low level on the ACTFL proficiency scale.

## **LATIN**

### **GRADES 6-8**

*The middle school Latin program is designed as a two-year introduction to the study of the Latin language and ancient Roman culture and provides students with the basic skills necessary for the acquisition of any world language. These classes are conducted in both Latin and English.*

#### **LATIN IA**

*(year; grade 7 or 8)*

This course covers material equivalent to the first semester of the Latin I upper school course. The aim of the course is to develop foundational knowledge of Latin sentence structure and vocabulary, as well as to establish core reading competency and fluency through reading, composition, and both verbal and written exercises. Topics covered include the first three declensions, all cases including the locative, all four conjugations in the present tense, active and passive voices, and demonstrative adjectives and pronouns. The history, culture and legacy of Rome and the Latin language in Western culture are studied throughout the course.

#### **LATIN IB**

*(year; grade 8 or 9; prerequisite: Latin IA)*

This course is a continuation of Latin IA and covers material equivalent to the second semester of the Latin I upper school course. The aim of the course is to continue developing foundational knowledge of grammar, syntax and vocabulary, while further honing reading competency and fluency. Topics covered include declensions three, four and five, third declension adjectives, comparatives and superlatives, deponents, participles, accusative and infinitive constructions, and indirect speech. Roman history and culture and the legacy of Latin continue to be explored in this course.

## **GRADES 9-12**

*The upper school Latin program includes courses that are a continuation of the middle school program or are designed for students beginning their Latin studies. Latin classes are conducted in both Latin and English.*

### **Language Foundations**

Latin I ⇨ Latin II



### **On-Level Sequence**

Latin III ⇨ Latin IV ⇨ Latin IV Honors

### **Honors Sequence**

Latin III Honors ⇨ Latin IV Honors ⇨ Adv. Honors Latin

### **LATIN I**

*(academic; year; grades 9-12)*

This course combines the material covered during the two years of middle school introductory Latin. The aim of the course is to develop foundational knowledge of Latin sentence structure and vocabulary, as well as to establish core reading competency and fluency through reading, composition and verbal and written exercises. The history, culture and legacy of Rome and the Latin language in Western culture are studied throughout the course.

### **LATIN II**

*(academic; year; prerequisite: Latin I or Latin IB or departmental placement)*

This course continues with the introduction to Latin grammar and vocabulary begun in Latin I or Latin IA/IB by building upon student knowledge of nouns and adjectives and adding a core understanding of Latin verb forms and mood constructions. The course expands the exploration of sentence structure and vocabulary while developing fluency through reading, composition, and verbal exercises. Cultural and historical material is routinely integrated into the course to provide a heightened sense of context for the students' linguistic studies.

### **LATIN III**

*(academic; year; prerequisite: Latin II or departmental placement)*

Latin III extends the foundation laid down in Latin II by completing the survey of Latin verb constructions, with particular focus on the subjunctive mood. Throughout the course vocabulary building and techniques of effective reading are stressed through the reading and writing of Latin. The first semester involves intense review and solidification of Latin grammar, practice with excerpts of authentic Latin authors, and extensive expansion of Latin vocabulary. The second semester introduces intensive reading of lightly adapted passages from Livy and Vergil.

### **HONORS LATIN III**

*(academic; year; prerequisites: Latin II and departmental placement)*

Latin III Honors serves as a bridge course between the textbook-based learning of grammar in Latin II and the extensive reading of ancient texts in Latin IV Honors: Caesar and Vergil. The course completes the survey of Latin verb constructions, with particular focus on the subjunctive mood. Throughout the course, vocabulary building and techniques of effective reading are

stressed through the reading and writing of Latin. The first semester involves intense review and solidification of Latin grammar, practice with excerpts of authentic Latin authors, and extensive expansion of Latin vocabulary. The second semester introduces intensive reading of lightly adapted passages from Livy and Vergil.

#### **LATIN IV: The Aeneid of Vergil**

*(academic; year; prerequisite: Latin III or departmental placement)*

In this course, the “Aeneid” of Vergil is read in its entirety in English with significant portions read in Latin, particularly those sections not read in the Latin IV Honors: Caesar and Vergil course. As a consequence, the student may continue the following year with Latin IV Honors: Caesar and Vergil without serious duplication.

#### **HONORS LATIN IV: Caesar & Vergil**

*(academic; year; prerequisites: Latin III Honors or Latin IV and departmental placement)*

The primary focus of Latin IV Honors: Caesar and Vergil is the prescribed syllabus for the AP Latin examination, which comprises a detailed study of works of two literary giants of Latin literature: Julius Caesar’s “Bellum Gallicum” and Vergil’s epic masterpiece “Aeneid.” One semester is devoted to each author, with significant portions read in Latin and the rest in English. Attendant work in mythology, Roman history, rhetorical devices and metrical patterns enable students to understand why these are two of the most significant works in Western literature. Upon completion of the course, students will be prepared to take the AP examination in this subject.

#### **ADVANCED HONORS LATIN: Literature**

*(academic; year; prerequisite: Latin IV Honors: Caesar and Virgil or Latin IV Honors: Literature or departmental placement)*

Students planning to enroll in this course next year meet with the instructor this spring to select a set of texts they want to explore in Advanced Honors Latin. At minimum two separate texts by two separate authors will be read; prose and poetry are offered in alternating years. This includes seeking answers to significant questions about Latin literature and developing a nuanced understanding of the course texts’ artistic, historical and cultural components. Evaluations include translation quizzes and at least two analytical papers, written in English. At least four classes are dedicated each marking period to support students in writing their analytical papers.

#### **HONORS GREEK**

*(academic; year; grades 11-12; prerequisite: completion of Bishop’s World Language graduation requirement and Departmental placement)*

In this course, students study Classical Greek, beginning with the alphabet and ending with reading of authentic and unadapted texts from ancient Greece. Students use the textbook “Athenaze” Books 1 and 2, which provide a thorough grammatical foundation and abundant practice in reading ancient Greek. Since the course is limited to students with a sound background in language study (all students must already have completed their World Languages requirement in another language), the grammar for this course moves at a very fast pace, permitting readings from a variety of ancient Greek authors and texts such as Aristophanes, Plato, Herodotus and Homer.

## **SPANISH**

### **GRADES 6-8**

*The middle school Spanish program is designed as a two-year introduction to the study of Spanish language and culture and provides the basic skills necessary for the acquisition of any world language. These classes are conducted primarily in Spanish.*

#### **SPANISH IA**

*(year; grade 7 or 8)*

In this course, students learn the fundamentals of the four language modalities (listening, speaking, reading and writing) in the Spanish language. Vocabulary includes greetings and farewells, personal information, the alphabet, the calendar, numbers and telling time, leisure activities, school supplies, colors and other-school related terms, family members, description and activities, as well as parts of the home. The course presents the parts of speech, gender and article usage, noun-adjective agreement, the present tense of regular and a few irregular verbs, question formation, interrogative words, affirmative, negative and interrogative sentences. Students use these tools to communicate effectively in spoken and written Spanish. This course is taught primarily in Spanish and students are expected to use Spanish in all interactions. Upon completion of the course, students should reach the Novice-Mid level on the ACTFL proficiency scale.

#### **SPANISH IB**

*(year; grade 8 or 9; prerequisite: Spanish IA)*

In this course, students continue to build proficiency and confidence in the four language modalities (speaking, listening, reading and writing). Speaking and writing tasks include sharing personal information and opinions, talking about daily routines and activities, as well as asking and answering questions using simple sentences within the context of familiar topics such as sports, food, family life and travel. Class activities emphasize oral communication through daily conversations, role-playing situations and oral presentations. This course is taught primarily in Spanish and students are expected to use Spanish in all interactions. Upon completion of the course, students should reach the Novice-High level on the ACTFL proficiency scale.

### **UPPER SCHOOL**

*The upper school Spanish program includes courses that are a continuation of the middle school program or are designed for students beginning their Spanish studies. Starting with level III, all Spanish classes are conducted entirely in Spanish.*

#### **Language Foundations**

Spanish I ⇨ Spanish II



#### **On-Level Sequence**

Spanish III ⇨ Spanish IV ⇨ Spanish IV Honors

#### **Honors Sequence**

Spanish III Honors ⇨ Spanish IV Honors ⇨ Adv. Honors Spanish

### **SPANISH I**

*(academic; year; grades 9-12)*

Spanish I is a foundational language course. Students acquire strong fundamentals in the four language modalities (listening, speaking, reading and writing). Vocabulary and structures are presented in cultural and geographical context and students develop basic knowledge of the Spanish-speaking world. Through thematic units that include project-based learning, speaking, listening, reading and grammar exercises, at the end of the year students are able to handle daily communicative situations. Thematic units include greetings, personal descriptions, time and weather, leisure activities, articles of clothing, colors, school-related terms, food items and meals, chores and the home, the family, and getting around town. This course is taught primarily in Spanish and students are expected to use Spanish in all interactions. Upon completion of the course, students should reach the Novice-High level on the ACTFL proficiency scale.

### **SPANISH II**

*(academic; year; prerequisite: Spanish I or Spanish IB or departmental placement)*

Building on the skills mastered in Spanish I or Spanish IA and IB, in this course students further develop their proficiency in the three communicative modes (interpersonal, interpretive and presentational). Class time focuses on speaking and listening skills through small group conversations, full class discussion, individual and group presentations, and debates. Through this course, students perfect their ability to express themselves in the present tense and become more proficient in their ability to express ideas in the past and future, while studying topics such as the environment, technology, current events, health/medicine and the arts. Class is conducted entirely in Spanish, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Novice-High level to Intermediate-Low level on the ACTFL proficiency scale.

### **SPANISH III**

*(academic; year; prerequisite: completion of Spanish II or departmental placement)*

In this course, students will engage in a thorough review of the fundamentals of Spanish I and II, with the aim of improving their communicative proficiency across a range of time frames (past, present and future) and across all three communicative modes (interpretive, interpersonal and presentational). Class time focuses on speaking and listening skills through small group conversations, full class discussion, and individual and group presentations. Students explore the Spanish language in the context of thematically-oriented units such as the environment, technology, current events, health/medicine, the economy/business and publicity/propaganda. Class is conducted entirely in Spanish, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Low to Intermediate-Mid level on the ACTFL proficiency scale.

### **HONORS SPANISH III**

*(academic; year; placement by departmental placement)*

In this course, students expand their proficiency across the three communicative modes (interpersonal, interpretive and presentational). This course is designed to further develop accuracy as well as spontaneity in the four language modalities (speaking, reading, writing and listening). At this level, class activities engage students through a variety of readings, role-play



situations, in-class discussion, and oral presentations. Contemporary topics such as immigration and technology are discussed together with various cultural traditions in the Spanish-speaking world. The use of videos, novels and literature, music and film provides students with opportunities to hone their listening skills as well as to explore perspectives from authentic voices. In addition, short writing assignments, longer essays and selected grammar topics help students sharpen their ability to express their ideas with precision and in both personal and academic contexts. Students are expected to dedicate a significant amount of time to independent study outside of the classroom, as the class moves at a rapid pace and new grammar topics are studied using a flipped classroom model. Class is conducted entirely in Spanish, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Mid to Intermediate-High level on the ACTFL proficiency scale.

#### **SPANISH IV**

*(academic; year; prerequisite: Spanish III or departmental placement)*

In this course, students expand on the knowledge acquired in previous courses and incorporate new strategies that improve their skills across all four language modalities (speaking, listening, reading, writing), with a particular focus on speaking and writing. Learners will explore advanced grammar structures, vocabulary, literature, and deeper levels of communication. Students will communicate about topics that include friendship, cultural traditions, art and contemporary issues, and will continue to increase their understanding of the cultures and traditions of Spanish-speaking countries enabling them to make connections between themselves and the world around them. Class is conducted in Spanish, and students are encouraged to take risks and be creative in the target language at all times. Upon completion of the course, students should reach the Intermediate-Mid level on the ACTFL proficiency scale.

#### **HONORS SPANISH IV**

*(academic; year; prerequisites: Spanish III Honors or Spanish IV and departmental placement)*

In this course, students expand and deepen their ability across the three communicative modes (interpersonal, interpretive, and presentational). Students foster their ability to describe, narrate, analyze, and argue in Spanish in personal, academic and professional contexts through their exploration of the six content themes of the course: public and personal identities, families and communities, contemporary life, science and technology, global challenges, and beauty and aesthetics. Students engage in extensive reading and listening, review of advanced grammar concepts, analysis of art and literature and a variety of class activities ranging from debates and argumentative essays to marketing pitches and improvisation. Students are expected to dedicate a significant amount of independent study time outside of the classroom, as the class moves at a rapid pace and grammar topics are introduced using a flipped classroom model. By the end of this course, students will be able to use Spanish not only to enrich their own lives but also to support their future academic, professional and creative endeavors. Class is conducted entirely in Spanish, and students are encouraged to take risks and be creative in the target language at all times. Although this course is not specifically designed to prepare students for the AP exam, students who take the course will develop foundational skills and knowledge integral to success on the exam. Additional independent study, however, will be required for students planning to

take the AP examination in this subject. Upon completion of the course, students should reach the Intermediate-High to Advanced-Low level on the ACTFL proficiency scale.

### **ADVANCED HONORS SPANISH: MODERN MEXICO**

*(academic, year; prerequisite: successful completion of Spanish IV Honors and departmental placement)*

This course is designed for students with highly developed language skills who are interested in continuing to deepen and refine their mastery of Spanish in an advanced seminar format. The course is divided into two parts. In part one of the course, students will trace the development and construction of modern Mexico, the eve of the Conquest and ends at the dawn of contemporary Mexico, through an exploration of key cultural concepts (nation, ethnicity, cultural studies, etc.), and key literary works including codices and poetry, as well as through mural, photography and film. In part two of the course, students will engage in an in-depth study of Mexico's northern border and its literary and cultural production. Students will study the construction of the U.S.-Mexico border from a historical perspective and will engage with scholarly and literary works that elucidate the concept of borders, space, globalization, 'post-nationality,' and culture. Students are exposed to a multidisciplinary approach to the literary and cultural production of this region and are able to gain personal insight into the border experience as they acquire a critical vocabulary that facilitates the study of the spatial organization of this unique metropolitan region in Tijuana/San Diego. Class is conducted entirely in Spanish, and students are encouraged to take risks and be creative in the target language at all times. By the end of the course, most students reach the Advanced-Low level of the ACTFL proficiency scale.

### **ADVANCED HONORS SPANISH: SPANISH THROUGH THE STUDY OF FILM AND LITERATURE**

*(academic, year; prerequisite: successful completion of Spanish IV Honors and departmental placement)*

This course is designed for students with highly developed language skills who are interested in continuing to deepen and refine their mastery of Spanish in an advanced seminar format. In this course, students explore various cultural, social and political topics through the study of Spanish and Latin American film and literature. Students advance their language studies and develop their academic language skills as they compare the themes presented in the films to various sources, such as literary works, videos, newspaper articles and historical artifacts. The course aims to improve both speaking and writing skills at an academic level; therefore, it relies heavily on active participation in class discussions, journal writing and in-depth analysis in small group discussions. At the end of each unit, students integrate this knowledge into written and oral analyses of the particular aspects of a literary piece and/or a film excerpt of their choice. Class is conducted entirely in Spanish, and students are encouraged to take risks and be creative in the target language at all times. By the end of the course, most students reach the Advanced-Low level of the ACTFL proficiency scale.

## **STUDENT ACTIVITIES**

*The activities listed below are non-academic but are scheduled into the academic school day. If students meet the prerequisites of the activity, they may request to take the activities during the course request process. Activities do not appear on the School's academic transcript and do not receive a grade.*

### **ASSOCIATED STUDENT BODY**

*(non-academic; year; grades 9-12; prerequisite: by election; meets during X period and after school)*

This is a non-academic leadership group that meets two periods per cycle for the entire school year. ASB provides a conceptual and practical understanding of student government and leadership for elected members of the Associated Student Body (ASB). Members learn what it takes to be a student leader – the responsibilities, functions, tasks and challenges. Students are introduced to parliamentary procedure while developing personal leadership styles. A student also learns to use their influence effectively, develop practical action plans to represent the concerns and needs of a student body, guide and direct the work of others, solve problems, make effective decisions and build teamwork. Members of the council apply the concepts formally addressed in class as they hold their ASB meetings, direct social and spirit activities and fulfill service opportunities to the School. With the mantra, “all-for-one, and one-for-all,” a significant amount of time commitment is required in addition to formal class meetings.

### **MOCK TRIAL**

*(non-academic; year; grades 9 -12; prerequisites: see below; meets on designated days during a class period and outside school hours on a pre-set schedule)*

Mock Trial is an activity that gives students the opportunity to develop critical thinking, public speaking and teamwork skills. Students play the roles of lawyers, witnesses, bailiffs and clerks in a simulated court case. Students present arguments, testify and manage a courtroom before a real judge and attorney scorers. The team is coached by volunteer attorneys and Bishop's teachers and students spend their time preparing for the simulated program during the fall and winter seasons, culminating in a competition that takes place in February. The team will have the opportunity to compete against teams from different schools all over San Diego County at the Superior Court Central Courthouse in Downtown San Diego. Students are expected to attend some practices that take place outside of school hours, be engaged in team collaboration, attend scrimmages and participate in the final competition in February. After the county competition, students spend time reflecting on their performance and building next year's team.

### **PEER SUPPORT**

*(non-academic; year; grades 10-12; prerequisites: by application; meets during X period)*

This is a non-academic activity that meets once per cycle for the entire school year. Students may also be asked to participate in activities that occur outside of the designated X period. In this case, students will be given prior notice. This course is both reserved and required for members of the Peer Support Team, and it is necessary to apply for this class. The Peer Support Team's mission is “to better educate ourselves and our community on issues and matters relevant to well-being, self-reflection and vulnerability. We strive to be models for younger Bishop's students through direct one-on-one interactions and larger advisory and grade level activities.”

To accomplish this goal, the peers receive training in basic peer counseling and support, communication skills and educational outreach opportunities. Team members learn to create, organize and lead presentations for both middle and upper school students.

### **YEARBOOK**

*(non-academic; year; grades 10-12; prerequisites: by application; occasionally meets after school)*

In this largely student-led activity, students produce The Bishop's School annual, *El Miradero*. Students use Microsoft Word and InDesign software to produce all of the copy and layout. Organization, graphic design, copywriting, photography, the value of a deadline, and the teamwork and leadership skills needed to work together to publish a 260+ page book are taught and encouraged. Students who wish to take Yearbook must submit an application in the spring in order to select the activity during the course request period.

## **GLOBAL ONLINE ACADEMY**

*Graduation requirement: none*

Global Online Academy (GOA) is a not-for-profit consortium of leading independent schools around the world dedicated to developing 21st century skills while preserving the academic excellence that is the hallmark of its member schools. The Bishop's School is a member of GOA and thus offers limited enrollment in its classes. The rich course offerings greatly enhance opportunities to learn and explore topics that are not covered or not conveniently scheduled in the program on campus.

GOA courses and grades appear on the Bishop's transcript but GOA grades are not included in the Bishop's GPA calculation. GOA classes can be taken pass/fail. GOA classes count toward the five courses per term minimum and the seven courses per term maximum. GOA credits count towards Bishop's graduation requirements, but do not satisfy departmental diploma requirements.

GOA classes are taught at a high level by faculty from member schools. Students should anticipate a workload similar to that of a course taken on campus. To view the GOA curriculum catalog, click [here](#). For more information about GOA or to request enrollment, please visit the [website](#) or contact the Bishop's Global Online Academy Site Director. **Enrollment opens April 1 and is first-come, first-served to students in grades 10-12. Register early!**

### **ART, MEDIA AND DESIGN**

Fall semester:

***ARCHITECTURE***  
***CREATIVE NONFICTION WRITING***  
***DATA VISUALIZATION***  
***FILMMAKING***  
***GRAPHIC DESIGN***

Spring semester:

***ARCHITECTURE***  
***ARTS ENTREPRENEURSHIP***  
***COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT***  
***DIGITAL PHOTOGRAPHY***  
***FICTION WRITING***  
***GRAPHIC DESIGN***

## **BUSINESS, ECONOMICS & FINANCE**

Fall semester:

***BUSINESS PROBLEM SOLVING***  
***ENTREPRENEURSHIP IN A GLOBAL CONTEXT***  
***INTRODUCTION TO BRANDING & MARKETING***  
***INVESTING I***  
***MACROECONOMICS***  
***MICROECONOMICS***  
***PERSONAL FINANCE***

Spring semester:

***ARTS ENTREPRENEURSHIP***  
***BUSINESS PROBLEM SOLVING***  
***CAPITALISM: PAST, PRESENT & FUTURE***  
***ENTREPRENEURSHIP IN A GLOBAL CONTEXT***  
***INTRODUCTION TO BLOCKCHAIN & CRYPTOCURRENCY***  
***INTRODUCTION TO BRANDING & MARKETING***  
***INVESTING I***  
***INVESTING II***  
***MACROECONOMICS***  
***PERSONAL FINANCE***

## **COMPUTER SCIENCE & ENGINEERING**

Fall semester:

***COMPUTER SCIENCE I: COMPUTATIONAL THINKING***  
***CYBERSECURITY***  
***INTRODUCTION TO ARTIFICIAL INTELLIGENCE***  
***PROBLEM SOLVING WITH ENGINEERING & DESIGN***

Spring semester:

***COMPUTER SCIENCE I: COMPUTATIONAL THINKING***  
***COMPUTER SCIENCE II: ANALYZING DATA WITH PYTHON***  
***COMPUTER SCIENCE II: GAME DESIGN AND DEVELOPMENT***  
***COMPUTER SCIENCE II: JAVA***  
***CYBERSECURITY***  
***INTRODUCTION TO ARTIFICIAL INTELLIGENCE***  
***INTRODUCTION TO BLOCKCHAIN & CRYPTOCURRENCY***  
***PROBLEM SOLVING WITH ENGINEERING & DESIGN***

## **GLOBAL STUDIES**

Yearlong:

***ARABIC LANGUAGE THROUGH CULTURE I***

***ARABIC LANGUAGE THROUGH CULTURE II***  
***ARABIC LANGUAGE THROUGH CULTURE III***  
***JAPANESE LANGUAGE THROUGH CULTURE I***  
***JAPANESE LANGUAGE THROUGH CULTURE II***  
***JAPANESE LANGUAGE THROUGH CULTURE III***

Fall semester:

***APPLYING PHILOSOPHY TO GLOBAL ISSUES***  
***CLIMATE CHANGE AND GLOBAL INEQUALITY***  
***ENTREPRENEURSHIP IN A GLOBAL CONTEXT***  
***GENOCIDE AND HUMAN RIGHTS***  
***GLOBAL HEALTH***  
***INTERNATIONAL RELATIONS***

Spring semester:

***CAPITALISM: PAST, PRESENT & FUTURE***  
***DISCOURSE ACROSS DIFFERENCE***  
***ENTREPRENEURSHIP IN A GLOBAL CONTEXT***  
***INTERNATIONAL RELATIONS***

### **HEALTH SCIENCE**

Fall semester:

***BIOETHICS***  
***GLOBAL HEALTH***  
***HEALTH & FITNESS***  
***INTRODUCTION TO ORGANIC CHEMISTRY I***  
***MEDICAL PROBLEM SOLVING I***  
***MEDICAL PROBLEM SOLVING II***

Fall semester:

***BIOETHICS***  
***INTRODUCTION TO ORGANIC CHEMISTRY I***  
***MEDICAL PROBLEM SOLVING I***  
***MEDICAL PROBLEM SOLVING II***

### **JUSTICE, ETHICS & HUMAN RIGHTS**

Fall semester:

***APPLYING PHILOSOPHY TO GLOBAL ISSUES***  
***BIOETHICS***  
***GENOCIDE & HUMAN RIGHTS***  
***INTRODUCTION TO LEGAL THINKING***  
***PRISONS & CRIMINAL JUSTICE SYSTEMS***  
***RACE & SOCIETY***

Spring semester:

**BIOETHICS**

**DISCOURSE ACROSS DIFFERENCE**

**GENDER & SOCIETY**

**INTRODUCTION TO LEGAL THINKING**

**PRISONS & CRIMINAL JUSTICE SYSTEMS**

**RELIGION & SOCIETY**

### **MATHEMATICS AND TECHNOLOGY**

Yearlong:

**MULTIVARIABLE CALCULUS**

Fall semester:

**DATA VISUALIZATION**

**GAME THEORY**

**LINEAR ALGEBRA**

**NUMBER THEORY**

**PROBLEM SOLVING WITH ENGINEERING AND DESIGN**

Spring semester:

**GAME THEORY**

**LINEAR ALGEBRA**

**PROBLEM SOLVING WITH ENGINEERING AND DESIGN**

### **PSYCHOLOGY & NEUROSCIENCE**

Fall semester:

**ABNORMAL PSYCHOLOGY**

**DEVELOPMENTAL PSYCHOLOGY**

**INTRODUCTION TO PSYCHOLOGY**

**NEUROPSYCHOLOGY**

**POSITIVE PSYCHOLOGY**

**SOCIAL PSYCHOLOGY**

Spring semester:

**ABNORMAL PSYCHOLOGY**

**DEVELOPMENTAL PSYCHOLOGY**

**INTRODUCTION TO PSYCHOLOGY**

**NEUROPSYCHOLOGY**

**SOCIAL PSYCHOLOGY**



## GRADUATION REQUIREMENTS & PLANNER

<b>English:</b>	4 years	<b>Religion:</b>	Bib Lit (sem) & elective (sem)
<b>Mathematics:</b>	3 years and through Math 5	<b>Arts:</b>	2 sem in one medium/discipline
<b>History/SS:</b>	3 years including World and U.S. History (sem history grade 11)	<b>Health:</b>	1 semester in grade 9
<b>Science:</b>	3 years +	<b>PE:</b>	2 seasons (trimesters) in grades 9-10, 1 in grades 11-12
<b>World Lang.:</b>	2 years and through Level 3	<b>Service:</b>	80 hours

*Students must have at least five courses per term. Seven courses per term are permissible as long as at least one of them is "arts" or "non-academic."*

*"Rec'd" refers to the recommended number of years in each subject for college application purposes. This number may be higher than the graduation requirement.*

SUMMARY	Grade 9	Grade 10	Grade 11	Grade 12	Rec'd
<b>English</b>	Eng I	Eng II	Eng III Honors English	Eng IV Honors English Adv Honors Eng	4
<b>Math*</b>	Math 4 Core Math 4 Math 4 Enriched	Math 5 Core Math 5 Math 5 Enriched	Precalculus Core Precalculus Precalculus Honors	Calculus Hon Calculus AB Hon Calculus BC	4
<b>History/SS</b>	Modern World History	U.S. History Hon U.S. History	min. 1 semester history	see grad requirement	3
<b>Science</b>	Conceptual Physics C.P. Enriched	Chemistry Honors Chemistry	Biology Honors Biology	Optional	3
<b>World Language</b>	Yes	Yes	Required if Level 3; recommended if above Level 3	Optional	3
<b>Religion</b>	Intro to Bible Lit (1 semester)	(if not taken over the summer)	1 semester religion course #2	(if not taken over the summer)	1
<b>Arts</b>	2 semesters required; can be taken in different years; must be in the same medium				1
<b>Elective</b>	Health required (1 sem) (can take over summer)	Optional	Optional	Optional	N/A
<b>PE / Athletics</b>	2 trimesters required	2 trimesters required	1 trimester required	1 trimester required	

\* This math progression is typical, but some students take Math 3 in 9th grade, culminating in Precalculus or Core PC in 12th grade.

## **BLANK FOUR-YEAR COURSE PLANNER**

<b>STUDENT</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Rec'd</b>
<b>English</b>	Eng I	Eng II	Eng III Honors English	Eng IV Honors English Adv Hon English	4
<b>Math</b>					4
<b>History/SS</b>	Modern World History	U.S. History Hon U.S. History	TBD	TBD	3
<b>Science</b>	Conceptual Physics C.P. Enriched	Chemistry Honors Chemistry	Biology Honors Biology	TBD	3
<b>World Language</b>					3
<b>Religion</b>					1
<b>Arts</b>					1
<b>Elective</b>					N/A
<b>PE / Athletics</b>					
<b>Extracurriculars</b>					
<b>Add'l responsibilities / activities</b>					
<b>SUMMER</b>	8th to 9th:	9th to 10th:	10th to 11th:	11th to 12th:	