

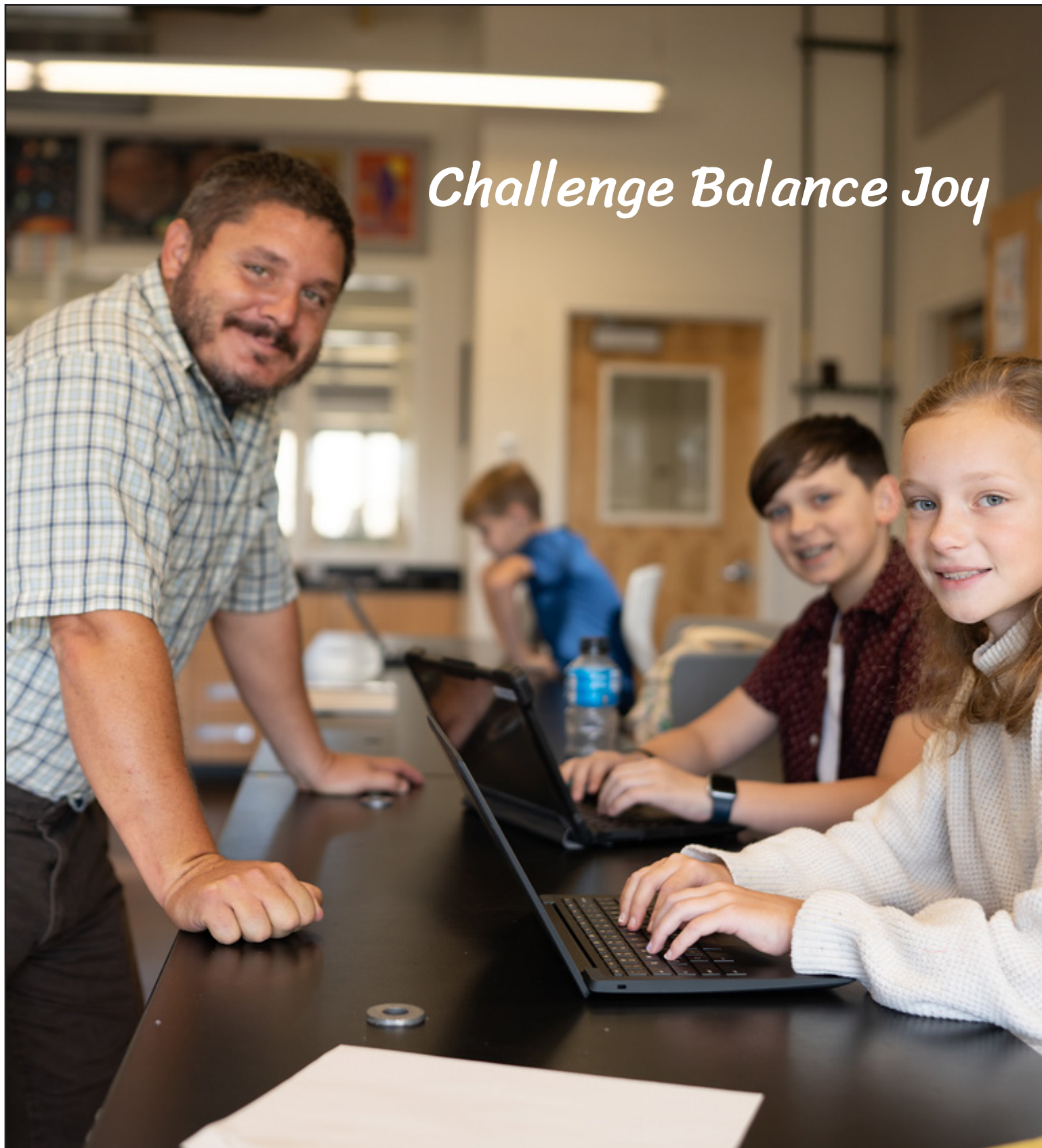
2024–2025 Course Offerings

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ST. ANDREW'S
SEWANEE

Challenge Balance Joy





The St. Andrew's-Sewanee School mission is:

- to be an inclusive Christian community in which the Episcopal heritage is central;
- to provide superior preparation for college;
- to provide educational opportunities for those students for whom such experiences might not otherwise be available;
- to bring all members of the community to a richer spiritual, intellectual, social, physical, and aesthetic awareness so that they might lead lives of honor and loving service to God and to others.

At SAS, we CHALLENGE our students to fulfill their greatest potential while helping them to cultivate lives of BALANCE and JOY.

GRADUATION AND UPPER SCHOOL GRADE LEVEL REQUIREMENTS

Graduation requirements are listed as credits that must be accrued within each discipline and elective credits that must be accumulated. Core curriculum courses may not ordinarily be completed in summer school, though special permission may be granted. Students should complete most of the requirements listed below in their first years of high school so that study of more depth can be pursued in the junior and senior years.

To receive their high school diploma, Upper School students are expected to have a minimum of 20.5 credits, including:

English: 4 credits

Math: 3 credits, beginning with Algebra I (4 credits are strongly recommended)

Science & Technology: 3.5 credits (Technology & Information Literacy [.5 credits], Conceptual Physics, Chemistry, and Biology)

History: 3 credits, including U.S. History

Language: 2 consecutive credits in the same language (in grades 9-12)

Arts: 1 credit

Religion: 1 credit (Religious Studies)

Wellness: .5 credit (Health and Fitness)

Electives: 2.5 credits

Total required for graduation: 20.5 credits and 15 Hours of Community Service/Year Enrolled

GRADE LEVEL REQUIREMENTS

- Health and Fitness is taken in the 9th grade.
- Technology and Information Literacy is taken in the 9th or 10th grade.
- 11th graders are strongly encouraged to enroll in six classes.
- 12th graders must enroll in a minimum of five classes both semesters.
- Arts classes may be taken for credit repeatedly.
- Students wishing to take two math classes or two science classes in one year must have earned an 87 or higher average in their previous math/science classes and have the recommendation of their past math/science teachers.

9th Grade	10th Grade	11th Grade	12th Grade
Literary Studies	Global Literature	English (two) or Place-Based American Studies	English (two)
Historical Studies	Global History	U.S. History or Place-Based American Studies	Religious Studies
Math	Math	Math	3rd Class
Conceptual Physics	Chemistry	Biology	4th Class
Language	Language	5th Class	5th Class
Health & Fitness/Arts/Technology & Information Literacy	Arts/ Technology & Information Literacy	6th Class, encouraged	6th Class, optional
PEAK Programs (3)	PEAK Programs (3)	PEAK Programs (2-3)	PEAK (2-3)
Community Service (15 hours)	Community Service (15 hours)	Community Service (15 hours)	Community Service (15 hours)

- Religion and two semesters of English are senior year requirements and must be taken at SAS.
- ELL students must complete two consecutive years of ELL or two consecutive years of another language.

UNIVERSITY CLASSES & INDEPENDENT STUDY

Students are expected to exhaust all SAS class possibilities in a subject area before taking a University class or designing an Independent Study in that discipline.

UNIVERSITY CLASSES

One of the benefits of being a St. Andrew's-Sewanee student is the ability to take classes at The University of the South with no additional tuition charge. Seniors taking University classes must have an excellent attendance record and a minimum average of 85 and an 87 average both for the previous semester and in the specific subject area. Juniors taking University classes must have an excellent attendance record and a minimum average of 90, in addition to a 90 average both for the previous semester and in the specific subject area. All students wishing to take a University class must complete the University of the South Student Application and Registration Form available in the Bishop Bratton academic office. Requests for University classes must be made before the class begins and be approved by the Academic Dean. Students may not drop or add a University class after the first two weeks of that class. Students must take at least half of their course work at St. Andrew's-Sewanee to be considered St. Andrew's-Sewanee students. English and Religion are considered requirements of the senior year, to be taken at St. Andrew's-Sewanee. Enrollment in a University class is not guaranteed and is dependent upon space availability and compatibility with the student's SAS schedule. Students should register for their ideal SAS schedule of courses, and adjustments will be made as needed and as able.

INDEPENDENT STUDY

Students interested in pursuing independent study should be advanced students (the guideline is a minimum average of 85, and an 87 average for the previous semester) who have exhausted other courses in the particular discipline. The independent study program should reflect both the student's interest and an experienced faculty sponsor's willingness to supervise the program. In order to pursue independent study, students should, with the faculty sponsor, design an independent study project proposal to present to the Curriculum Committee for approval at least four weeks prior to the semester in which the course will begin. This proposal must be signed by student, teacher, advisor, and parent/guardian, and approved by the Curriculum Committee. The proposal should include a statement of the goals of the study, meeting times, and means of assessment for each quarter, including the project or paper that will serve as the culmination of the independent study. Students should plan time for at least one significant meeting period with the sponsor each week, and any independent study proposal should require 4-6 hours per week of study. The final project for an independent study ideally should involve a public presentation. Independent studies can only be taken as a 6th class in a student's schedule.

UNIVERSITY CLASSES, INDEPENDENT STUDY, AND YOUR COLLEGE APPLICATION

Students should recognize that earning a grade lower than an 80 in a college class or Independent Study can be detrimental to their college application. It is important that students seriously weigh the benefits and responsibilities of taking University classes or pursuing an Independent Study.





Schedule Advice for Our Seniors

The strength of the senior schedule, both fall and spring semesters, is particularly important because colleges will look to see if students have “maxed out” the opportunities available. The strongest senior schedule in the eyes of colleges would include math, a lab science, a 4th or 5th year of foreign language, and/or an upper school elective. Check the requirements for public universities in your home state and others you may be considering. Public universities typically require 4 years of math and 4 years of science for admission. Private colleges and universities expect that you will have taken 4 years of math, 4 years of science, AND 3-4 years of foreign language. Arts courses should typically be taken as a 6th course. Seniors should not take two arts courses without the approval of the College Counselor and the Academic Dean.

GRADE LEVEL NOTES

6th Grade All courses are predetermined. Students are introduced to language study through a full year of Latin and Classical Studies. Sixth graders are encouraged to do PEAK activities, but they are not required.

7th Grade All courses are predetermined. Students continue language study through a full year of Spanish. Seventh graders are encouraged to do PEAK activities, but they are not required. Boarding students are required to participate in PEAK activities.

8th Grade Rising 8th graders take Pre-Algebra or Algebra I. Beginning Latin and Spanish I are available to 8th grade students as they continue their language study. Both are upper school courses. Eighth graders are encouraged to do PEAK activities, but they are not required. Boarding students are required to participate in PEAK activities.

9th Grade For those students who took language in 8th grade, the next year of that language should be considered the norm. Most 9th graders will take Literary Studies, Historical Studies, Math, Conceptual Physics, Language, Health and Fitness, and Arts or Technology and Information Literacy. Ninth grade students take six classes and a PEAK activity each season (one of which must be physically active). *Class Requirements: Literary Studies; Historical Studies; Math; Conceptual Physics; Language; Health and Fitness; and Arts or Technology & Information Literacy.*

10th grade Students who have not previously had it, normally take Chemistry. Conceptual Physics or Biology are options for those who have had Chemistry. Almost all 10th graders should be enrolled in language and arts classes, though students wishing to take two languages may do so. Tenth graders must take six classes and a PEAK activity each season (one of which must be physically active). *Class Requirements: Global Literature; Global History; Math; Chemistry; two more classes (Language, Arts, Technology and Information Literacy if not completed)*

11th Grade Elective options should be considered as students begin to take classes reflecting their individual interests. Eleventh graders must take English, History, math, and Biology. They have a choice of U.S. History and English or Place-Based American Studies. Eleventh graders should continue in language. Eleventh graders must take five to six classes (six highly recommended) and two PEAK activities during the year (one of which must be physically active). Boarding students take three PEAK activities. *Class Requirements: English (two); and U.S. History or Place-based American studies; Math; Biology; two more classes (Language, Arts, or others)*

12th Grade Students must take five to six classes (six recommended) and two PEAK activities during the year (one of which must be physically active). Boarding students take three PEAK activities. All elective options should be considered as students plan their course load. Most 12th graders should continue their study of math and language since selective colleges often require four years of math and significant language study. *Class Requirements: English (two) and Religion; three more classes (Math, History, Science, Language, Arts, or others)*

INSTRUCTIONS FOR REGISTERING FOR CLASSES

On the following pages, you will find your class and PEAK program options for 2024-2025. Students work with the Academic Dean and/or the College Counselor, their advisor, and their parents to discuss options and preferences for course selection, considering the following questions.

- Which classes will give you a comprehensive and broad-based education?
- Will these class choices keep you on schedule to meet graduation requirements?
- Will these class choices position you well for application to the colleges and universities to which you are likely to apply?

There is a one-week drop/add period at the beginning of each semester; however, please keep in mind that because SAS builds its faculty assignments and schedule on the needs and choices of our students as articulated in pre-registration, it can be difficult or even impossible to change classes once the school year has begun.

GRADES, CREDITS AND MOVING ON TO THE NEXT COURSE

A 60 is a passing grade, and passed Upper School classes are granted credit on that basis, but a minimum grade of 70 is required before a student may progress to the next level in a math or language class.

Failure of the second semester of a cumulative course (math, science, history, English, or language) will result in failure of the entire course, regardless of the first semester grade.

A SPECIAL NOTE ON MATH



The regular progression in math is Algebra I to Geometry to Algebra II. Some students are recommended to take Pre-Algebra prior to Algebra I. Ideally, students should take math through their senior year. Some state schools now require four years of high school math (1 year of math beyond Algebra II) for admission to their four-year colleges and universities. Selective private colleges and universities expect students to take four years of math through the senior year.



COURSE OFFERINGS 2024-2025

* Indicates a required course

 fulfills a Cumberland Scholars requirement

 **Cumberland Scholars** capitalizes on SAS’s unique geographic assets by offering authentic and engaging learning experiences. This graduation distinction recognizes students who intentionally and consistently engage in place-based learning and outdoor education opportunities at SAS beginning in the ninth or tenth grade years. The road to distinction includes academic study, experiential learning, technical skill demonstrations, service requirements, and leadership opportunities, and it culminates in the senior year with a public presentation of a capstone research project focused in place-based or outdoor education. Courses and programs noted with  fulfill a Cumberland Scholars requirement. For more information, contact Academic Dean Kelley Black or Coordinator of Place-based and Outdoor Education Michael Short.

Cumberland Scholars Pathway

	Academic	Experiential	Technical	Service	Capstone
9th Grade	Place-based semester elective (1) and/or PEAK program	Multi-day place-based and/or outdoor weekend trips, break trips, Winterim trips (at least 1); Winterim course		10 hours with place-based and/or outdoor education focus	
10th Grade	Place-based semester electives and/or PEAK program	Multi-day place-based and/or outdoor weekend trips, break trips, Winterim trips (at least 1); Winterim course		10 hours with place-based and/or outdoor education focus	
11th Grade	Place-based American Studies and Place-based semester electives and/or PEAK program	Multi-day place-based and/or outdoor weekend trips, break trips, Winterim trips (at least 1); Winterim course	Fall Semester: Foundational Spring Semester: Specialty	10 hours with place-based and/or outdoor education focus	
12th Grade	Place-based semester electives and/or PEAK program; Senior Capstone Research Project	Multi-day place-based and/or outdoor weekend trips, break trips, Winterim trips (at least 1); Winterim course	Fall or Spring Semester: Specialty	10 hours with place-based and/or outdoor education focus	Fall Semester: Capstone Research Course Spring Semester: Independent Study Course

COURSE OFFERINGS 2024-2025

* Indicates a required course

 fulfills a Cumberland Scholars requirement

Academic Requirements

To be completed 9th and/or 10th, 11th, and 12th grade (over 3 or 4 years):

- A total of 5 (not including the capstone project) academic and PEAK program courses
 - * Includes a minimum of 3 academic courses (at least 1 humanities course and 1 science course)
 - * Includes 2 PEAK programs (For three sport athletes, two additional courses may be substituted for 2 PEAK programs).

Offerings Include: Environmental Literature, Environmental History, Environmental Science, Archaeology of the Southeastern United States, Field Geology, Place-Based American Studies, Photography Community Connections, Farming, Landscape Painting, Outdoor Adventure: Water & Wilderness, Climbing and Cycling, Mountain Biking, Cross Country.

Experiential

To be completed 9th and/or 10th, 11th, and 12th grade:

- At least one multi-day outdoor and/or place-based experience per year through weekend activities or trips during breaks
- At least one Winterim course per year

Technical

To be completed 11th grade:

- Foundational (fall of the junior year)
 - * Risk Management, First Aid, and Decision Making
 - * Certification in some form of risk management
- Specialty (spring of the junior or senior year)
 - * Demonstration of at least one specialty skill to our community by co-leading an existing program or sponsoring a program of your own (example: running a practice under the supervision of the coach, co-leading a climbing experience, designing and leading your own weekend activity or Winterim course)

Service

To be completed 9th and/or 10th, 11th, and 12th grade:

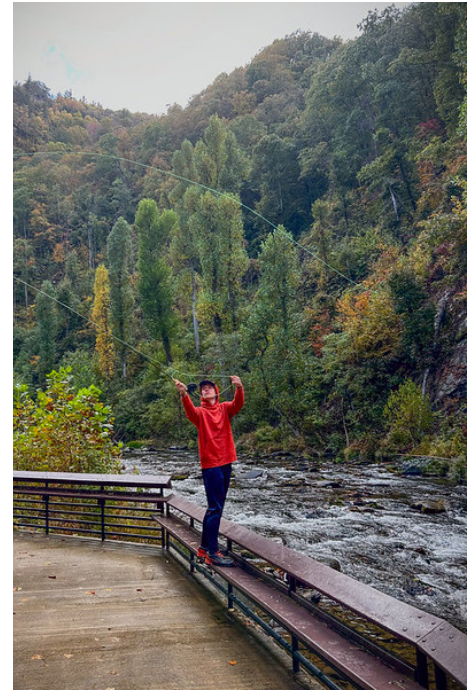
- Of the 15 service hours required each year of upper school, 2/3 (10 hours) must be place-based and outdoor education focused.
- Must receive prior approval from the Service Coordinator in consultation with the Coordinator of Place-based and Outdoor Education

Senior Research Capstone Project

To be completed 12th grade:

- Fall semester: research capstone course
 - * Includes reading, discussion, research methods instruction, collaboration, expert interviews or presentations
 - * Culminates in a written Proposal for the Capstone Project
- Spring semester: independent study course
 - * Focuses on engagement with and implementation of capstone project
 - * Culminates with a public presentation of project

Cumberland Scholars enjoy priority enrollment in courses, PEAK programs, and activities that satisfy pathway requirements. Each experience, activity, course, etc. may satisfy only one of the five categories.



COURSE OFFERINGS 2024-2025

* Indicates a required course
🌱 fulfills a Cumberland Scholars requirement

ARTS (1 YEAR REQUIRED IN UPPER SCHOOL)

- Visual Art 6,7
Performing Art 6,7
Performing Art 8 (Fall or Spring)
Photography & Architecture 8 (Fall) or Clay 8 (Spring)
Contemporary Pottery (Fall and/or Spring)
Drawing and Painting (Fall and/or Spring)
Functional Pottery (Fall and/or Spring)
- Filmmaking (Spring)
Mixed Media (Spring)
Music Ensemble (Fall and/or Spring)
Photography (Fall)
🌱Photography–Community Connections (Spring)
Radio Broadcasting and Production (Fall and/or Spring)
Theatre: Acting (Fall)

HUMANITIES

English (4 years required in Upper School)

- *Literary Studies
- *Global Literature
- *English 11/12 (4 Courses Required) or Place-Based American Studies and 2 English 11/12 courses

ENGLISH 11/12 COURSES OFFERED 2024-2025 (1 REQUIRED IN EACH SEMESTER)

English 11/12 Fall Semester 2024-2025	English 11/12 Spring Semester 2024-2025
Expository and Creative Nonfiction: Writing Intensive	American Literature
Formation and Transformation: Bildungsroman	British Literature
Gothic Literature	Fiction, Drama, Poetry: Writing Intensive
Multicultural American Literature	Modern and Contemporary Literature and Philosophy
Shakespeare Post-1600	🌱Environmental Literature: Place-Based
🌱Place-Based American Studies (yearlong, available to juniors only)	

English Language Learner

ELL (offered as needed)

History (3 years required in Upper School)

- *Historical Studies
- *Global History
- *U.S. History or Place-Based American Studies
- Slavery to Civil Rights: the African American Experience (Fall)
- Modern Middle East (Spring)

Humanities 6,7,8

Religion (1 year required in 12th Grade)

- *Introduction to Ethics (8th grade) (Fall)
- *Religious Studies

Interdisciplinary Studies

- *IDE8 [Inquire-Discover-Explore]-(8th grade) (Spring)
- Psychology (Fall)
- 🌱 Cumberland Scholars Capstone (Fall) (Seniors only)
- 🌱 Cumberland Scholars Capstone Independent Study (Spring) (Cumberland Scholars Seniors only)

COURSE OFFERINGS 2024-2025

* Indicates a required course

🌱 fulfills a Cumberland Scholars requirement

Language and Culture Studies

(2 consecutive years of the same language required in Upper School)

*Latin 6

*Spanish 7

Latin I, II, III

Spanish I, II, III, IV, V

Math (3 years required in Upper School)

*Math 6, 7

Pre-Algebra

*Algebra I

*Geometry Requirement: A final grade of 70 or better in Algebra I

*Algebra II Requirement: A final grade of 70 or better in Geometry

Algebra III: Functions and an Introduction to Trigonometry (Fall)

For students who want to strengthen their algebra skills and have not already had Trigonometry or Math Analysis. Requirement: A final grade of 70 or better in Algebra II Statistics and Probability (Spring)

Requirement: A final grade of 70 or better in Algebra II

Precalculus: Trigonometry (Fall)

For students who have a strong interest in mathematics or the sciences. Requirement: A final grade of 85 or better in Algebra II, an 80 or better in Algebra III, or special approval from the math department

Precalculus: Math Analysis (Spring)

For students who have a strong interest in mathematics or the sciences. Requirement: A final grade of 85 or better in Algebra II, an 80 or better in Algebra III, or special approval from the math department

Advanced Statistics

A valuable and practical course for everyone, especially students who are interested in social sciences, education, business, or economics. Requirement: A 70 or better in Precalculus or Statistics and Probability

Calculus

For students who have a strong interest in mathematics or who plan to study engineering, the physical sciences, business, or economics. Requirements: An 80 or better in Trigonometry and Math Analysis and the recommendation of the current math teacher

Outdoor and Physical Education

*Adventure Education 6, 7, 8

*Physical Education 6, 7, 8

*Health and Fitness (9th grade) (Fall/Spring)

Science and Technology

(3 years of science required in Upper School)

*Science 6, 7, 8

*Conceptual Physics

*Technology & Information Literacy (9th or 10th grade) (Fall/Spring)

*Chemistry Requirement: Algebra I

*Biology Requirement: Chemistry

Advanced Biology Requirement: Chemistry and Biology

Advanced Chemistry Requirement: Chemistry. Requirement or co-requisite: Biology, Algebra II

Advanced Physics Requirement: An 85 or above in Algebra II and Precalculus as a requirement or co-requisite; introductory physics recommended.

🌱 Field Geology (Fall)

Coding and Electronics: Apps & Game Creation (Spring)

🌱 Climate Change and Tennessee (Spring)



Full Year Courses

Students must complete the full year to receive credit for these classes.

ARTS

Performing Arts

6th Grade Performing Arts

Calling all actors, singers, dancers, musicians, and techies! 6th graders will begin an incredible journey into all aspects of performing arts. This class will introduce a full range of performing arts opportunities - even stage combat - to each student and then allow them to dive deeply into their area or areas of primary interest. Students who play an instrument (all instruments welcome!), singers, actors, and dancers will learn and grow their ability by working both individually and in a variety of ensemble settings in preparation for performances that include Creative Expression showcases, the Cumberland Christmas Show, a spring showcase, and more. Students interested in the technical aspects of lighting, sound, and stagecraft will develop those skills in preparation for producing each show during the year. Students will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals.

7th Grade Performing Arts

Whether you seek the spotlight or prefer to work behind the scenes producing a show, this is the class for you! Actors, dancers, singers, and musicians will produce songs and scenes for performances in McCrory throughout the year, including the Cumberland Christmas Show, spring performing arts showcase, and Creative Expression performances. Bring your instrument (all instruments welcome!) and/or your voice for the music ensemble and vocal performances from all genres, including musical theatre, sacred music, pop, rock, and more. Actors will develop and perform skits. Technical theatre-focused students will have the opportunity to produce the shows in the light and sound booth and backstage. Everyone will participate in improv and choral music during the year to develop public speaking and stage presence skills. Students will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals.

Visual Arts

6th Grade Visual Arts students gain confidence and skill in their creative endeavors through experimentation with a variety of processes, techniques, and different materials. Projects include collaboration on large-scale murals, painting the campus landscape from observation, and investigating color, line, and form through portraiture and still-life drawings. Students maintain a process sketchbook, work from imagination on sketchbook prompts, and create multiple pieces for a personal portfolio.

7th Grade Visual Arts students investigate the elements of art and design by creating two- and three-dimensional artwork in a variety of media. Signature projects in the seventh grade include identity self-portraits, neon-sign posters, and ceramic animal eyes. Each student maintains a process sketchbook. Through individual projects, class demonstrations, discussions, and critiques, students develop the ability to think critically about visual work.

HUMANITIES


English Language Learner

ELL: Students learn advanced grammar structures and sophisticated vocabulary. Vocabulary development and readings from a variety of sources help students comprehend increasingly difficult texts. Recordings of various conversations and reports are analyzed for listening comprehension. There is a focus on developing critical thinking skills and using them to formulate strong oral or written responses to questions concerning students' own opinions or academic texts using appropriate vocabulary, word usage, and sentence structure

English

Literary Studies encourages students to think logically, analytically, creatively, and independently. Novels, short stories, poems and plays are used to promote a love of reading and encourage an awareness of theme, characterization, conflict, setting, point of view, style, tone, and literary devices. Students complete a focused study of poetry and short fiction, learning to analyze and write their own original poetry and fiction. Throughout the course, students expand their vocabularies while improving their reading and writing skills. Writing exercises focus on basic sentence structure, punctuation usage, paragraph structure, and logical essay format. In addition to formal essays, students discover their own voices through creative writing. During the Shakespeare unit, students also practice their skills in memorization and recitation. **Principal texts include:** *The Odyssey* by Homer, *Macbeth* by William Shakespeare, *Lord of the Flies* by William Golding, *The Bean Trees* by Barbara Kingsolver, *A Raisin in the Sun* by Lorraine Hansberry, and modern and contemporary fiction and poetry.

Global Literature students analyze literature from across the world, seeking to understand the impact of historical events on the development of individuals, communities, and nations. Complementing the Global History course, we examine the ways in which literary authors have responded to their social and cultural realities by exploring the relationship between the self and the world. Students will also study various philosophies and major faith traditions, leading them towards a deeper understanding of themselves. In Global Literature, students continue to hone their reading, writing, speaking, and listening skills, focusing on the development of reasoning skills and writing techniques. Class discussion and writing assignments emphasize critical and creative thinking, encouraging students to write in a variety of genres, such as personal, expository, and literary analysis essays, as well as fiction and poetry. **Principal texts include:** *Washington Black* by Esi Edugyan; *Epic of Gilgamesh*; *A Thousand Splendid Suns* by Khaled Hosseini; *Othello* by William Shakespeare; essays on spirituality, religion, and philosophy; and contemporary fiction and poetry.

 **Place-Based American Studies (open to juniors, replaces U.S. History and 2 11/12 English courses)** examines essential themes in the literature and history of the United States, including place, identity, conflict, and consensus, through a lens that focuses on a fixed, place-based approach. This interdisciplinary, team-taught course also incorporates contributions from archaeology, cultural anthropology, politics, religion, film, and art. Rooted in serious research and off-campus experiences, including required field investigations to

Full Year Courses continued


Students must complete the full year to receive credit for these classes.

regional sites, students deconstruct the national narrative and develop a deeper connection to Sewanee, the Appalachian region, and the South. Projects of civic engagement and service-learning are integral parts of this course. **Potential texts include** *The Morning Watch* by James Agee, *Ely: An Autobiography* by Ely Green, *A Mercy* by Toni Morrison, *The Awakening* by Kate Chopin, *The Mountaintop* by Katori Hall, *A Streetcar Named Desire* by Tennessee Williams, *Mountain Windsong* by Robert J. Conley, *Black Boy* by Richard Wright, and *The Yellow Birds* by Kevin Power. For completion of this double-block, yearlong course, students receive credit in English (equivalent to two one-semester offerings) and History (equivalent to the graduation requirement in U.S. History). **Note: Open only to juniors. Students completing Place-Based American Studies will be ineligible to take U.S. History as seniors.**

History

Historical Studies places an emphasis on “making” history through the production of contested versions of the past. This course examines the complexity of the human experience in texts, contexts, and critiques across time and place. It seeks to instill the judgment, empathy, and cultural literacy needed for civic participation. Historical Studies fosters the development of historical thinking skills and essential skills in reading, collaboration, writing, and speaking. An introduction to research methods is an integral feature. Consistent with the vision to value and empower the many voices of our community, Historical Studies also traces the construction of the self through selected readings and visual media from global history.

Global History places an emphasis on the twin themes of perspectives and processes in the global past and present. It examines the complexity of the modern world with consideration to historical antecedents. Cultural geography and political simulation are integral features. Global History fosters the refinement of historical thinking skills and essential skills in reading, research, collaboration, writing, and speaking introduced in Historical Studies. Consistent with the goals of a place-based education, Global History also investigates those interesting questions that arise at the juncture where global processes intersect with their local manifestations.

 **Place-Based American Studies (open to juniors, replaces U.S. History and 2 11/12 English courses)** examines essential themes in the literature and history of the United States, including place, identity, conflict, and consensus, through a lens that focuses on a fixed, place-based approach. This interdisciplinary, team-taught course also incorporates contributions from archaeology, cultural anthropology, politics, religion, film, and art. Rooted in serious research and off-campus experiences, including required field investigations to regional sites, students deconstruct the national narrative and develop a deeper connection to Sewanee, the Appalachian region, and the South. Projects of civic engagement and service-learning are integral parts of this course. **Potential texts include** *The Morning Watch* by James Agee, *Ely: An Autobiography* by Ely Green, *A Mercy* by Toni Morrison, *The Awakening* by Kate Chopin, *The Mountaintop* by Katori Hall, *A Streetcar Named Desire* by Tennessee Williams, *Mountain Windsong* by Robert J. Conley, *Black Boy* by Richard Wright, and *The Yellow Birds* by Kevin Power. For completion of this double-block, yearlong course, students receive credit in English (equivalent to two one-semester offerings) and History (equivalent to the graduation

requirement in U.S. History). **Note: Open only to juniors. Students completing Place-Based American Studies will be ineligible to take U.S. History as seniors.**

U.S. History is a study of the history of the United States from pre-Columbian America through the present day. Students study the major political, social, economic, and cultural aspects of the American experience through extensive use of original documents. Broad themes are explored, including independence and constitutional government, sectionalism and civil war, industrialism and the foundations of modern America, and the responsibility of citizenship. The course also includes analytical writing assignments including document-based essays. Students complete a major research paper in the second semester. (Students may take Place-based American Studies OR U.S. History, but cannot take both).

Humanities

Humanities 6 is an interdisciplinary course built around history, language, and geography concepts. Students traverse a vast historical timeline beginning with the formation of the stars and planets and ending with the fall of Ancient Rome. An emphasis is placed on understanding the building blocks of civilizations: governments, laws, economies, customs, myths, and more. Geography and language concepts are woven in wherever possible, such as examining Gilgamesh in tandem with Ancient Mesopotamia and myths in tandem with Ancient Greece. Students complete independent reading both in and out of class, culminating in book reports each quarter. Major assessments take a variety of forms, ranging from traditional exams to collaborative projects to creative multimedia presentations.

Humanities 7 integrates Language Arts with a survey of early U.S. History that examines Native American issues, the U.S. Constitution, the origins of our founding principles, westward expansion, and the divisive conflict over slavery. Students develop critical reading skills through daily independent reading coupled with shared reading that enriches the history curriculum such as *Same Sun Here* by Neela Vaswani and *Silas House Ghost Boys* by Jewell Parker Rhodes and *Nothing But the Truth* by Avi. The writing workshop reinforces and enhances basic composition skills and immerses students in the process approach to writing in a variety of genres, from free-verse poetry to book reviews.

Humanities 8 studies U.S. History from the Civil War through the present. Literature reinforces historical understanding as well as providing a basis for studying the elements of fiction. Writing exercises continue to emphasize a process approach. Students work in a variety of genres with an emphasis on the essay. The course is writing intensive. **Potential texts:** Joy Hakim’s series, *A History of US*; *Animal Farm* by George Orwell; *To Kill a Mockingbird* by Harper Lee; *They Called Us the Enemy* by George Takei; *For Every One* by Jason Reynolds; *Piecing Me Together* by Renee Watson. Articles, short stories, and primary sources supplement these and readings of the students’ own choosing.

Full Year Courses continued

Students must complete the full year to receive credit for these classes.

RELIGION

Religious Studies, taught at a college seminar level, is an exploration of religion as a phenomenon common to humanity. Students develop tools for the study of any religious tradition. They learn language and method for theological thinking with particular emphasis on the religions birthed of the Abrahamic tradition. Through seminars, essay writing, and research projects, students reflect on the theoretical material presented. At the conclusion of the course, each student articulates a personal creedal statement in light of a full year's experience examining the phenomenon of religion. **Texts include:** *Dynamics of Faith* by Paul Tillich, *Siddhartha* by Hermann Hesse, *God Is Not One* by Stephen Prothero, *Illustrated World Religions* by Huston Smith, and *Justice* by Michael Sandel.

LANGUAGE & CULTURE STUDIES

Middle School Language

Latin 6

Students take a year-long exploratory level of this language to learn basic grammar, the beginning study of Greco-Roman culture and mythology, and appropriate student skills for learning a foreign language. Students learn vocabulary terms in conjunction with grammar. They also learn how to utilize rote memory skills, how to maintain an organized folder for Latin class, and the best study habits for language acquisition.

Spanish 7

Students study Spanish grammar, vocabulary, and culture through thematic units that center practical communication. This course builds a foundation in the language by developing the basic skills of speaking, listening, writing, and reading in Spanish and prepares students for the demands of a level one Spanish course in eighth grade, or a return to Latin studies.

Upper School Language

Latin

Currently, SAS offers three levels of Latin: Latin I, Latin II and Latin III. As of their fourth year in Latin, students have the option of either taking an Independent Study of Latin with a current SAS faculty member, or they can take a Latin course through the University of the South. Latin I through Latin III involves intensive grammar, vocabulary terms, and analysis of Roman culture/history through the translations of passages from ancient Roman writers.

Latin I: Through the Latin textbook *Wheelock's Latin*, 7th edition and the supplementary text *Workbook for Wheelock's Latin*, students will begin their journey through Latin grammar, vocabulary and culture/history. Latin I will cover approximately fifteen chapters of this textbook. The content of these fifteen chapters includes vocabulary terms, verb characteristics, all four verb conjugations in the present and perfect systems, noun declensions, 1st, 2nd and 3rd declensions and demonstratives.

Latin II: Continuing with the Latin textbook *Wheelock's Latin*, 7th edition and the supplementary text *Workbook for Wheelock's Latin*, students will continue studying Latin through intensive grammar, vocabulary and culture/history. Latin II will roughly cover chapters 16-30. The content of these fifteen chapters includes vocabulary terms, numerals, relative pronouns, passive verb forms in the present

system, 4th and 5th declensions, participles, ablative absolutes, passive periphrastic, indirect statements, present subjunctives, jussives, purpose and result clauses and indirect questions.

Latin III: Completion of the Latin textbook *Wheelock's Latin*, 7th edition and the supplementary text *Workbook for Wheelock's Latin*, students will continue studying Latin through intensive grammar, vocabulary and culture/history. Latin III will cover the last ten chapters of the textbook. The content of these ten chapters includes cum clauses, proviso clauses, conditions, deponent verbs, jussive noun clauses, gerunds and gerundives and fear clauses. After completing these final ten chapters of the Wheelock textbook, students will implement their grammar and vocabulary knowledge with easier Roman authors such as Julius Caesar or Ovid. These author selections will be voted on by the class.

Spanish

SAS offers five levels of Spanish. Spanish 1 through 4 constitutes our basic language program where students will develop the building blocks for advanced study. After Spanish 4, students have the option to pursue college level courses at the University of the South. The basic language program will prepare students for daily interaction, future travel, and continued study at the college level. We expect students to achieve an ACTFL proficiency level of intermediate by the end of the basic language program. Each Spanish level is complemented by a robust exploration of cultural and linguistic diversity by drawing on a rich body of authentic literature, film, television, and other media from the Spanish speaking world.

Spanish I is an introduction to Spanish language and Hispanic cultures. Students learn grammar and vocabulary and develop their speaking and listening skills across different communicative scenarios centered around student life. In each class they will speak, listen, read, and write as they build a foundational knowledge of Spanish centered on the present tense and high frequency interactions. Class periods are immersive with limited use of English.

Spanish II aims for complete immersion with students expected to participate and respond to basic questions about their lives and activities. They begin the year with a thorough review of grammar and basic skills of conversation, writing, and reading. They will be introduced to the past tenses and additional conversation topics centered around education, travel, shopping, and daily routines.

Spanish III students review present and past tenses and will begin preparing constructions that are more sophisticated in written and oral communication. Students deepen their understanding of the culture of Spanish speaking countries as they engage with more complex, authentic media in a variety of formats covering themes like health, technology, homes, city life, and the environment.

Spanish IV students complete the basic language program and as they integrate and refine their communication and comprehension skills through conversation and comprehension topics centered on wellbeing, travel, professions, art, and current events in the Spanish speaking world. Emphasizing vocabulary, grammar, and daily participation, this course is conducted entirely in Spanish, providing

Full Year Courses continued

Students must complete the full year to receive credit for these classes.

students with an immersive learning experience as they develop the skills necessary to achieve ACTFL intermediate proficiency.

Spanish V is designed to give students a deeper insight into the culture and history of Latin America and Spain through a study of films, music, and important texts written by contemporary Hispanic authors. Students improve their communication skills through frequent writing exercises, research projects, and presentations. The class is conducted entirely in Spanish, and students are expected to actively participate during class discussions.

MATH

Math 6 focuses on the basic building blocks for higher level mathematics. Students learn to identify numbers and operations, represent order, compare numbers, and estimate. Algebra is used to analyze and introduce symbols to generalize patterns, recognize properties of operations, and analyze change in various situations. Students are introduced to geometric concepts and taught to analyze and describe the characteristics and properties of 2-D and 3-D shapes, locate and specify points on a grid, and use geometric concepts such as symmetry and transformations. Students learn to determine time, length, perimeter, area, weight, capacity, and temperature. Students collect, organize, analyze, interpret, and display data in tables and graphs and determine the probabilities of outcomes in simple experiments. All concepts are taught with an emphasis on solving real-world problems.

Math 7 students develop their skills in working with fractions, decimals, percentages, measurement, ratio and proportion, area, and volume, with an emphasis on understanding in order to increase their problem-solving abilities. They study probability, the real number system, equations, basic geometry, and the coordinate plane. Students consider ideas underlying these concepts: Why is a particular skill needed? What kind of problems will it help solve? Mathematics is presented in a manner that is worthwhile, interesting, entertaining, and relevant.

Pre-Algebra focuses on the basic math skills and abstract thinking in preparation for algebra. The first semester is spent working on integers, fractions, decimals, and percents as well as manipulations such as addition, subtraction, multiplication, and division. Students expand their knowledge of numbers by discussing topics such as exponents, factors, ratios, proportions, patterns, equations, inequalities, triangles, area, and volume. The second semester introduces basic algebra including variables, algebraic expressions, functions, and graphing. **Prerequisite:** Math 7.

Algebra I students study the real number system and the basic structure of algebra. Major topics include solving linear equations and inequalities in one and two variables, systems of linear equations, laws of exponents, basic factoring, and solving basic quadratic equations. Special attention is given to graphing and writing linear equations.

Geometry students learn about axiomatic systems and to use inductive and deductive reasoning to develop geometric proofs. Students define, classify, and measure 2-D and 3-D figures. They

study geometric relationships such as congruence and similarity. Students explore and develop the use of geometric modeling to solve problems. **Requirement:** Final grade of 70 or better in Algebra I.

Algebra II students learn about the function concept, in terms of both equations and graphs, with emphasis placed on several major function types: linear, polynomial, rational, exponential, logarithmic, and piece-wise. The quadratic form is studied in detail, and students gain proficiency in solving contextual problems. **Requirement:** A final grade of 70 or better in Geometry.

Advanced Statistics, one of two pinnacle mathematics courses, is an activity-based course. Students study how statistics are produced, used, and misused in business, government, psychology, law, sports, medicine, and other fields. There is an emphasis on how statistical information can be communicated or displayed effectively. Students will study probability models and how they are used in conjunction with survey and experiment design. Statistics is designed for students who are interested in the social sciences, business, education, or economics. **Requirement:** A 70 or better in Precalculus or Statistics and Probability.

Calculus is one of two pinnacle mathematics courses. Students study the derivative and integral as the limiting results of infinite processes. They learn standard computational techniques, proofs of the major theorems, and methods for applying the theory to applications in the sciences. This course is designed for students who have a strong interest in mathematics or who plan to study science, engineering, business, or economics in college. **Requirements:** An 80 or better in Precalculus and the recommendation of the current math teacher.

OUTDOOR AND PHYSICAL EDUCATION

Adventure Education 6 is an opportunity for students to learn to safely explore and enjoy our natural world. The school's 550-acre campus is the setting for most of our activities, which include hiking, games, construction projects, map reading, orienteering, and more. Students use their imaginations and hone their sense of adventure as we work on team building, communication conflict resolution, and problem solving skills.

Adventure Education 7 continues to use the campus as a learning laboratory and teaches students new skills. 7th graders reflect on the previous year's experiences in order to increase their judgment and leadership skills. They engage in with more technical outdoor activities such as bouldering, rappelling, and strategic games. They must be ready at any time to apply their knowledge during spontaneous rescue scenarios, which demand swift and sound decision-making. At specific times throughout the year, the SAS Farm becomes the classroom. Students perform three basic tenets of organic gardening: germinating seeds, transplanting seedlings, and conditioning the soil.

Adventure Education 8 continues some of the more technical activities from AE 7 and introduces the concepts of "hard skills" versus "soft skills." Each lesson consists of a game, activity, or challenge that aims to improve student mastery of one hard skill and one soft skill. Basic first aid skills are also woven throughout the course, and students must be prepared to respond to mock scenarios in order

Full Year Courses continued

Students must complete the full year to receive credit for these classes.

to improve their judgment and decision-making skills. As with AE 7, visits to the SAS farm occur during opportune times for planting or harvesting.

Physical Education 6, 7, 8 is designed to increase students' stamina, endurance, and overall fitness. Students are taught ways to deal positively with their mistakes as well as the mistakes of their classmates. Age-appropriate activities are designed to improve fundamental skills while promoting self-esteem and a sense of well-being. Lead up games, hand-eye coordination activities, and the concept of "fierce and friendly" play are emphasized.

SCIENCE AND TECHNOLOGY

Science 6 focuses on measuring, observing, and discovering physical and life science concepts to develop enthusiasm and skills for scientific processes. The goal of the year is to generate a genuine sense of wonder and awe about the world around us. In this course, students explore forces, motion, and energy, the composition of matter, physical and chemical changes, and an introduction to biologic processes in plants and animals. Lessons emphasize the scientific method, laboratory tool use and safety, data collection and presentation, and scientific writing within interactive notebooks.

Science 7 utilizes the wide variety of rock outcrops, fields, and blufflines of the SAS campus to introduce students to landforms, rocks, and minerals, and the geology of the Cumberland Plateau through place-based scientific explorations. Students put this work into a global perspective with a unit focused on geologic time and plate tectonics, developing a deeper understanding of Earth's ongoing geologic processes. During the third quarter, there is a unit on human reproduction and genetics. The year concludes with units on natural resource use, human impacts on Earth's resources, and an introduction to climate change. Throughout the school year, students maintain a neat and orderly interactive scientific notebook, using it to record and document all experiments, notes, fieldwork, and hands on activities following scientific guidelines.

Science 8 uses the campus as a laboratory. Using an integrated approach, students study the properties of water, the water cycle, wetlands and wetland habitats, photosynthesis, biology, botany, water quality, chemistry, water treatment, conservation, and ecosystem dynamics. An on-going wetlands monitoring project that includes water, soil, and plant analysis provides an "umbrella" for fieldwork and building skills in data collection, graphing, and analysis, as well as the opportunity to participate in a multi-year project. The wetland theme serves as a framework for integrating the sciences and learning by doing. The year culminates in original student-designed research projects and a field exam where students demonstrate fieldwork competencies. Throughout the year, students maintain detailed and meticulous interactive scientific notebooks, use scientific instrumentation, become accomplished in the scientific method, and communicate scientific understanding through visual concept sketching, writing, and oral presentations.

Conceptual Physics is the study of the physical world using a project-based approach to describe real world phenomena. Students analyze the results of investigations to develop and reinforce mathematical and conceptual models deployed through problem-solving and inquiry-based activities. These skills are universal in science and

will help them in subsequent science courses. Specific topics of study include: force, motion, energy, light, sound, electricity and magnetism.

Chemistry is an introduction to the study of matter and change, emphasizing mastery of stoichiometry, lab skills, and critical thinking. Students study topics such as modern atomic theory, bonding, nomenclature, types of reactions, kinetic theory of gases, and acid/base solution chemistry. **Requirement:** Conceptual Physics (or physical science if transfer student) and Algebra I.

Biology is the study of life. This class is designed so that everyone, from those who may continue in biology, to those who may pursue another path, will learn to appreciate the life that surrounds all of us. Biology covers a broad range of material; in this course we will begin with understanding variables and experiments, study water's unique properties, dive into macromolecules, and appreciate cellular functions. In addition, we will learn about cellular respiration, photosynthesis, reproduction, DNA replication, protein synthesis, genetics, evolution, advances in biotechnology and forensics, bacteria, viruses, plants, ecosystems, animals, and much more! **Requirements:** Chemistry.

Advanced Biology is a laboratory intensive science elective taught at the college level. The course is intended to further students' knowledge and appreciation of selected topics from the introductory Biology course. Topics include cellular structure and processes, genetics, evolution, ecology, and biotechnology. Students explore these topics through readings, discussion, and hands-on activities and engage in more advanced laboratory techniques such as gel electrophoresis. **Requirement:** Chemistry and Biology.

Advanced Chemistry presents chemistry at the college level using a college text for general chemistry. The text has extensive internet-based supplemental and tutorial materials. Topics include thermodynamics, kinetics, equilibrium, and acid-base chemistry with environmental applications. Laboratory work is included with an emphasis on the following research components: developing hypotheses, mastering common research techniques, developing and analyzing experimental design, and developing scientific arguments to justify conclusions. **Requirements:** Chemistry (prerequisite), Biology (pre/co-requisite), Algebra II (pre/co-requisite).

Advanced Physics, taught at the college level, explores the behavior of matter and energy. Students study mechanics, waves, sound, electricity, magnetism, light, and selected topics of modern physics. Explorations include conceptual model-building, lab activities, computer simulations, problem-solving, and real world applications. **Requirement:** An 85 or above in Algebra II; Precalculus as a prerequisite or corequisite; Introductory physics as a prerequisite or permission of the Academic Dean.

Fall Semester Courses

Students will receive half credits for these classes.

ARTS

Performing Arts

8th Grade Performing Arts

Students will take their performance and tech work to the next level! Students will continue to study and grow in their performance art (instrumental music...all instruments welcome, voice, acting, dance, technical skills, or any combination) while being encouraged to step out of their comfort zone and try something new. All 8th-grade students in performing arts will be expected to perform choral work on stage for the Cumberland Christmas show and contribute on stage or behind the scenes in other performances throughout the year. Students will also learn stage combat with swords, fencing foils, etc., and write and produce short films. Students will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals.

8th Grade Photography & Architecture students will work with two main creative processes: photography and architecture. Students will learn to use a digital camera and editing software to create expressive photographic images, resulting in a photographic portfolio. Additionally, technical drawing skills, architectural aesthetics, and analytical thought will be developed through a series of architectural design assignments. To culminate the semester, each student will design and complete an independent project of choice.

Radio Broadcasting and Production introduces students to the real-world skills and tools needed for radio broadcast production. Students will learn and apply the basics of broadcasting: broadcasting news writing and reading copy, commercial broadcasting of advertisements, interviewing skills of announcers, making interesting and engaging podcasts, creating music segments, and sports broadcasting. Equipment instruction includes operating radio equipment, mixers and boards, microphones, music CDs, Vinyl, and MP3s. Students will become familiar with radio techniques and operations used in the industry, and specifically with our radio station WMTN, 103.1, "The Mountain."

Theatre: Acting students will learn stagecraft and theatre terminology while creating scenes and short films. Acting theory, stage combat, improvisation, and dramatic structure will be explored. The class is focused on learning by doing, so get ready to be on your feet and perform while developing your public speaking and stage presence skills. This class is designed to build upon skills learned in previous semesters, so instruction will be differentiated depending on ability and previous experience. Students will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals. This class may be taken repeatedly for credit.

Music Ensemble BYOI = Bring Your Own Instrument! YES! If you are a singer, your voice is your instrument. Get ready to collaborate in a variety of ensemble settings and as a soloist as you prepare music for chapel performances, Creative Expression showcases, the Cumberland Christmas Show, the spring performing arts showcase, and more. Ensemble work focuses on collaboration while developing vocal independence, expressiveness, musicianship, and stylistic authenticity. Singers and instrumentalists who read music are a welcome addition, but it is not required if you have a good ear and a passion for all types of music. This class may be taken repeatedly

for credit. Vocalists will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals. This class may be taken repeatedly for credit.

Visual Arts

Contemporary Pottery means working primarily with sculptural and abstract forms. Contemporary Ceramic students explore the properties of clay by pushing the boundaries, experimenting with its capabilities, and following their imagination. Through a variety of hand-building and wheel-throwing techniques, students create work that reflects these investigations. Students craft their creative vision by examining the work of other contemporary potters and cultural ceramic movements. Assignments become increasingly student-generated as the semester progresses and students pursue personal and independent themes. This course may be taken repeatedly for credit. **Pre-requisite** of one semester of Functional Pottery.

Drawing & Painting introduces students to the fundamentals of visual self-expression. Students explore the unity of form through line, shape, color, texture, and tonal value using various drawing and painting media. Students begin to study the history of art through slide viewings, discussions, critiques, and research assignments. A prime objective of this class is to enhance student's ability both to see and to articulate what they have seen thoughtfully. Assignments become increasingly student-generated as the semester progresses and students pursue personal and independent themes. The semester evaluation is based on a final critique and presentation. This course may be taken repeatedly for credit.



Fall Semester Courses continued

Students will receive half credits for these classes.

Functional Pottery students learn the basic techniques of working with clay both on and off the wheel. Students explore the properties of clay – its possibilities, potential, and limitations – working with different forms and decorations to produce pieces, which can be used. As students develop stronger skills, more complex and multifaceted forms are explored. Work is fired in both reduction and soda-salt kilns. Assigned projects are changed regularly to reflect increasing skills. This course may be taken repeatedly for credit.

Photography introduces students to the fundamentals of creative photographic expression. Students explore basic photographic techniques such as exposure, composition, lighting, focus, and movement along with digital file management and image manipulation. Project work is guided toward producing expressive and meaningful images that are technically sound. Class time is dedicated to in-depth discussions about the history of photography, demonstrations of technique, and class critiques. This course may be taken repeatedly for credit.

HUMANITIES

English 11/12

(Juniors and Seniors must choose one course)

Expository and Creative Nonfiction: Writing Intensive provides students with the tools and guidance needed to critically analyze the writing of contemporary nonfiction and essay writers, as well as instruction and feedback in replicating the form. In addition to reading critically and writing analytically, students will write extensively in a variety of essay styles, including personal and expository. Together, students will explore many aspects of essay writing, working to expose and to express their ideas with clarity and a strong voice. Above all, students will learn to create writing that is meaningful and engaging for both the writer and for the reader. Students will write often in class, as well as on their own, outside of class. Students will collaborate with each other to generate new material and to increase their writing's power through peer feedback and extensive revision. They will create a body of work that they have taken through a process of generation, composition, revision, and editing. **Potential text:** *The Broadview Anthology of Expository Prose - Third Edition*.

Formation and Transformation: Bildungsroman introduces students to the timeless genre of coming of age stories. In this course, students will explore the stages of human life from childhood to adulthood. Joining the protagonists on their unique journeys of transformation and self awareness, we will analyze themes of nature versus nurture, family, culture, and community, including the struggle to maintain hope in the face of adversity. **Potential texts:** *Demon Copperhead*, *Barbara Kingsolver*; *Peace Like a River*, *Leif Enger*; *Purple Hibiscus*, *Chimamanda Ngozi Adichie*.

Gothic Literature students will examine works from the birth of the genre up to the present day as they explore what makes the Gothic genre unique from other literary movements and why these texts still resonate with us today. **Potential texts:** *Frankenstein* by Mary Shelley; *The Fall of the House of Usher and Other Writings* by Edgar Allan Poe; *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson; *Flannery O'Connor: Collected Works* by Flannery O'Connor; and *The Haunting of Hill House* by Shirley Jackson.

Multicultural American Literature samples the work of contemporary authors who use writing to explore their identity, culture, and ethnicity, shaping our evolving definition of what it means to be American, with a particular focus on communities traditionally deemed to be outside the mainstream. In addition to discussing cultural identity—the authors' and our own—students will examine the ways in which authors today push the boundaries of literary art, addressing the philosophical question that lies at the heart of much literature: how can we express and translate our complex reality—our lived experiences, our cultures, and our identities—within the pages of a novel, story, or poem? **Potential texts:** *Hold These Truths* by Jeanne Sakata; *Ceremony* by Leslie Marmon Silko; *The Who and the What* by Ayad Akhtar; *The Atlas of Reds and Blues* by Devi S. Laskar; *The House on Mango Street* by Sandra Cisneros; *Everything I Never Told You* by Celeste Ng.

Shakespeare Post-1600 students will read multiple works from this literary giant, confronting themes of love, violence, racism, gender roles, greed, power, corruption, identity, personal agency, and many more. Shakespeare's works are full of wit, action, and poignant tragedy that transcend the brief age of Elizabethan England. **Potential texts:** *Hamlet*, *King Lear*, *Twelfth Night*, and *The Tempest*.

History

Slavery to Civil Rights: the African American Experience students will learn by tracing the evolution of America's innate structure of ethnic oppression – from slavery through Reconstruction and Jim Crow, and from the Civil Rights movement of the 1960s to the current Black Lives Matter protests – this class aims to untangle the unfinished, and often contradictory, quest for ongoing racial equality in contemporary U.S. society. To tackle such a vast topic, we will employ a variety of different cultural mediums – oral histories/ written testimonials, primary/secondary sources, and documentary/ fictional films – to better understand how the enduring struggle over civil rights in the modern era has been enacted in the public sphere

RELIGION

Introduction to Ethics (8th grade): As an Episcopal School, we are dedicated to helping our students understand the importance and influence of faith traditions as both cultural and ethical phenomena. Recognizing that questions about religion and knowing “the right thing to do” arise as early as middle school, we offer an introductory Ethics course to eighth grade students. This course seeks to give students a better understanding of ethical frameworks forming the world around them and to help them grow and develop as ethical decision makers. Foundational to this class is the importance of space for thoughtful dialogue and recognition that there is an intimate connection between morals and actions in everyday life.

Fall Semester Courses continued

Students will receive half credits for these classes.

INTERDISCIPLINARY STUDIES

Cumberland Scholars Capstone introduces students to a variety of research methods and allows students to deeply explore a place-based or outdoor adventure topic of choice. The course culminates with a substantial project proposal. While each research proposal will look different, students will follow a similar process of identifying a problem, synthesizing relevant literature, crafting a question, and choosing an appropriate methodology. Cumberland Scholars will actually conduct and present their research, based on their proposals, in the second semester independent study course with the help of mentor teachers. Throughout the semester, students will read sample papers from a variety of fields including biology, economics, education, history, and others. *Open to all seniors.*

Psychology students will examine the human mind and its role in behavior. Throughout the course, students will explore the topics of brain physiology, human development from birth through aging, memory, cognition, perception, abnormal behavior, mental health, behavioral experiments, personality, problem-solving, group dynamics, social interaction, and decision-making. Students will study current research and discuss how these experiments apply directly to real-world problems. Ultimately, this course will drive students to understand the inner workings of the brain and discover what sets humans apart from other organisms. **Requirement:** Biology (pre/co-requisite).

MATH

Algebra III: Functions and an Introduction to Trigonometry helps students review, clarify, and refresh important ideas and skills from Algebra II. Students garner a deeper understanding of linear, quadratic, exponential, logarithmic, and rational functions. In addition, students learn basic principles and applications of trigonometry. They work with angles of rotation as well as right angle trigonometry and the unit circle. **Requirement:** A final grade of 70 or better in Algebra II.

Pre-calculus: Trigonometry prepares students for calculus by studying the circular functions and their applications. Students prove the major identities, become proficient at right triangle methods and solving trigonometric equations, and explore the analytic properties of trigonometric graphs. This course is designed for students who have a strong interest in mathematics or the sciences. **Requirement:** A final grade of 85 or better in Algebra II, an 80 or better in Algebra III or special approval from the math department.

OUTDOOR AND PHYSICAL EDUCATION

Health and Fitness students discuss health topics covered in Current Health magazine. Health topics that are covered include sleep, drugs and alcohol, mental health, safe driving, diet and nutrition, personal finance, human growth and development, healthy relationships, digital citizenship and goal setting. FITNESSGRAM Tests are used to analyze each student's physical fitness. The students set individual goals to help improve their overall fitness level. Students are exposed to a wide variety of exercises, including yoga, weight training, and cross country running. The goal of this class is to empower students to take charge of their lifetime health and fitness.

SCIENCE AND TECHNOLOGY

Field Geology capitalizes on our unique geographic location atop the Cumberland Plateau by utilizing our campus and the surrounding area as an outdoor classroom. Through extensive fieldwork exercises, readings, reflections, lectures, and class discussions, students develop a deep understanding of the geologic features and processes that shape Earth's surface and subsurface. We utilize the many outstanding rock exposures on and near our campus for our field sites. An emphasis is placed upon understanding the formation of the Cumberland Plateau and how that fits into the broader context of the geologic history of North America, Earth's geologic history, and Earth's tectonic cycle. Students maintain an interactive scientific notebook that incorporates field sketches, notes, field observations, laboratory exercises, and scientific reflection. Participants in the course must be prepared to hike and walk on a regular basis.

Technology & Information Literacy (9th or 10th grade): In this one semester course, students become familiar with the basic principles of digital information and technology-based literacy. Students learn how to communicate effectively and express themselves creatively using various cloud-based digital media apps and presentations. Lessons emphasize bibliographic research skills so students learn to critically select, evaluate, and synthesize print and digital information. Case studies and discussions allow students to deepen their understanding of social and ethical issues surrounding intellectual property rights as well as concerns related to artificial intelligence, consumer data, privacy, and cybersecurity.



Spring Semester Courses

Students will receive half credits for these classes.

ARTS

Performing Arts

8th Grade Performing Arts

Students will take their performance and tech work to the next level! Students will continue to study and grow in their performance art (instrumental music...all instruments welcome, voice, acting, dance, technical skills, or any combination) while being encouraged to step out of their comfort zone and try something new. All 8th-grade students in performing arts will be expected to perform choral work on stage for the Cumberland Christmas show and contribute on stage or behind the scenes in other performances throughout the year. Students will also learn stage combat with swords, fencing foils, etc., and write and produce short films. Students will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals.

8th Grade Clay students learn how to throw clay on the potter's wheel. Projects give students structure but also latitude for self-expression. During class, the teacher introduces new techniques with demonstrations and assists students in their own artistic expression. Students conceive of and execute work, using imagination and self-discipline to follow through with all the steps necessary to complete a project successfully.

Music Ensemble BYOI = Bring Your Own Instrument! YES! If you are a singer, your voice is your instrument. Get ready to collaborate in a variety of ensemble settings and as a soloist as you prepare music for chapel performances, Creative Expression showcases, the Cumberland Christmas Show, the spring performing arts showcase, and more. Ensemble work focuses on collaboration while developing vocal independence, expressiveness, musicianship, and stylistic authenticity. Singers and instrumentalists who read music are a welcome addition, but it is not required if you have a good ear and a passion for all types of music. This class may be taken repeatedly for credit. Vocalists will have the opportunity to join the International Thespian Honor Society and compete in state, regional, and even international competitions and festivals. This class may be taken repeatedly for credit.



Radio Broadcasting and Production introduces students to the real-world skills and tools needed for radio broadcast production. Students will learn and apply the basics of broadcasting: broadcasting news, writing and reading copy, commercial broadcasting of advertisements, interviewing skills of announcers, making interesting and engaging podcasts, creating music segments, and sports broadcasting. Equipment instruction includes operating radio equipment, mixers and boards, microphones, music CDs, Vinyl, and MP3s. Students will become familiar with radio techniques and operations used in the industry, and specifically with our radio station WMTN, 103.1, "The Mountain."

Visual Arts

Contemporary Pottery means working primarily with sculptural and abstract forms. Contemporary Ceramic students explore the properties of clay by pushing the boundaries, experimenting with its capabilities, and following their imagination. Through a variety of hand-building and wheel-throwing techniques, students create work that reflects these investigations. Students craft their creative vision by examining the work of other contemporary potters and cultural ceramic movements. Assignments become increasingly student-generated as the semester progresses and students pursue personal and independent themes. This course may be taken repeatedly for credit. Pre-requisite of one semester of Functional Pottery

Drawing & Painting introduces students to the fundamentals of visual self-expression. Students explore the unity of form through line, shape, color, texture, and tonal value using various drawing and painting media. Students begin to study the history of art through slide viewings, discussions, critiques, and research assignments. A prime objective of this class is to enhance student's ability both to see and to articulate what they have seen thoughtfully. Assignments become increasingly student-generated as the semester progresses and students pursue personal and independent themes. The semester evaluation is based on a final critique and presentation. This course may be taken repeatedly for credit.

Filmmaking covers both the physical and artistic elements of filmmaking, while giving students hands-on practice in both filming and editing their work. Topics covered include the mechanics of filming, elements of cinematography and film design, and video editing using Adobe Premiere Pro. Analysis of film is integrated so that students see how the mechanical elements of film are handled by professional filmmakers and directors. This course may be taken repeatedly for credit.


Functional Pottery students learn the basic techniques of working with clay both on and off the wheel. Students explore the properties of clay – its possibilities, potential, and limitations – working with different forms and decorations to produce pieces, which can be used. As students develop stronger skills, more complex and multifaceted forms are explored. Work is fired in both reduction and soda-salt kilns. Assigned projects are changed regularly to reflect increasing skills. This course may be taken repeatedly for credit.

Studio Art: Mixed Media students will explore the unity of form through line, shape, color, texture, and tonal value using a wide variety of media including sculpture, printmaking, and graphic

Spring Semester Courses continued

Students will receive half credits for these classes.

design. The emphasis in this class will be placed on experimentation with and juxtaposition of disparate materials. Each term, different techniques and materials will be introduced and appropriate artists and movements in art history will be examined. Assignments will become increasingly student-generated as the semester progresses and students pursue personal and independent themes. The semester evaluation will be based on a final critique and presentation.


 **Photography: Community Connections** is a digital photography course, emphasizing the use of the photographic image to make considered, social, visual statements. Project work emphasizes community connections, with each student producing work that relates to or advocates for topics of concern to the local community. Methods for building visual narratives while making expressive, meaningful, and technically sound images are taught. Class time is also dedicated to in-depth discussions on the social impact of photography, building relationships with community partners, field methods, and class critiques. This class may be taken repeatedly for credit.

HUMANITIES English 11/12

(Juniors and Seniors must choose one course)

American Literature focuses on American writers who have both responded to and shaped American culture, from the 1800s to the mid-20th century. Through the study of these diverse literary voices, students will explore the prospects and challenges of American society as it has experienced historical and cultural transformation. Students will examine numerous works of poetry and prose, focusing on significant themes rooted in the American experience: identity, individuality, nonconformity, freedom of self-expression, and alienation, with a particular focus on the American Dream. **Potential Texts:** *The Scarlet Letter*, Nathaniel Hawthorne; *As I Lay Dying*, William Faulkner; *The Crucible*, Arthur Miller; essays, stories, and poetry from a variety of authors

British Literature students will study major works of British literature from its beginnings in the Anglo-Saxon period to the 20th century. Students will read works in a variety of genres, from medieval epic and Shakespearean sonnets to novels from the 19th and 20th centuries. In addition to discussing and writing about the literature, students will learn historical and cultural contexts and trace the development of the English language. We will explore how the classics of British literature developed, how they have influenced our own ideas and beliefs, and how they speak to our lives today. **Potential texts:** *Beowulf*; *Wuthering Heights* by Emily Bronte; *Doctor Faustus* by Christopher Marlowe; variety of poetry, essays, and fiction.

 **Environmental Literature: Place-Based** will examine the relationship of human beings to nature and the environment through a study of literature from a variety of places. Analyzing the ways in which literary authors have depicted nature as well as humanity's connection to the natural world, we will also investigate how culture, society, and environmental concerns shape the ways in which we relate to the land. In addition to reading fiction, poetry, and nonfiction from across the globe, students will also spend much time outdoors themselves, exploring the Cumberland Plateau as well as writing in response to literature and to nature itself. **Potential**

texts: *A Sand County Almanac* by Aldo Leopold; *The Forest Unseen* by David Haskell; *Mountains of the Mind* by Robert Macfarlane; *About a Mountain* by John D'Agata; *Crow Planet* by Lyanda Haupt; variety of poetry, essays, and fiction.

Fiction, Drama, & Poetry: Writing Intensive offers a community for student writers who want to be actively engaged in the world of creative writing. Students will learn to analyze fiction, drama, and poetry as writers, to generate new material, and to revise deeply. Studying a wide range of fiction, drama, poetry, and craft essays by diverse contemporary writers, students will develop a deeper understanding of the craft and practice of creative writing. In addition to reading critically, students will write extensively in all three genres. Students will write often in class, as well as on their own, outside of class. Students will collaborate with each other to generate new material and to increase their writing's power through peer feedback and extensive revision. They will create a body of work that they have taken through a process of generation, composition, revision, and editing. **Potential Texts:** *The Scribner Anthology of Contemporary Fiction*; *Plays in One Act*; *American Journal: Fifty Poems for Our Time*.

Modern and Contemporary Literature and Philosophy examines literature that engages various strands of philosophical thought, from the early modern to the contemporary era. Students will explore, alongside some of the major writers of our times, such philosophical topics as the meaning and purpose of human existence; the idea of the unconscious; the relationship of self and other; the question of divine presence and faith; and the nature of reality and time. The course will trace the history of philosophical thought and examine how the creative imagination has transformed ideas into literature and art. In addition to discussing and writing about 20th and 21st century literary and philosophical concerns, students will learn about the historical and cultural contexts for these works of art. **Potential texts:** *Cane* by Jean Toomer; *No Exit* by Jean Paul Sartre; *Waiting for Godot* by Samuel Beckett; *History of Love* by Nicole Krauss; *Klara and the Sun* by Kazuo Ishiguro.

History

Modern Middle East students will read, discuss and write about a range of topics dealing with the formation of the post-WWII Middle East, specifically the creation of Israel and its enduring impact on the region for more than seventy years. The course's focus will be on the new social history of oppression in the modern nation-state system, specifically the ways in which public resistance and political dissent alter the daily experience at the local, national and international levels, both for the oppressors and the oppressed. Using historical sources (primary and secondary), works of fiction, and various forms of visual media, students will explore how Arabs and Israelis have articulated their own unique, yet often overlapping, versions/interpretations of post-1948 events.

Spring Semester Courses continued

Students will receive half credits for these classes.

INTERDISCIPLINARY STUDIES

IDE8 [Inquire-Discover-Explore-8th grade] encourages students to explore their passions through a self-directed sustained project or projects. Working with faculty co-facilitators, 8th grade students determine what they learn, how they learn it, and how they share their discoveries. The course is designed to foster creativity and encourage lifelong learning by giving the students time and a framework for learning, provide a meaningful capstone academic experience that synthesizes material from multiple disciplines, and create a student-driven learning experience that appropriately challenges and motivates each individual student.

🌱 **Cumberland Scholars Capstone Independent Study** will focus on the implementation of the student project proposals developed in the first semester. Cumberland Scholars will conduct and present their research in a public forum and will be guided by mentor teachers along the way. *Open to Cumberland Scholars Seniors only.*

MATH

Statistics and Probability is an introduction to elementary statistics. Students learn how to interpret data, apply mathematical models to various scenarios, and use statistical inference to draw conclusions about populations. Students also explore probability, learning counting principles and basic probability distributions. **Requirement:** A final grade of 70 or better in Algebra II.

Pre-calculus: Math Analysis prepares students for calculus by studying function types, developing advanced problem-solving skills, and exploring limits and other foundational notions of calculus. This course is for students who have a strong interest in mathematics or who enjoy the hard sciences. **Requirement:** A final grade of 85 or better in Algebra II, an 80 or better in Algebra III, or special approval from the math department.

OUTDOOR AND PHYSICAL EDUCATION

Health and Fitness students discuss health topics covered in Current Health magazine. Health topics that are covered include sleep, drugs and alcohol, mental health, safe driving, diet and nutrition, personal finance, human growth and development, healthy relationships, digital citizenship and goal setting. FITNESSGRAM Tests are used to analyze each student's physical fitness. The students set individual goals to help improve their overall fitness level. Students are exposed to a wide variety of exercises, including yoga, weight training, and cross country running. The goal of this class is to empower students to take charge of their lifetime health and fitness.

SCIENCE AND TECHNOLOGY

🌱 **Climate Change and Tennessee** leads students through the causes and effects of climate change, the communication of scientific information, to mitigation and adaptation strategies. Units include climate and weather, the earth's energy budget, greenhouse gases, analysis of ice core data and other data sets, the scientific process and communication of science to the public, mitigation methods and adaptation strategies. Special emphasis will be placed on regional effects of climate change and regional actors addressing the adaptations, mitigation methods, and policies regarding climate change. A service activity is built into the curriculum for students

to identify or organize a climate change mitigation or adaptation activity as part of the SAS celebration of Earth Day. **Requirement:** Conceptual Physics (prerequisite) or permission of the Academic Dean.

Coding and Electronics: App & Game Creation students explore the role of physical devices in computing. Using App Lab and Adafruit's Circuit Playground, students develop programs that utilize the same hardware inputs and outputs that is seen in the smart devices, looking at how a simple rough prototype can lead to a finished product. Then, students explore how physical devices can be used to react to the world around them using a "maker" mindset to create prototypes with everyday materials. Students will also be introduced to the two most common coding languages used today, Java Script and Python. Students will work through a curriculum designed to introduce students to code through project-based assignments, first creating a simple game, then an app. Simultaneous to their learning of code, students will also be introduced to electronic theory and circuitry. The culminating project will be the creation of an app with an interactive, tactile device that syncs with the app. **Requirement:** Pre-Algebra (prerequisite).

Technology & Information Literacy (9th or 10th grade): In this one semester course, students become familiar with the basic principles of digital information and technology-based literacy. Students learn how to communicate effectively and express themselves creatively using various cloud-based digital media apps and presentations. Lessons emphasize bibliographic research skills so students learn to critically select, evaluate, and synthesize print and digital information. Case studies and discussions allow students to deepen their understanding of social and ethical issues surrounding intellectual property rights as well as concerns related to artificial intelligence, consumer data, privacy, and cybersecurity.



PEAK Programs

* Indicates evaluation or permission required. *Non-physically active*

 *fulfills a Cumberland Honors requirement*

PEAK Programs are considered part of the curriculum and are listed on student transcripts. Students receive a S (Satisfactory) or U (unsatisfactory). Students commit 6–12 hours each week to their PEAK Programs for the duration of our 12-week trimesters. Regular attendance is required to receive credit. Students are strongly encouraged to participate in our PEAK program beyond the minimum graduation requirement.

Middle School

Middle School students are strongly encouraged to participate in PEAK programs but are not required to do so. In 6th grade, we encourage students to participate in an PEAK program at least one trimester. In 7th and 8th grades, we encourage students to participate in an PEAK program two or three trimesters, one of which should include an athletic team offering. Seventh and 8th grade boarding students must participate in three trimesters.

While participation in PEAK programs is not required, choosing to participate in an PEAK program does involve an important commitment to the sponsor/coach and other participants in that program. Once the drop/add period is over, middle school students may not drop out of or change their PEAK program.


Upper School

Students in 9th and 10th grades must participate all three trimesters, one of which must be physically active. Eleventh and 12th graders must do two trimesters, one of which must be physically active. Eleventh and twelfth grade boarders must participate in three trimesters, one of which must be active. *TSSAA and MTAC rules do not allow 5th year seniors who are 19 before August 1 of their senior year to participate on interscholastic teams.*

Non-Competitive PEAK Programs


Creative L.A.B (MWF) (US & 8th Grade) explores the intersection of Life, Art, and Being. This experiential course introduces students to creativity and well-being practices that they can utilize throughout their lives for enrichment and self-care. Following the Tamalpa Life/Art Process, students will be guided in movement/dance, writing, and drawing experiences that invite a deeper understanding of their physical, mental, and emotional lives. No prior dance or art experience is necessary.


Darkroom Photography (MWF) (US) Photography is a natural bridge between art and science and an exciting, hands-on, creative process. This afternoon program will engage students with their environment while teaching them the fundamentals of traditional, film-based, photography. Students will learn how to develop film and make photographic prints while exploring the rich history of photography. No prior experience is necessary; participants need to provide their own 35 mm film camera. A \$50-75 fee is associated with this program.


 **Farming** (MWF) (MS & US) is a hands on/off road experience! Students harvest vegetables and herbs from the SAS greenhouse, apples and pears from the SAS orchard, and deliver our harvest to the Sage kitchen staff for use in meals. Students learn to germinate seeds, transplant seedlings, and apply organic soil nutrients. Along

the way, they learn about organic pest control. They prepare growing beds for planting and help with the water collection system for harvesting and transporting rainwater. Farming provides the dining hall with several lettuce varieties, kale, radishes, cilantro, parsley, and basil, as well as, snow peas and tomatoes. In addition, students care for our perennials, mulching, pruning and fertilizing our grapes, blackberries, raspberries, blueberries, and strawberries. Future plans include aquaponics and animal husbandry.

Mind-Body-Exercise (MWF) (US & 8th Grade) exposes students to noncompetitive forms of exercise that they might enjoy. In a typical week, our three afternoons will be dedicated to either yoga, Pilates, mindfulness work, or hiking on SAS's beautiful trails. In addition, students are encouraged to lead one of the classes. In the past, students have taught classes on modern dance, ballroom dance, and fencing. Students need to bring their own yoga mats or they can buy one through the school.

 **Outdoor Adventure: Cycling** (MWF) (MS & US) is for students interested in mountain biking without the racing component. The three major goals are on-the-bike skills, trail maintenance, and place-based education. Participants will explore trails both on and off campus, learn how to navigate trail features and obstacles, and improve their fitness. They will also learn how to build new trails sustainably and take ownership of maintaining the current trail system. Finally, lessons about local history, ecology, and archaeology will be incorporated into rides that explore important landmarks in our community. Some optional weekend trips and overnights will be offered in addition to the three day a week curriculum.

 **Outdoor Adventure: Rock Climbing** (MWF) (US & 8th Grade) This program is for students who wish to focus exclusively on rock climbing and bouldering. Whether beginners or experts, students will improve their fitness, technique, and comfort climbing on real southern sandstone. A typical week includes a day of strength training, a day outdoors in a local boulder field, and a day indoors on an artificial wall. Additionally, the team participates in six competitions in Chattanooga through an interscholastic league. Students are not forced to compete, but they are expected to attend at least two of these events with the team. Students interested in this unique sport will thoroughly enjoy this program, which emphasizes fun, community, positivity, and toughness during the winter months.

 **Outdoor Adventure: Water & Wilderness** (MWF) (MS & US) To take full advantage of the fall weather and the campus reservoir, this season of Outdoor Adventure will focus on water-based activities such as swimming, canoeing, kayaking, and fishing. Participants will also have chances to get off campus and explore local waterfalls, lakes, and creeks. The course will teach skills such as water safety, rescue techniques, and group problem-solving. Participants will also have the chance to suggest certain projects or trips based on their interests (i.e. building a new bridge, inventing a water game, doing service work, tubing, etc...). Overall, this will be a fun way for students to soak up some sun and skills on our beautiful campus.

PEAK Programs Continued

* Indicates evaluation or permission required. *Non-physically active*
🌱 fulfills a Cumberland Honors requirement

Radio Broadcasting (MWF) (US & 8th Grade) In a media driven world, it is very important to understand how to communicate clearly and effectively with our listeners. This hands-on course introduces students to the elements and skills needed for radio broadcast production and DJ-ing shows on our own school radio station WMTN, 103.1. Students will learn the basics of broadcast news writing and editing, creating weather announcements, gathering and incorporating sound into productions, doing remote sports announcing, and creating podcasts and music shows for on-air broadcast. Students will also learn how to use radio equipment needed for a broadcast.

Strength & Conditioning (MWF) (US & 8th Grade) Strength and Conditioning is designed to provide our students with an opportunity to improve their general physical fitness in a cooperative environment. The barbell is the primary tool the students will use. The initial goal is to develop better movement patterns. After proper technique and understanding of the movements has been established, the students will see improvement in a variety of areas including: speed, power, strength, coordination, balance, flexibility, work capacity, and confidence.

Textile Arts (MWF) (US & 8th Grade) will explore various methods of stitching, by hand and by machine. Students will use the skills acquired to create numerous items, focusing on both function and design. will teach students the value of sewing in their lives: they'll learn to attach a button if it falls off a shirt or repurpose a garment instead of casting it away. They may also construct new wearables and decorative pieces of their own creation from start to finish.

Theatre (MS & US) begins with all participants engaging in theatre games and becoming acquainted with each other. The initial activities segue into rehearsals, as the theatre director selects or creates a play based on the number of participants, recent productions and other factors. From this point, Theatre focuses on getting the play ready for performance. All students in this program are expected to strength, coordination, balance, flexibility, work capacity, and confidence.

Yearbook (MWF) (US & 8th Grade) is a product-based program where students work on the production of the St. Andrew's-Sewanee Phoenix. Students will use a variety publishing programs including PhotoShop, InDesign, and various online design and editing software as they work on their skills in photo taking, writing, interviewing, editing, layout, and design. Because there are strictly set deadlines, students must also exercise their abilities to be dependable and organized members of a team. This program is ideal for students who wish to showcase their design skills, practice their photography, or learn the elements of these disciplines.





PEAK Programs by Season

Programs meet M-F unless otherwise indicated.

*Indicates evaluation or permission required by Athletic Coach. For Golf, participants must be able to shoot below a 60 on the 9-hole course.

Not physically active

MIDDLE SCHOOL FALL SEASON	MIDDLE SCHOOL WINTER SEASON	MIDDLE SCHOOL SPRING SEASON
Cross Country	Basketball	Boys' Soccer
Farming (MWF)	<i>Musical Theatre</i>	Creative L.A.B (MWF) (8th grade only)
Girls' Soccer	Outdoor Adventure: Rock Climbing (8th grade only) (MWF)	Farming (MWF)
Golf* (proficiency)	Strength & Conditioning (8th grade only) (MWF)	Girls' Volleyball
Mind•Body•Exercise (MWF) (8th grade only)	Swimming	Outdoor Adventure: Cycling (MWF)
Mountain Biking (MWF)	<i>Textile Arts (MWF) (8th grade only)</i>	Tennis (MWF)
Outdoor Adventure: Water & Wilderness (MWF)	Wrestling	<i>Theatre</i>
<i>Radio Broadcasting (MWF) (8th grade only)</i>	<i>Yearbook (MWF) (8th grade only)</i>	Track and Field (MWF)
Strength & Conditioning (MWF) (8th grade only)		
<i>Yearbook (MWF) (8th grade only)</i>		
UPPER SCHOOL FALL SEASON	UPPER SCHOOL WINTER SEASON	UPPER SCHOOL SPRING SEASON
<i>Athletic Manger*</i>	<i>Athletic Manager*</i>	<i>Athletic Manager*</i>
Cross Country	Basketball	Boys' Soccer
Farming (MWF)	<i>Musical Theatre</i>	Creative L.A.B (MWF)
Golf* (proficiency)	Outdoor Adventure: Rock Climbing (MWF)	<i>Darkroom Photography (MWF)</i>
Mind•Body•Exercise (MWF)	Strength and Conditioning (MWF)	Farming (MWF)
Mountain Biking	Swimming*	Outdoor Adventure: Cycling (MWF)
Outdoor Adventure: Water & Wilderness (MWF)	<i>Textile Arts (MWF)</i>	Tennis
<i>Radio Broadcasting (MWF)</i>	Wrestling	<i>Theatre</i>
Girls' Soccer	<i>Yearbook (MWF)</i>	Track and Field
Strength & Conditioning (MWF)		
Girls' Volleyball		
<i>Yearbook (MWF)</i>		

