



St. Stephen's
Episcopal School
Curriculum
Catalog

Learn More. Live More. Become More.

MISSION STATEMENT

Our shared purpose is to inspire a lasting love of learning and spirit of service so that each of our students lives a life of meaning and enriches the world.



Core Values

As an Episcopal school, St. Stephen's embraces five core values as the foundation of our mission: love of learning, balance, diversity, community and service.

St. Stephen's dedicates itself to:

- Creating a dynamic, compelling and rigorous intellectual environment that encourages active inquiry and fosters a lifelong love of learning;
- Offering programs that support active engagement and broad interests balanced with programs that promote wellness and spiritual fulfillment;
- Upholding and advancing our founders' bold, progressive vision for a diverse, inclusive and equitable school community that respects and celebrates the unique individuality and dignity of every human being;
- Providing an exceptional educational experience that transcends the classroom and enhances students' knowledge that they are valued members of a unique boarding and day school that celebrates learning and living together in community; and
- Inspiring students to serve their immediate community and the global human family as educated and ethical citizens and stewards of the planet we all share.

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St. Stephen's Episcopal School, located in the heart of the Texas Hill Country, provides an engaging academic environment for boarding and day students who are known, supported and celebrated for their individual talents and interests.

The academic program at St. Stephen's is grounded in the tradition of the liberal arts. The educational experience fosters openness, candor, tolerance and respect, as students learn how to develop independent points of view while using evidence to challenge or support hypotheses.

Our dedicated faculty and staff are tenacious and constant in their commitment to providing an academically challenging experience for our students within the context of a balanced program in academics, athletics and the arts. Our mission, vision and core values are rooted in progressive, yet resolute, principles — provide rigorous academics, build a diverse student body, develop creative thinkers, support social justice, shape global leaders, nourish the spirit, look beyond ourselves to serve others and promote equity.

St. Stephen's is a spirit-centered school of the Episcopal Diocese of Texas. Grounded in the Episcopal tradition, we respect and honor all faiths. Our school supports students and reinforces their moral growth as they make their individual spiritual journeys. Our school prayer, which we recite together in Chapel, calls upon all of us to see our life as a journey together and empowers us to make a difference in the world “with open minds, open hearts and open doors.”

St. Stephen's is a school where children are known and loved individually and where they work to become the best version of themselves.



Leadership

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ST. STEPHEN'S OFFERS HIGHLY PERSONALIZED LEARNING IN A SUPPORTIVE AND INCLUSIVE CAMPUS COMMUNITY, WHERE STUDENTS ARE TAUGHT TO ACHIEVE HEALTHY, BALANCED LIVES AND BECOME RESPONSIBLE GLOBAL CITIZENS.

Preparation for College and Beyond

St. Stephen's exposes students to the fundamentals of a classic liberal arts education, incorporating English, history, math, science, world languages, theology and a number of elective options, including visual arts, performing arts, computer science and much more.

Our goal is to produce not only knowledgeable graduates but thoughtful and engaged human beings. The fundamentals of a subject are only the raw material for the development of each student's powers of observation and their ability to think clearly and analytically about the world around them.

These skills are relevant to every field — whether it be chemistry, engineering, poetry or history. In emphasizing the life skills of disciplined thought and sustained effort toward attaining a complex goal, St. Stephen's prepares its students well for the challenges of college-level classes and beyond.



Homework Philosophy

At St. Stephen's, we strive to help students become independent critical and analytical thinkers and problem-solvers. To that end, homework is intentional and takes on a variety of forms. Each department believes that homework is designed to build skills essential to critical reading, interpreting, thinking, writing and performing. The complexity in creative and analytical processes includes a range of activities, prompts and problem sets from slow, methodical and technical practice to an unexpected rush of inspiration.

We believe that the homework we assign equips students with an array of transferable skills to be used both in their future years at St. Stephen's and far beyond: lifelong learning skills; encouragement of increased responsibility; ownership of learning within and outside the classroom; independent practice of concepts learned in the classroom; the development of sound study habits; and the fostering of critical thinking skills in other settings. In sum, homework seeks to reinforce and extend the classroom setting, both independently and collaboratively, and it provides the opportunity for fundamental learning and memory work with an emphasis on depth over breadth.

Freedom of Inquiry

From its founding, St. Stephen's has encouraged its students to engage with the world creatively, intelligently and humanely. In this same spirit, the faculty encourages freedom of inquiry and the open discussion of ideas. While such discussions must be premised upon the necessity of respecting all members of the community and on the importance of the reasoned consideration of evidence, the faculty believes in and is committed to their importance.



Middle School Course of Study

Middle School is a critical time, a bridge between elementary education and secondary education, between late childhood and adolescence. Our distinguished Middle School faculty is diverse and accomplished in a wide range of fields, as well as united in its passion for helping students make this transition a successful and rewarding one.

St. Stephen’s interdisciplinary approach to learning enables Middle School students to collaborate on projects within a course and across departments.

Sample Course of Study, Middle School

Grade 6

English, Fine Arts, Global Connections, Health Discussion Groups, Information Literacy, Languages (Spanish, French, Chinese or Latin), Math, Fitness and Science

Grade 7

American Studies, English, Fine Arts, Health Discussion Groups, Languages (Spanish, French, Chinese or Latin), Math, Fitness and Science

Grade 8

Cultures and Governance, English, Fine Arts, Math (Math III, Algebra I, Algebra I-A or Geometry), Languages (Spanish, French, Chinese or Latin), Fitness, Science and Theology



Upper School Course of Study

In today's Information Age, critical thinking skills are more essential than ever. St. Stephen's Upper School students learn more than facts and figures; they learn to question and reason independently. Our distinguished faculty is diverse and accomplished in a wide range of fields, but it is united in its passion for nurturing the intellectual and cultural growth of all students.

No matter what their interests may be, from literature, the social sciences and foreign language, to science and technology, to the visual and performing arts, our broad course offerings give students an array of opportunities to pursue them. And while our academic standards are rigorous, the learning environment at St. Stephen's recognizes and supports each student's unique capabilities.

Upper School Graduation Requirements

A minimum of 18 credits is required for graduation. Each credit represents one year of study in a given discipline. The required course load is five full-credit courses per year. A student must earn a passing grade in each to qualify for promotion. Students who enter at the 9th-grade will have a total of 20 credits. In addition to academic requirements, students must pass a 9th grade Health course and a 10th-, 11th- and 12th-grade Fitness course for each year of attendance. Although the school offers study-abroad opportunities, the 12th-grade year must be spent at St. Stephen's. In addition, St. Stephen's requires 10 hours of service learning for each year of attendance.

- English: **4 credits**
- Classical or Modern Languages: **3 credits** (in the same language)
- Fine Arts: **1 credit** (new 11th or 12th graders need 1/2 credit)
- History and the Social Sciences: **3 credits** (History III is required)
- Mathematics: **3 credits** (through Algebra II and through 11th grade)
- Science: **3 credits** (Biology is required)
- Theology: **1 credit**
- Fitness: **4 credits**

Sample Course of Study, Upper School

Grade 9

Biology I, English, Health, History, Languages (French, Latin, Spanish or Chinese) and Math

Grade 10

Biology I, Chemistry I, English, Fitness, History, Languages (Spanish, French, Latin or Chinese), Math and Visual Studies (I, II or III)

Grade 11

Biology (I, II or AP), Chemistry (I, II or AP), English, Fitness Electives, History, Languages (Spanish, French, Latin or Chinese), Math, Physics I and Visual Studies (I, II, III or Advanced; Advanced Art History; Advanced Music Theory)

Grade 12

Advanced Mathematics, Biology II, Chemistry (I or II), English, European History, Fitness Electives, Languages (Spanish, French, Latin or Chinese), Physics (I or II), Social Science (12th-Grade Course), Theology and Visual Studies (II, III or Advanced; Advanced Art History; Advanced Music Theory)

Classical Languages Department

St. Stephen's offers Middle School and Upper School Latin from grades 6 through 12, enabling students to study the language for seven years before graduation. The curriculum is varied and enriched enough to offer different experiences to students at each level. In addition, the Junior Classical League chapters in the Middle School and Upper School provide students with the opportunity to celebrate their love of the classics and to compete with other students across the region, state and country.

Classics instructors strive to stimulate their students intellectually and help them gain a new perspective on their world. Department staff adhere to the established Standards for Classical Language Learning, which emphasize communication, cultural understanding, interpersonal connections, comparisons between ancient and modern civilizations, and the invaluable legacy of language.

The primary focus for classics classes is on the student voice. Students read and discuss texts, engage in debates and contrast varying points of view, examine simulations of ancient civilizations, write in the target language, and grapple with a series of challenging questions about antiquity and its legacy. Considerable emphasis also is placed on instructor feedback and interaction with students. In addition, students are encouraged to form small study groups.

Middle School Classical Languages

The Classics curriculum includes a six-year curriculum in Latin, studied as a language and literature, and Greek and Roman Literature studied in translation. Students may begin the language at any grade level but must study a minimum of two years to gain diploma credit if beginning at Latin I.

Middle School Latin IA

Latin IA offers an introduction to all things Roman, where students will read their first Latin words and explore Greco-Roman mythology. Students will begin the year with a focus on the Roman family by developing vocabulary, making connections to their own families and society, and reading an adventure detailing the lives of a family of peculiar Romans. Students will then move on to exploring a range of stories from ancient mythology, including the Homeric epics “The Iliad” and “The Odyssey.” By the end of the year, students will be able to diagram Latin sentences and explain the properties and functions of Latin verbs, nouns and adjectives. In addition to acquiring those language skills, they will also be able to identify and describe major geographical features of the Roman world and the important institutions that made up Roman daily life. This course is the equivalent of the first half of Latin I.

Middle School Latin IB

Latin IB continues the work students began in Latin IA developing skills in reading, translating and talking (in English) about how languages work. They will dramatically increase their knowledge of verb tenses and sentence-level grammar constructions. Working alongside this linguistic study, students will be introduced to foundational cultural topics, including Vergil’s “Aeneid,” Roman religion, Roman housing, and Roman moral values through readings, lectures and creative projects. Model sentences and passage translation will be primary means of practicing new grammatical topics, and students will be tasked with showing and explaining their understanding through all three modes of communication (interpretive, interpersonal, presentational). By the end of the year, students will be able to translate Latin text written in a variety of tenses and syntactical constructions into English, and they will be able to offer detailed explanations about their translations. This course is the equivalent of the second half of Latin I.

Middle School Latin II

Latin II continues the grammar progression that students began in Latin I. Students will master Latin verb syntax up to basic subjunctive uses, along with deponents and participles. The history and culture curriculum will cover the Roman economy and urban life, ancient Greek philosophy, ancient Greek and Egyptian art, and a close study of the fall of the Roman Republic. As in Latin I, model sentences and passage translation will be primary means of practicing new grammatical topics, and students will be tasked with showing and explaining their understanding through all three modes of communication (interpretive, interpersonal, presentational). By the end of Latin II, students will be able to read syntactically complex Latin passages close to the level of complexity seen in Latin literature, and they will possess a deeper understanding of the metropolitan society and political history of the Roman Republic.

Upper School Classical Languages

The Classics curriculum includes a six-year curriculum in Latin, studied as a language and literature, and Greek and Roman literature studied in translation. Students may begin the language at any grade level but must study a minimum of two years to gain diploma credit if beginning at Latin I.

Latin I

Latin I is an introductory course open to all students and assumes no prior knowledge. Unlike learning a modern language, Latin emphasizes proficiency in reading and translating texts, and in talking (in English) about how languages work. Beginning students start with a focus on the properties and functions of verbs, nouns and adjectives. Alongside the language training, students will learn the fundamentals of the geography of the Roman world, the Trojan War, Vergil's "Aeneid," Roman religion, Roman housing and Roman moral values. Model sentences and passage translation will be primary means of practicing new grammatical topics, but students will also strengthen their skills through composition. Students will be tasked with displaying and explaining their understanding through all three modes of communication (interpretive, interpersonal, presentational). At the end of Latin I, students will be able to translate and compose simple Latin sentences and speak fluently about the grammatical functions of words.

Latin II

Latin II continues the grammar progression that students began in Latin I. Students will master Latin verb syntax up to basic subjunctive uses, along with deponents and participles. The history and culture curriculum will cover the Roman economy and urban life, ancient Greek philosophy, ancient Greek and Egyptian art, and a close study of the fall of the Roman Republic. As in Latin I, model sentences and passage translation will be primary means of practicing new grammatical topics, and students will be tasked with showing and explaining their understanding through all three

modes of communication (interpretive, interpersonal, presentational). By the end of Latin II, students will be able to read syntactically complex Latin passages close to the level of complexity seen in Latin literature, and they will possess a deeper understanding of the metropolitan society and political history of the Roman Republic.

Latin III

The first half of Latin III shepherds students to the end of essential grammar instruction, including conditional statements and indirect discourse. Building upon the broad cultural knowledge base developed in Latin I and Latin II, students will deepen their understanding of Roman society through the study of important institutions, including ancient slavery, the Roman constitution, Roman architecture, gender and sexuality, the genres and authors of Latin literature, and the political transition between the Republic and the Empire. Although they will continue to work with model sentences and passages at first, by the end of winter term, students will graduate to reading unadapted passages drawn from the writings of Julius Caesar and the poet Catullus. At the end of Latin III, students will be able to prepare previously unseen passages of Latin literature for discussion and dissection in seminar with their peers.

Latin IV

Latin IV marks a shift away from learning new grammar and syntax concepts and toward reading and discussing Latin literature. Under the supervision and guidance of the instructor, students will collaborate on improving the skills in reading and translating unadapted texts that they

started to acquire in Latin III. The focus of this work will be Vergil's "Aeneid," of which students will read large sections in Latin — and the entirety in English — throughout the course of the year. Day-to-day coursework will involve nightly preparation of assigned lines followed by in-class translation and discussion. Alongside the literature study, students will learn about the social and political background of the poem, as well as the political history of the Julio-Claudian dynasty. By the end of the year, students will have solidified their understanding of Latin grammar and syntax, and they will be experienced in translating, scanning and interpreting Latin verse.

Advanced Latin V / VI

Following the year-long introduction to the reading and discussion of literature in Latin IV, students are prepared to move on to advanced study in Latin V / VI. At this level, there is great variety in the direction each year might take, depending on student interest. The students and instructor will collaborate to decide on a different author or group of texts for careful study. Texts read in the past have included works by Ovid, Horace, Catullus, Propertius, Livy and Cicero. While they continue to refine their advanced reading and translation skills, students will also hone their skills in discussing ancient literature, both in class and in analytical writing. Cultural and historical topics will vary as the course material changes, but they will, in any case, involve independent research and long-form writing. Students who complete courses at this level will be prepared for college-level Latin and history studies, should they choose to pursue them.

English Department

Central to the English department philosophy is the belief that good reading and writing empower and enrich our lives. Expectations are high for all students; the program is known for its rigorous reading, writing and discussion practices, as well as for instructors' ability to motivate students to dig deeply into the challenging assignments and readings.

The English instructors at St. Stephen's are passionate educators who seek to prepare students for college-level reading and writing, build students' critical thinking skills, and develop rich and rewarding teacher-student relationships. Instructors include a diversity of texts and perspectives in their classrooms and strive to contextualize class readings within larger social and historical frameworks, such as class, race and culture, in order to illuminate the uniqueness of the author's or character's voice. We revisit our course texts from 6th to 12th grades on a yearly basis, not only to continue to ensure that our program exposes students to as many different voices as possible, but also to make sure that these voices capture multiple perspectives of their own unique experiences.

Middle School English

Middle School English lays a foundation for critical thinking at St. Stephen's with its focus on both careful and spirited exploration of reading and writing. Throughout their time in Middle School, students learn foundational to advanced writing mechanics and the grammatical structures that allow students to write a variety of sentences that suit genre and purpose. The inviting activities, projects and units of study promote vibrant engagement and sequential improvement in skills. Experienced and student-centered teachers offer a deep understanding of the middle years while guiding students to think clearly and creatively. The three English courses emphasize the rich and varied human experiences expressed in literature and the role of young people in understanding and finding their place in the world.

Spartan Online Writing Center

English instructors created the Spartan Online Writing Center to further support student learning. The Spartan Online Writing Center offers strategies, instruction and writing models for all Upper School English classes for every course and teacher. Students utilize this centralized, online resource for handouts on literary analysis, essays, grammar and research, as well as links to outside sources and screencast videos by their instructors. To learn more, visit <https://sites.google.com/a/sstx.org/spartan-online-writing-center/home>.

English 6

English 6 is a lively course that encourages unification of entering Spartans while fostering independent work and study. Collaboration, discussion, reading and writing are the heartbeats of the course and promote a blend of critical thinking and creativity. Class texts in multiple genres and perspectives come from thought-provoking young adult books and ask complex questions: How do I view my own world? How can I learn from the stories of others? How can I be an advocate for positive change? Some books and assignments are interdisciplinary works with Science 6 and Global Connections. Many classes are writing labs so that writing, the most challenging work of the 6th-grade year for many students, is fully teacher-supported. Emerging writers gain confidence, and students who already define themselves as writers set higher bars for themselves. The capstone project is the creation of a student-written and student-designed book, culminating in a grade-wide showcase. Along the way, students learn to edit for accuracy, focusing on grade-level writing mechanics. The course also introduces basic grammar as yet another tool for using words clearly and effectively.

English 7

Why do we read stories? Why do we study them? One reason is this: reading and writing are thinking; strengthening the former strengthens the latter. By regarding both reading and writing as thinking, English 7 helps students understand not only what people think, but how they think and why. Along the way, this course incorporates all elements of a contemporary language arts program — reading, writing,

vocabulary, grammar and writing mechanics — and uses mentor texts, in-class discussions, dramatic read-alouds, large- and small-group work, technology, and the writing process to promote learning. As writers, students practice stories, essays, poetry and more. As readers, students explore short stories, memoirs, novels, poems and plays, emphasizing the discovery of key passages to use as evidence. In parallel, students increasingly use claims, evidence and commentary to grow beyond quick answers in pursuit of positions supported by ample evidence and thorough explanation. To achieve this goal, students also learn to synthesize quoted evidence with their own language, creating for each learner a cohesive and authoritative voice capable of simultaneously advancing and substantiating an argument.

English 8

English 8 is the bridge between middle and upper grades, building on what students have learned while ushering

them into more sophisticated reading, writing and thinking. The course reflects 8th-grade students' increasing capacity for abstract thought and accordingly offers literature that poses challenging questions with complex answers: What makes societies fail or flourish? What makes humans happy? The course includes instruction in grammar and vocabulary; the study of novels, short stories, poems and plays; and the composition of analytical essays, journal entries and fan fiction. To broaden understanding and deepen appreciation of what we read, some novels are co-taught in Theology 8 and in Cultures and Governance. Additionally, 8th grade is the first year when boarding students join day students in the Middle School classroom, expanding the range of perspectives in reflective and lively discussions. Ultimately, this course combines critical thinking with writing, speaking and close-reading skills to prepare students for Upper School English 9.



Upper School English

In Upper School English at St. Stephen's, a passionate faculty of master teachers guides students through a diverse selection of texts from various literary traditions in order to create critical thinkers, close readers and confident writers. Students engage daily in dynamic discussions in a small, intimate classroom environment. Instructors provide individualized feedback on a variety of assignments, including literary analysis, digital writing and creative projects. Students master the principles of argumentation through individual and collaborative assignments, and they gain mastery of the mechanics and style of effective writing through twice-a-year, focused grammar units.

English 9

The English 9 classroom at St. Stephen's is full of students from different schools, states and countries, all together for the first time. In the fall term, we work towards establishing a common vocabulary of literary analysis. Throughout the year, we cultivate insightful readers through diverse foundational texts, including "The Odyssey" and "Frankenstein," as well as works by Sandra Cisneros and Shakespeare. Our students develop fluency in different writing styles, from analytical writing to creative nonfiction. We end the course with an in-depth literary analysis of Zora Neale Hurston's "Their Eyes Were Watching God" and a student-driven creative project based on any text from the 9th-grade year. Our goal is for students to leave 9th grade confident in their reading and writing skills and in their capacity to think critically and empathetically about new perspectives.

English 10

English 10 is designed to help students think more creatively, write more boldly and detect more nuance

across a variety of texts and genres.

While we cover a range of English literary classics, such as "Beowulf," "Wuthering Heights" and William Blake's poetry, most are paired with contemporary works in order to deepen context and underscore the universal nature of human experience. We also include a study of a graphic novel or illustrated novel to give students practice in exploring the relationship between words, images and design. Each term is unified by an overarching theme, such as Gender and Power, Love and Risk, or Disillusioned Youth, and these themes promote proficiency in both single and comparative textual study. Comparison assignments are frequent and help build students' critical-thinking skills by asking them to navigate multiple texts. Students produce work in a variety of modes, including literary analysis, journaling, creative writing and public speaking. Writing instruction expands on skills introduced during English 9, focusing on mastery of the thesis statement and developing a more sophisticated execution of organization.

English 11

In English 11, we focus on American literature and the importance of style and argumentation in poetry, prose and students' own work. We investigate American narratives from the Harlem Renaissance to contemporary classics, and students work towards analytical mastery of written texts as well as digital and visual media. Students read and make connections between texts as far ranging as F. Scott Fitzgerald's "The Great Gatsby," Nella Larsen's "Passing," Justin Torres' "We the Animals," William Faulkner's "As I Lay Dying," Jesmyn Ward's "Salvage the Bones" and Mike Nichols' "The Graduate," as well as classic and modern American poetry. In spring term, we explore Shakespeare's famous revenge tragedy, "Hamlet," and finish the year with shorter fiction, culminating in the summative Short Story Project. This assignment, which asks students to be more independent and rhetorically sophisticated in their writing, prepares them for the capstone 12th-grade Novel Project. Students leave English 11 as skilled and confident readers and writers,

which is why 12th-grade year is devoted to college-level experiences of electives and individual study.

English 12

English 12 is the crown jewel of Upper School English in which 12th-grade students experience college-level practices and inquiry through focused electives, as well as a full term of independent study. In the fall and winter terms, students choose from a rich offering of electives that in the past have included Evolutionary Biology and Fiction, Modernism, Captivity Narratives, the Harlem Renaissance, the Anti-Hero, Literacy in the Postmodern Age, the Graphic Novel, Gender and Performance, Foreign Cinema, and Postcolonial Theory. Spring term is devoted to the Novel Project, an independent, online-portfolio assignment that presents literary analysis paired with student-generated media. Each student builds their own reading list of three novels and one alternative text (film, non-fiction, poetry, graphic novel, etc.). Students then spend the spring term researching, writing and designing their websites. The project is crafted to give students the independence to design their own course of study and the guidance to pursue interdisciplinary scholarship. Moreover, this final term of independent study gives them real experience with the time-management challenges that they will face in college.

Introduction to Creative Writing

Introduction to Creative Writing is an elective designed to explore the form and theory of writing in the genres of fiction, poetry, playwriting and creative non-fiction. Students will have the opportunity to read

published works by authors of renown and of diverse backgrounds, and discuss/deconstruct them from a “craft perspective.” On a weekly basis, students will complete small, fun writing exercises designed to help them generate their own content and develop specific craft-related skills (e.g., meter, characterization and plot). Finally, students will produce sustained works of prose or poetry or a mix of both and offer them to be workshopped by members of the class. This introductory course aspires to welcome the emerging writer into a “writer’s room” where the structures of creative writing are decoded, where strangers become lifelong cheerleaders of their creative work, and where the act of writing can be used as a tool of empowerment.

Advanced Writing: Writing Across Genres

This yearlong elective, designed for the true student-writer, builds upon the writing skills developed in Introduction to Creative Writing and aims to give students more sophisticated practice in writing in different forms and deeper engagement in a constructive writing community. Each term will be devoted to different genres: short fiction in the fall term; creative non-fiction and poetry in the winter term; and personal essays and op-eds in the spring term. During each term, students will read and discuss a rich variety of examples and then craft several pieces of their own. Most importantly, through instruction and workshopping, students will fully engage in the art of revision. By the end of the year, students will produce portfolios of their work (one fully developed piece of each genre) and meet the goal of submitting at least two revised pieces for publication.

Transitional English

Transitional English is a one-year course designed to help advanced English Language Learners (ELLs) reinforce skills in the areas of reading, writing, speaking and listening. The goal is to familiarize international students new to St. Stephen’s with the type of close-reading and literary-analysis skills that will be expected of them in their mainstream English classes. Students read many of the texts used in the mainstream curriculum, but at a slower pace with more time devoted to comprehension and grammar instruction geared specifically toward ELLs. Historical, cultural and biographical context are provided for each text. Transitional English involves writing assignments in a variety of modes, including literary analysis, personal narrative, persuasive writing, and opportunities for creative writing and public speaking. There are two sections of the class: one for incoming 8th and 9th graders and one for incoming 10th graders. Transitional English students benefit from a multisensory pedagogical approach, smaller class sizes, individualized writing support and the opportunity to engage in a comprehensive revision process for every assignment.

Fine Arts Department

The Fine Arts department of St. Stephen's seeks to activate the creative sensibilities of every member of the school community.

Experience in the arts promotes positive self-awareness in both the context of our community experience and the celebration of our diverse cultural heritage. The faculty nourishes students by providing a variety of opportunities for artistic expression, the study and criticism of the arts, and exposure to the arts on and off campus. Involvement in art, music, theatre, film and dance sharpens perception and critical judgment and enlivens the exploration of other disciplines.

The Fine Arts program serves the entire St. Stephen's community, providing a comprehensive foundation for those who choose to become arts professionals, participate for their own enjoyment or serve as active members of the arts audience.

Middle School Fine Arts

The Middle School Fine Arts curriculum is designed to be exploratory, hands-on and experiential, as students in all classes make music, 2D and 3D art, dance and theatre. Through the process of creating their own work, they develop a greater understanding of artistic concepts and the ways these concepts are used across disciplines, while exploring the power of creative thinking and personal expression.

The Middle School curriculum requires all students to take the Fine Arts Rotation in grades 6 and 7. In addition to the required fine arts class, students in grades 6 and 7 also may choose to participate in Beginning Winds and Percussion (6th), Beginning Strings (6th), Middle School Choir (6th-8th), Middle School Jazz Band (7th-8th) or Middle School Orchestra (6th-8th).

In 8th grade, students choose one fine arts discipline for the entire year, or they may choose a music ensemble to fulfill the Fine Arts 8 requirement. Students in 8th grade may also choose to take both a fine arts class and a musical ensemble.

Private lessons in music, dance and art are available to all Middle School students for enrichment.



FINE ARTS 6-7: THE ARTS ROTATION

Middle School students are placed in one discipline of the fine arts in the fall term of 6th grade to begin the rotation. Each term concludes with a final showcase in which students present some aspect of their work of the term.

Art: Students use a variety of materials and techniques to develop their technical skills and visual vocabulary. They use these skills to create artworks in a wide range of styles.

Ceramics: Students will explore a variety of clay processes as they learn about 3D art through sculptural hand-building and throwing pots on the pottery wheel.

Dance: Through a series of directed projects, students learn about moving through space, creating gestures that grow to phrases and combining them to make final dances.

Music: Emphasis is placed on listening closely to and discussing the music of different genres, cultures and time periods. Students use the vocabulary they build as they complete various in-class projects, including an original performance piece for the final showcase.

Theatre: Students learn basic terminology and practices of theatre that include storytelling, improvisation, acting, performing, lighting, sound, costuming and props.

FINE ARTS 8

Students meet at the beginning of the year to indicate their preference for Art, Ceramics, Dance or Theatre for the year. Students especially interested in Music may choose instead to fulfill this requirement with Middle School Choir, Jazz Band or Orchestra. Students also may choose to participate in both a fine arts class and a musical ensemble. Choices for Fine Arts 8 therefore include Art, Ceramics, Dance, Theatre,

Choir, Jazz Band and Orchestra. All classes build on the work students have done in grades 6 and 7.

Beginning Strings

This class is designed for students beginning the study of violin, viola, cello or string bass; it teaches young musicians the skills they need for lifelong musical success and enjoyment. Fundamentals include learning proper posture and playing position, ear training, note reading, ensemble skills, performance practice, and overall musical literacy. The discipline of regular practice, along with rehearsal techniques and acquired musical skills, prepare students to move into the Middle School Orchestra in 7th grade. Students perform in concerts and Chapel, for Fine Arts service trips, and in other special performances throughout the year.

Beginning Winds and Percussion

This course is designed for students who are beginning to learn a woodwind, brass, or percussion instrument. Students will study and perform beginning band literature and be responsible for various assignments, concerts and projects, as well as time spent outside of class practicing on their instruments. Upon completion of Beginning Winds and Percussion, students will be prepared to continue to Middle School Jazz Band or Middle School Orchestra. The goals for the year include improvement in the student's performance capabilities as a wind player or percussionist; performance of works from the beginning band repertoire, with attention given to the specific challenges presented by each composition/arrangement; and acquisition of stylistic and historical awareness through study and critical listening of wind band recordings.

Middle School Choir

Choir is designed to develop the unique qualities of the younger adolescent voice. It is a performance-based class that includes extensive training in sight-singing, ear training and rhythm skills. Activities include participation in seasonal concerts and Chapel services, special performances and social events, and a Fine Arts trip in the spring. Occasionally, after-school rehearsals are required in preparation for combined concerts. Both rehearsals and performances are core parts of the curriculum.

Middle School Orchestra

This class is designed to help students further develop skills in music reading and ensemble playing, while continuing to build individual skills in technique, intonation and tone quality. The Middle School Orchestra appears in concert and in Chapel, participates in service concerts and other special performances, and takes a Fine Arts trip in the spring.

Middle School Jazz Band

This course is designed for students to gain experience in the understanding, interpretation and performing of diverse jazz styles. Emphasis will be placed on ensemble playing and improvisational skills. The goals for students include improving the student's performance capabilities as a jazz ensemble member and soloist; performing essential works from the jazz repertoire, giving attention to the specific challenges presented by each composition/arrangement; and acquiring stylistic and historical awareness through study and critical listening of big band recordings. The Middle School Jazz Band will perform in Chapel and for special events on campus, and they may take a performance trip in the spring. Middle School Jazz Combo, a smaller ensemble, may be formed at the beginning of each school year.

Upper School Fine Arts

The Fine Arts program serves students who are exploring a new art form, those who already have an existing interest in a specific artistic discipline and those who want to work at a high level. The graduation requirement is one credit in the Fine Arts. Students may earn additional credits through their election of full- or half-credit courses. The graduation requirement for new 11th- and 12th-grade students is one half credit.

All half-credit courses are designated as Applied Arts. All Applied Arts courses are full-year classes, are offered to all students in grades 9 to 12, and may be repeated up to four years. Applied Arts courses meet one to four times per rotation. For instance, music ensembles meet four times per rotation, most classes meet three times per rotation, and private lessons meet one time per rotation.

Private individual lessons are offered to all students, from beginning to advanced levels, in dance and music. Lessons may be taken for credit or for enrichment. If taken for credit, students may earn a half credit upon successful completion of all requirements.

Dance classes may be used to fulfill Fine Arts or Athletic requirements after discussion with the director of dance.

The Theatre Focus Program provides additional opportunities for performance and includes individualized and group trainings through lessons, master classes, special projects and field trips.

DANCE

Applied Art Choreography

This class provides an opportunity for students who have attained a certain level of technical proficiency to further develop skills that allow them to create, set and perform their original dances in a spring performance. Students are given the tools and terminology to create choreography using their understanding of rhythm, dynamics, design and motivation to express their ideas and emotions. In addition to a foundation of strong dance technique, improvisation and gesture movements are part of

the creative process. Students are required to attend at least three dance technique classes a week throughout the year.

Applied Art Dance Technique

This class is designed for students who want to take a dance class during the academic day. The class is divided into four units: hip-hop, jazz, ballet and contemporary. Students study each of these genres in-depth. Emphasis is placed on aligning the body properly and working holistically and safely, as well as strengthening and stretching for flexibility and

agility. This class is especially useful and appropriate for theatre students and athletes who may have other commitments after school.

Applied Art Dance Lessons

Private dance lessons are offered in ballet, contemporary, hip-hop and jazz dance. Lessons are scheduled during the academic day and meet once each seven-day rotation. Students with skill levels from beginning to advanced may sign up for private lessons, and they may take more than one private lesson, if desired. Lessons in Upper School are offered for credit or enrichment. Students

make their choice about credit in early September after consulting with their teachers. Evaluation is based on consistent improvement and a passing grade in end-of-term juries, which include a performance demonstration of technical skills in the chosen genre of study.

Chrysalis, the extracurricular auditioned student dance company, holds open auditions at the beginning of each school year.

After-school dance classes are offered in classical ballet, modern, jazz, hip-hop and other styles. Dancers work in technique classes with St. Stephen's faculty in their chosen style, and these classes may fulfill either the Fine Arts or the Athletic requirement.

FILM

Applied Art Intro to Film

In this course, students acquire and practice skills and knowledge needed to be effective and efficient visual storytellers. They are introduced to the collaborative nature of filmmaking, and they practice this throughout the year as they work on a number of projects starting with a short silent film and culminating in a longer sound film that can be considered for the Spartan Film Festival. On the technical front, students learn and practice digital videography using DSLR cameras. Through experience and instruction, students learn to make effective and creative decisions about the visual language of their work. For screenwriting, students are introduced to the Celtx professional screenwriting software and begin to explore narrative structure through screenplay development and writing. After shooting, students use Adobe Premiere Pro to edit their projects. The class is taught as a studio lab with many classes dedicated to

the traditional teaching of skills, equipment and theories, and an equal number of classes dedicated to collaborative group work supervised by the instructor.

Applied Art Intermediate Film

This course builds on skills and knowledge gained in Beginning Filmmaking. We begin each year with a more advanced look at the art of cinematography. Together the class reads a scene from a recent film, for example, "If Beale Street Could Talk," and then small teams of students develop and present their visual approach or "coverage" for this scene. After discussing the film language offered by the various presentations, the class collectively chooses one approach to shoot. They spend some time learning how a professional set is organized and then take turns in different roles while shooting the scene. After this opening exercise, the class moves into more of a lab environment where collaborative groups work to develop and produce short documentary or narrative films. The students continue to learn both camera and sound skills and use professional screenwriting, pre-production and editing software to complete the films they will submit to our film festival and other festivals around the world.

Applied Art Advanced Film

Students are challenged to see how film can impact the world and to research filmmakers they admire in order to understand the world view behind the works of art they appreciate. Each student starts the year by making a class presentation about a filmmaker and sharing what they have learned. To further facilitate these discussions, we also

invite notable local filmmakers to visit and share their philosophies and career journeys. Students spend the year working collaboratively to develop and produce documentary and narrative films that they may enter in a wide range of film festivals. Teaching focuses on higher-level equipment use and is also designed to be flexible so that each student can endeavor to become stronger in whatever discipline they are excited about or that serves their particular project. This changes every year and has ranged from learning animation software, to drone use, to shooting "poor man's process," a technique of shooting nighttime car shots right outside the film lab. Films are shown at the spring Spartan Film Festival. Additional opportunities for submission to film festivals and competitions are announced throughout the year.

MUSIC

Advanced Music Theory

This full-credit course is designed to provide students with a solid and thorough knowledge of the fundamentals of music analysis, terminology and notation. With this knowledge and vocabulary, students will develop skills that help them better understand and interpret the music that they listen to and perform. Upon successful completion of the course, the student should have a working knowledge of musical notation, chord progressions, analysis and basic compositional techniques.

Applied Art Chorale

The music and activities of the Upper School Chorale are designed to train and develop the unique qualities of the adolescent voice. Students receive extensive training in sight-singing, ear

training and rhythm skills. Repertoire is diverse in style, culture and genre. This performance-based class includes participation in seasonal concerts and Chapel services, the ISAS Arts Festival, select concerts on and off campus, and social events. In addition, students have the opportunity to participate in individual activities including auditions for TMEA or TPSMEA All-State Choirs and the Madrigal Singers.

The Madrigal Singers is an extracurricular auditioned ensemble that performs throughout the year, both on and off campus. Opportunities to participate in domestic or international music tours may be offered to the group. Audition requirements for the Madrigal Singers include one or more years of advanced choir experience, as well as current enrollment in the Upper School Chorale. Rehearsal time outside of the school day is required.

Applied Art Orchestra

The Upper School Orchestra brings players of string, woodwind, brass, percussion and keyboard instruments together to play a variety of literature, from Mozart and Beethoven symphonic works, to John Williams' and Hans Zimmer's intricate movie soundtracks. Both string orchestra and full orchestra perform throughout the year for Chapel and in concerts on campus, as well as at the ISAS Arts Festival and other special events. Opportunities for domestic or international music tours may be offered to the group. Recent trips have been to Central Europe, Spain and Carnegie Hall in New York City. Collaborative performances, as well as master classes and workshops with professional musicians, add to the orchestral experience.

Students in the orchestra also may play in chamber music ensembles, working with a coach to perform the standard repertoire of trios, quartets and quintets. Membership in the Sinfonietta, a smaller chamber orchestra, is determined at the beginning of the school year.

Applied Art Jazz Band

The Upper School Jazz Band is designed for students to gain experience in the understanding, interpretation and performing of diverse jazz styles. Emphasis will be placed on ensemble playing and improvisational skills. The goals of the course include improving the student's performance capabilities as a jazz ensemble member and soloist; performing essential works from the jazz repertoire, giving attention to the specific challenges presented by each composition/arrangement; and acquiring stylistic and historical awareness through study and critical listening of big band recordings. Membership in the Jazz Combo, a smaller ensemble, is determined at the beginning of the school year.

Applied Art Thunder Drums

This auditioned percussion ensemble performs for school and community events throughout the year, learning and memorizing original material created for them. They perform in a wide variety of venues, from Circuit of the Americas in Austin to the ISAS Arts Festival, and they present an on-campus concert in the spring. Private percussion lessons are required of all members of Thunder Drums.

Applied Art Guitar Ensemble

The guitar ensemble is made up of a small group of guitarists who learn guitar technique and general

musicianship through popular, jazz or rock music arranged for the group. Throughout the school year, the ensemble will learn six to eight pieces of music where all significant parts are played by a guitar. The arrangement may include the vocal melody, background vocals, keyboard, bass and rhythm/lead guitar, depending on the piece of music. Class time is used to rehearse as a group, with the expectation that students have worked on their own parts outside of class. Students are expected to develop basic proficiency in rhythm reading, chord knowledge and scale knowledge, in addition to general guitar technique. Students will finish each term with an assessment of the progress made in developing these skills. Performance opportunities are available throughout the year, and a final concert is presented each spring. Students can expect to develop a better understanding of music and the guitar, as well as a greater sense of teamwork as they learn this material with their respective groups.

Applied Art Music Lessons are offered in piano, guitar, drums, voice, strings, wind and brass instruments. They may be taken for credit or for enrichment and are scheduled during the academic day. In addition to the private lesson once each rotation, programs may offer recitals, master classes and other performance opportunities. If taken for credit, evaluation is based on steady improvement and successful fulfillment of the requirements set forth in the syllabus.

THEATRE

Applied Art Theatre I

This course presents an introduction to acting and theatre. We investigate the job of an actor through developing

the actor's tools and also explore other positions in theatre. Students consider questions like: What is theatre? What is acting? How do theatre artists bring a scripted text to life? How do I effectively respond to theatre work? Throughout this course we utilize games, improvisational activities, acting exercises, performance and text analysis, scene work, and text adaptation to better understand the craft of acting and the nature of theatre. By the end of this course, students will be able to collaborate creatively with others, understand the major roles and responsibilities in theatre, identify and apply tools for developing a character on stage, and respond effectively to theatrical performance.

Applied Art Advanced Theatre

Students explore a different topic in theatre during each term of the year. Therefore, students may take this class for three years in a row and study new material each year. For example, students may study improvisation in the fall, film acting in the winter and musical theatre in the spring. Potential topics include, but are not limited to, scene work, musical theatre, theatre history, film acting, monologues, Shakespeare, directing, the practice and theory of particular practitioners of theatre (e.g., Meisner, Stanislavski, Adler, etc.), improvisation, theatre for social justice, and voice and body techniques. Different teaching tools will be used each term depending on the subject and may include theatre games and exercises, written work, scene work, performance attendance, and group discussion. Students leave the course with a greater ability to apply the specific skills required for each topic covered and a better

understanding of the range of styles and topics within the world of theatre.

Applied Art Public Speaking

Students in Public Speaking learn to create smart, engaging, confident public presentations on a variety of topics. Students participate in a series of projects and presentations, including a personal introduction, a narrative speech, a declamation speech, an informative speech, a debate and a free choice project. Students in this course develop confidence in both the speaking and presentation process through theatre exercises, readings and videos, class discussion, research, speech writing, speech delivery, critique, and self-assessment. By the end of the course, students will be able to organize and write different types of speeches, assess an audience and address its needs in preparing a speech, warm up the body and voice before a presentation, confidently deliver different kinds of speeches to an audience, use a variety of voice and body techniques for engaging presentations, and critically analyze a speech using verbal and non-verbal criteria.

Applied Art Theatre Elective

In addition to Theatre I and Advanced Theatre, a Theatre Elective is announced each year that focuses on an area not covered in our other curricula. This elective is chosen based on student interest and training needs. Past electives include Film Acting, Improvisation, Dramatic Literature, Musical Theatre, Acting a Song and Directing. Since each year's elective is different, information will be presented before the course selection process in the spring.

Theatre Focus Senior Seminar

This offering for 12th-grade Theatre Focus students provides dedicated class time and faculty support in which to prepare materials for specialized college applications, portfolios and/or auditions. Students consult with faculty in working on their applications for theatre programs, receive assistance in creating physical audition and portfolio materials, and receive coaching on their audition materials and/or preparation for interviews.

Theatre Focus Colloquium

Theatre Focus Colloquium is a special training opportunity for Theatre Focus students that covers special topics not covered in our regular curriculum and prepares students for special performances during the year. Topics might include, but are not limited to, voice and body training tools, creative capacity building, mental and physical health, specific training techniques for the actor, performance work for Theatre Focus showcases or specific productions, and other topics appropriate for the student company. Colloquium is required for all Theatre Focus company members and meets one time per rotation.

Applied Art Tech Theatre

This course is designed to teach students the skills needed to design, build, install and operate the scenery, lighting and sound systems used in a theatrical production. Students will learn how these specific skills become an integral part of a larger collaborative work of art. It is a highly hands on and physical class, and much of the learning happens through doing. Students will have opportunities to work on specific projects outside of the class.

VISUAL ARTS

Advanced Art History

This survey course covers the global history of the visual arts from prehistoric times to the modern day. Nightly readings for the course include coverage of individual works of art in terms of their subject matter and style. The course also relies on the placing of these works within their historical context. In class each day, students discuss connections among these images while they are projected on a screen. Assessments in the course focus on knowledge both of the particulars of works of art — their titles, the artists who made them, when they were made, what materials were used — and the particular subject matter and style of those works. Through their work in the course, students develop a strong analytical vocabulary for talking about works of art and a broad knowledge of the role art has played in many human civilizations at many times. Typical assessments are written, and they include identification of images, multiple-choice questions about some of those images, and the writing of multiple essays that require students to analyze works of art for their meaning and purpose. While this is not an AP course, the body of work studied overlaps significantly enough with that curriculum that many students take the AP exam in May. Those who do not will either complete a “gallery project” or take a final, cumulative assessment at year’s end.

Visual Studies I

Students engage in the study of art as they explore the traditional disciplines of design, drawing, painting, printmaking, mixed-media and sculpture. In this project-based class, students will learn about the

elements of art and principles of design as they develop their technical skills and visual literacy. They work with these concepts in a wide variety of media and assignments. Students participate in group and individual critiques and show their work in a spring-term exhibition. Gallery talks, workshops with visiting artists and field trips to area museums are offered each year. Additional opportunities for exhibition and competition are presented throughout the year.

Visual Studies II

Building on the foundation of Visual Studies I, students expand their understanding of materials and methods as they develop and work from original subject matter. They use their skills to analyze the aesthetics of their own work and the work of others. Students work toward developing art topics that allow them to explore their own visual narratives through assigned work and independent projects. Students have opportunities to display their work throughout the year, as well as in an exhibition in the spring term. Gallery talks, workshops with visiting artists and field trips to area museums are offered each year.

Visual Studies III

Visual Studies III students continue to experiment with different mediums and techniques as they develop their own individual artistic styles. Further development of concepts and thematic series help students expand their thinking and skills as they refine their foundational drawing skills and work with a range of traditional materials and digital media. Visual Studies III is the appropriate time to begin to prepare a portfolio for the college application process or for other formal presentations.

Students exhibit their work both in the school’s Scanlan Gallery and in special exhibitions and competitions in Austin and beyond. Portfolio review days, trips to museums, guest artist events and special projects are offered throughout the year.

Advanced Visual Studies

In this course, students are given the opportunity to work much more independently to develop their artistic goals and pursuits. With guidance from the instructor, students will complete their portfolios, learn to write artist statements, participate in group and individual critiques, and gain experience in exhibiting and presenting their work. Students have opportunities to participate in a number of exhibitions on and off campus, to enter competitions, and to collaborate with peers in self-directed projects.

Applied Art Graphic Design

In this course, students will receive an introduction to the elements of art and principles of design as they learn how to use these concepts skillfully in a wide variety of media and assignments. They will explore ways to use both text and images to communicate with an intended audience. Opportunities will be available to design using both hands-on art materials and digital work. With guidance from the instructor, designers will learn applications, like those found in the Adobe Creative Cloud, and equipment such as digital drawing tablets. They will learn various approaches to visual communication as they examine and explore the use of logos, typography, branding and identity, photography, and graphic design history topics. Students must think broadly and

creatively as they learn to combine typography, image, space, color, movement, time and form to convey messages in the most effective ways. They will work on traditional design problems leading to a portfolio of pieces illustrating the concepts learned. Designers participate in group and individual critiques, and they will show their work in a spring exhibition

Applied Art Studio Art

This course offers a half-credit option to students who would like to develop their skills in drawing, painting, design, sculpture and other forms of visual arts. In this project-based course, students build their technical and visual literacy skills, working with the elements of art and principles of design in a wide variety of media and assignments. Artists participate in verbal and written group and individual critiques, and they gain experience in exhibiting their work. They also have opportunities to collaborate with peers in self-directed projects. Gallery talks, workshops with visiting artists and field trips to area museums are offered each year. In consultation with the teacher about experience and goals, students may choose to develop independent projects.

Applied Art Photography

Students learn to use a 35mm camera, develop film, enlarge photographs and prepare photographs for presentation. Artisanal processes, as well as standard chemical darkroom procedures, help students more fully understand the aesthetics of this art form. Work will be shown in a spring-term exhibition, and students have other exhibition and competition opportunities throughout the year.

Applied Art Advanced Photography

This course provides students with further instruction in the many options and aspects of the digital darkroom. Work will be shown in a spring-term exhibition, and additional opportunities for exhibition, competition and publication may be available.

Applied Art Digital Imaging

As photography evolves into a digitally dominated medium, proficiency in the digital darkroom becomes increasingly important for serious photographers, as well as for those who use photographic images in a multitude of ways. Digital Imaging provides an introduction to the tools and concepts of contemporary photography. The digital darkroom enables artists to perfect their vision and explore ideas using current technological tools as applied to the fundamentals of photography. Students will learn to use Photoshop to digitally process their images. They will learn post-production techniques and tools such as layering, paths, color and contrast, histograms, and levels as they create their finished works.

Applied Arts Ceramics

Students work with materials and techniques used throughout the centuries and up to the present as they learn hand-building, wheel-throwing and sculptural techniques. The chemistry of clays and glazes, as well as historical and cultural techniques, become part of the process as students create both vessels and sculptural forms. In this primarily hands-on course, students use classroom experimentation and presentations, followed by online investigations, to expand their visual vocabulary and develop

their skills. From the most ancient types of pottery wheels to the most contemporary 3D clay printers, students will be able to create works that bring their ideas into being. Skills range from centering a lump of clay to coding a program for the printer, always with consideration of the elements of form, materials and aesthetics. Guest artists, workshops and demonstrations are scheduled throughout the year. Students will show their work in a spring-term exhibition, and additional opportunities to display work and enter competitions are announced throughout the year.

YEARBOOK

Applied Art Yearbook Design

Students learn the principles of layout and design as they create a compelling record of the life of the school in the “Deacon,” the St. Stephen’s yearbook. Headline, caption and feature writing complement students’ work in graphic design and photography. Students work with Photoshop and the latest design software, write copy, take photographs and meet publisher-set deadlines as they cover all aspects of the production of the yearbook.

Applied Art Yearbook Photography

Documenting a year in the life of a school requires images that capture students in many aspects of life — academic, athletic and artistic. In this class, students learn how to envision and create compelling images in a variety of settings including action shots, low light, outdoors and indoors. Working with the yearbook staff, these photographs will become part of the “Deacon,” the St. Stephen’s yearbook, as well as other publications.

Health and Wellness Curriculum

Health and Wellness classes are co-taught by a St. Stephen's faculty member and 12th-grade health teaching assistants, which gives a nice balance of professional facilitation and current material. Each class is taught through a reflective, interactive and personal growth-oriented methodology.

MIDDLE SCHOOL HEALTH AND WELLNESS

Health and Wellness education at St. Stephen's stems from a school-wide philosophy that celebrates the growth of every student's mind, body and spirit. From the Middle School to the Upper School, each course explores a developmentally appropriate blend of social-emotional and physical health issues experienced in the adolescent years, with the goal of promoting sound physical, emotional and social development. Taught from a multidisciplinary perspective, teachers work to create a structured, consistent and safe space for personal exploration, open discussion and engaging activities.

Self Science 6

Self Science 6 is the introductory course in our Health and Wellness Program taken by all 6th-grade students. The class meets once during the academic rotation, as students learn to make connections between their social-emotional and physical health and their current experiences. Some of the topics covered include organization/time-management, learning styles, growth mindset, learning to pause/mindfulness, navigating friendships in adolescence, communication/assertiveness,

nutrition, diversity, boundaries, vaping, puberty education, identity and gratitude. The program tailors the content to the interests, needs and learning styles of individual students and groups. Throughout the year, Self Science students further develop their skills in self-awareness, self-regulation, relationships, decision-making and social-awareness. The goal of the course is to help students become more emotionally aware and develop a skill set as they transition to middle school.

Self Science 7

Self Science 7 is a Health and Wellness course taken by all 7th-grade students, as a follow up to the Self Science 6 class. The class meets once during the academic rotation, as students learn to make connections between their social-emotional and physical health and their current experiences. Some of the topics covered include self-awareness, identity, mindfulness, healthy eating, time management, coping with stress, social media, gaming addiction, vaping, peer pressure, diversity, the teenage brain, mental wellness, and sexual health and relationships. Learning occurs through class discussions, journaling, research projects, guest speaker presentations, group activities, role

play and technology. The program tailors the content to the interests, needs and learning styles of individual students and groups. Throughout the year, Self Science students further develop their skills in self-awareness, self-regulation, relationships, decision-making and social-awareness. The goal of the course is to help students become more emotionally aware and develop a skill set as they negotiate decision-making in adolescence.

UPPER SCHOOL HEALTH AND WELLNESS

Health and Wellness education at St. Stephen's stems from a school-wide philosophy that celebrates the growth of every student's mind, body and spirit. From the Middle School to the Upper School, each course explores a developmentally appropriate blend of social-emotional and physical health issues experienced in the adolescent years, with the goal of promoting sound physical, emotional and social development. Taught from a multidisciplinary perspective, teachers work to create a structured, consistent and safe space for personal exploration, open discussion and engaging activities.

Health 9

Building on the Middle School curriculum, the Health 9 class is designed to help students transition to Upper School and think through experiences surrounding healthy choices. There are three core modules: Self-Awareness, Relationship Skills and Physical/Mental Health. Topics covered include reflective practice, identity, personality, stress management, peer pressure, substance use, body image, social media, healthy relationships, consent and boundaries, digital relationships, comprehensive sexual education, nutrition, disordered eating, and mental health. The course is taught by Upper School staff and/or faculty from different departments across the school, as well as 12th-grade teaching assistants (TAs). The TAs provide mentoring and valuable peer education about navigating healthy choices. Classes are taught using peer collaboration, technology application, activities, reflective writing and

discussion. The class is a graduation requirement for all 9th-grade students and is a pass/fail course based on class participation and a culminating project and presentation. Students will leave the Health and Wellness class with tools to conduct risk-benefit health analysis to ultimately shape positive decision-making for the next four years and beyond.

Health Seminar 10

The 10th-grade health seminar focuses on health and wellness in the high school years. The class meets once a rotation during the spring term of students' 10th-grade year. The topics reflect the core modules introduced in Health 9: self-awareness, relationship skills, and physical and mental health. This seminar is taught by faculty and staff from different disciplines so that students benefit from hearing from different St. Stephen's teachers. Topics address essential aspects of Upper School students' lives, such as fitness, mental health, substance use, diversity and privilege, mindfulness, gender, sexuality and allyship, college counseling, navigating social networking, respect and responsibility, yoga, and reproductive health care. Students are challenged to reflect on what these topics mean for their own life and decision-making.

Health Teaching Assistant Training

In the Health Teaching Assistant (TA) class, students study both the Health 9 curriculum and essential teaching skills. The Health 9 curriculum includes three core modules: self-awareness, relationship skills, and physical and mental health. The TAs learn specific topics within each core module. They then bring that understanding to the classroom,

where they practice and build their own teaching and leadership skills. As we know, teaching health to teens needs to be engaging, relevant and timely in order to capture their attention. TAs bring a relatable presence and approach for the 9th graders in the area of healthy decision-making.

College Counseling

College Counseling is a noncredit, ungraded, mandatory course for 11th-grade students in the winter and spring terms. Students are introduced to the process of applying to colleges, including using Maia, the Common App, Apply Texas and the University of California System application. They learn how to use Maia and other resources effectively for college research and how to construct a balanced college list. Students are given in-class time to research colleges and to work on a variety of application components, including creating a resume, completing the Common App and drafting college essays.

History and Social Sciences Department

The history department curriculum is shaped by a commitment to developing students' critical-thinking skills and personal expression and to helping students cultivate a humanities' sensibility about themselves and the world. Essential questions frame each course, and themes within each unit of study make learning a quest for understanding of historical, cultural and political problems.

Civic-mindedness is built into the curriculum. The focus of study is appreciation, knowledge and understanding of societies around the world with an emphasis on valuing the dignity of every human being. The depth of the department's curriculum is found in its global outlook and a world history curriculum that balances study between Western civilization and non-European civilizations. Students learn why humans form civilizations and governments, as well as which forces and politics have bolstered human freedom and which have harmed it. Students learn about the role of political parties, constitutional law and the ways cultures shape power dynamics, especially in relation to race and gender.

Students consider different perspectives and tackle open-ended questions, as well as actively participate in class discussions and work together in teams. Controversial topics are embraced, and discussions require students to generate evidence from readings to support their claims both in class and in their writing.



Middle School History and Social Sciences

In Middle School, students are introduced to the study of history and the social sciences. One of the primary missions of the department is to expose students to the diverse world in which they live. Promoting the understanding of humankind's connections with place, environment and one another is emphasized throughout the curriculum.

Through a variety of challenging, age-appropriate texts, students learn how to read critically and identify an author's bias. Students learn how to develop an arguable assertion and defend it with relevant evidence.

Global Connections 6

Focusing on troubled spots in our world, students go on a journey in Global Connections. Through the eyes of young people in struggling countries, students explore causes of famine and examine the importance of water and education. Next, they study the Israeli/Palestinian conflict, grapple with child labor in Pakistan, and conclude by studying solutions offered by Gandhi and Mandela. Current events play a significant role in the curriculum during class discussions with attention to identifying perspective and bias through assignments in *The New York Times' Upfront*, a magazine for students. While reading the varied texts, students focus on note-taking skills and literary analysis. A major focus of the course is teaching students to develop a thesis and defend it with well-chosen evidence. Each student completes an individual research project on a selected country, produces a monument with a hands-on and digital component, and celebrates at Nations Day.

Borderlands of the Southwest 7

Borderlands examines the overlap of various ethnic groups in the South and Southwest regions of the United

States. Students begin the year attempting to develop a new lens that allows them to see human beings as another species. How are humans simultaneously capable of genocide and impressive acts of compassion and service? The objective is to observe and understand human behavioral patterns before focusing on historical events in the South and Southwest. Students will spend time learning about the cultures of indigenous peoples of the South and Southwest and read about historical events that involved settler colonialists and various indigenous nations. A major goal of the course is to consider the multiple shifts in governments and power within this region, as well as to contemplate big concepts that change within cultures, such as patriotism, identity and borders.

Cultures and Governance 8

Students explore the impact of social structures and political governance in societies. Through readings, discussions and expository essay writing, students have daily opportunities to apply fact-based analysis to contemporary global issues. Units focus on topics such as urbanism, immigration, challenges to

the rule of law and the persistence of social inequality. Texts utilized in the course include "Things Fall Apart" by Chinua Achebe and "River Town: Two Years on the Yangtze" by Peter Hessler. This course strives to deepen students' appreciation for perspectives and increase their understanding of the importance of context and nuance when interpreting events in our increasingly interconnected world.

Middle School Information Literacy

Information Literacy engages students in hands-on learning and is designed to help our newest Spartans explore school resources online, develop critical thinking skills regarding electronic sources and become good digital citizens. Lessons in "Info Lit" include opportunities to explore the topic of safe social media use, learn more about effective ways to access good academic sources online, become adept at citing sources, and use technology to create digital content.

Upper School History and Social Sciences

The department continues to honor founder William Brewster's goal to teach for "the stimulation of intellectual honesty and curiosity, the experience of democratic process, the wrestling with social problems, the greater understanding of international relations, the appreciation of threats and the participation in them." The point of developing students' ability to critically assess is to cultivate curiosity and concern for humanity. Courses and pedagogy prepare students for active citizenship in the world.

From World History in 9th grade to 12-grade electives, the history curriculum stresses confronting rich, complex historical and contemporary social problems from global and multicultural perspectives and building the skills of a scholar. Readings and images used in class seek to explore diverse experiences and the contexts that shaped them. To help students think critically, an emphasis is placed on main themes and essential questions so that facts are learned as part of investigation of larger historical problems. Students are taught to use social, intellectual, political and economic categories of analysis. Attention is placed on active reading and listening skills by stressing and checking note-taking. Class discussion, debates and projects are used to help students form opinions and practice expressing their ideas with the ultimate goal of preparing them to write persuasively. In a logical progression expectations increase by course for student writing and analysis. Each course builds time for teaching and practicing research methods with all students writing a capstone research project before they graduate.

HISTORY

History 9

Education helps us understand our place in the world, in relation to others, and the World History course contributes to that goal. We trace the themes of government, religion, economy, the arts, the environment, gender structures and cultures in context. As an engine of world change, Europe merits a significant look; but non-U.S., non-European topics constitute about 60 percent of this course. The use of evidence in analytical writing is emphasized throughout, with a memoir of China's Cultural Revolution as the subject for instruction in paper writing.

History 10

This 10th-grade United States history class covers the period from the Pre-Columbian Era to 1900. Three themes will be interwoven throughout the class: the evolution of democracy (its definition, ideals and actual structure); emerging "American" identities (crossing race, class, gender, region, nation and national origin); and the interrelated transformation of the American economic and environmental landscape, as the nation evolved from a predominantly rural, agrarian space to an increasingly industrial, urban one. The spring term culminates in a research paper on American culture that allows students to choose any cultural creation of specific interest to them (music, fine art, fashion, architecture, poetry, literature, etc.) and then examine how it reflects various aspects of American society from 1860-1900, such as gender and sexuality, race, family life, class, the environment or technology.

History 11

This course begins with the emergence of the United States as a world power in the early 20th century and focuses on key events and problems of a century famously called "the American Century." The course ends with more recent changes, including the debate on the 21st century as a "post-American" world. To place the American experience in a broader global context, students examine selected topics, such as imperialism, decolonization, conflict in the Middle East, the dissolution of the Soviet empire and globalization. Broadly, the course is designed to provide students with an historical sensibility about a century that greatly shaped our current world. In the spring, each student spends four weeks on an independent research project. With support from Becker Library, students use library collections, databases and web links to academic sites related to their topics. The history research projects that students completed in the two foundational history courses, History 9 and History 10, prepare them to complete this major research project.

Advanced European History

The course provides a survey overview of European History from the calamitous 14th century through the 20th century. This survey is both comprehensive and deep in its ongoing examinations of: a) interactions between Europe and other countries and cultures in the world; b) economic factors and aspects of poverty and prosperity; c) the projects of objective and subjective understanding; d) the power and development and effects of institutions and regimes; e) parsing the interrelations between individual

and society; and f) examining the ongoing project of public communities such as nationalisms or unions. The class is conducted as a seminar with an emphasis on discussing understandings and interpretations of the various topics.

SOCIAL SCIENCES SEMINARS

Social Science Seminars comprise a yearlong course of three different classes across a number of specialized topics. Designed to pique student interest and introduce the basic vocabulary of the fields, the seminars provide a foundation for future study. Since they are exploratory in nature, seminars are question-driven with high expectations for class discussion. Social Science Seminars are open to 11th- and 12th-grade students.

Behind Closed Doors: Alternate Narratives of Gender and Sexuality in American History and Literature

Once upon a time in 19th-century New York, brothels advertised both ladies and "lady-boys" — and a man wasn't considered any less manly if he went for both. Once upon a time in 1920s Harlem, drag balls were all the rage — and gay and straight, black and white, men and women paid exorbitant fees just to ogle the gorgeous queens. Once upon a time in the "Wild West," women donned men's clothing, slung holsters and ammo around their hips, and got reputations for outdrinking and outshooting any man ... while men complemented their mustaches with lipstick and wore cowboy boots under petticoats. But why don't our history books tell us these stories? Why do we seem to think the 20th century invented homosexuality, queerness and transsexuality? Why do

we persist in thinking the Victorians were prudish, conservative and even asexual? And how do we uncover these secret histories? Where do we even begin looking? Using both historical case studies and a variety of literary pieces, from poetry to short stories to documentaries, this class will uncover the alternate narratives of these “other Americans” — those who lived their lives “behind closed doors,” and who, consciously or not, bequeathed a great legacy to 20th-century American history and literature, as well as to 21st-century current events.

Dealing with Difficult People (Including Ourselves)

When you sense an impending argument, what is your first response? Anger or fear? Confrontation or avoidance? Learn how an individual’s background — traditions, culture, emotions, psychology — influences conflict, both in creating it and in its resolution. See how some of these elements can also play into much larger conflicts and negotiations, from the local to the international. What factors carry the most weight? How do parties in a negotiation keep or lose power? Drawing on elements including history, psychology, diplomacy and conflict resolution, students will learn both theory and practice and will have the opportunity to focus on projects of their own choosing, from the geopolitical (think Middle East or Russia) to the business world (think IBM vs. Fujitsu or Apple vs. the government) to domestic or local matters.

Economics

How do entrepreneurs price their latest products? How does scarcity of resources force economic systems to

make choices? Macroeconomics uses the tools of economics to understand how an economy functions and to develop policies that promote economic growth. This course will give students the tools to understand how a national economy works, as well as how various government policies affect the economy and, by extension, its citizens’ lives. The course will combine economic theory and historical empirical data that relates to the three main concerns of macroeconomics: inflation, unemployment and economic growth.

History of Modern Mexico

For the last 50 years, U.S. news headlines about Mexico have focused on a series of crises that are thought to threaten the U.S.: drug cartel violence, undocumented migrants, multiple debt crises and political instability. This course on Modern Mexico will go beyond the headlines to appreciate Mexico’s historical struggles to achieve political stability and economic prosperity, and understand the important role the United States has played in Mexico. Beginning with an overview of the Mexican Revolution and into the present, this course will cover a range of possible topics allowing students to explore areas of interest ranging from cultural phenomena such as the Mexican Mural Movement, Mexican Rock and Pop Music, and Mexican films to social events such as the student uprising in 1968 and the impact of migration both to the U.S. and from Central America. The course will move on to economic events such as the nationalization of industries in the 1930s to neoliberalism and privatization in the 1990s, leading to some of the richest people in the world like Carlos Slim, to political

happenings such as the rise and fall and rise again of the PRI and various opposition parties. The course uses a variety of historical and contemporary materials from books, articles and visual media.

Modern China Seminar

If the 20th century is referred to as the American Century, how will historians refer to the 21st? Napoleon Bonaparte once said, “China is a sleeping giant. Let her sleep, for when she wakes, she will move the world.” Does China’s stirring on the world stage — economically, politically, culturally and militarily — constitute a threat to the Western hegemony or does it represent an opportunity for new alliances and prosperity? This seminar will focus on China’s startling growth since the reforms of Deng Xiaoping, and in particular on the past three decades of rapid transformation within China and how these internal changes have impacted the rest of the world. Topics will include socialism and post-socialism, economics, current events, the Beijing 2008 Olympics, militarization, transnational workers, Africa, urbanization, cultural shifts, gender relations, Yao Ming, income inequality, social media, faith, and tourism. The course materials will be drawn from current articles, books, documentaries, movie clips, social media and comic books.

Forging Our Sustainable Future

The sustainability seminar will seek to cut through the noise surrounding the topic of climate change. The course is broadly divided into two components: information and action. The first part of the course will examine the history, science and risks surrounding climate change and sustainability movements.

The second part will engage students to take personal and communal action, and to determine the efficacy of sustainable actions and policies on a local, national and global level.

Seminar on the Contemporary Middle East

The “Middle East” seems to be the name of a region “in crisis,” a region full of news. For Americans, the news usually seems to be bad news or threatening news. This seminar will inquire into this “Middle East.” Where exactly is it? (Yes, that is a serious question.) Why is it in the news so much? What is going on there? What are the problems? The threats? Why does the Middle East matter? How does the U.S. figure into the picture? The seminar will address political, social, cultural and religious topics. The focus will be on three cultural parts of the “Middle East”: Iran/Iraq, the situation and story of Israel and Palestine, and Turkey/Syria. While we will look back at some of the history of the region, this is not a history course nor does it cover the same ground as the 11th-grade year history course. Instead, we will use films, documents, online media and readings to take a virtual tour of parts of the Middle East.

Psychology

Why do we do what we do? What influences affect our decision making? What role do our emotions play in learning? How do we choose a romantic partner? These and other questions will be explored in this introduction to the theories and concepts of psychology. The course begins with important research done in the field of social psychology, which is a study of the influence that people have on one another. From

this perspective we will discuss issues such as: racism, conformity, human aggression, and the psychology of love and attraction. We will then examine the areas of motivation, emotion, intelligence, learning, memory and personality development. Finally, we will discuss the 21st century trend of Positive Psychology, which is based on the premise that psychology should focus less on mental illness and more on mental wellness.

Topics in Constitutional Law

Is a student-led prayer before a public school football game a violation of separation of church and state? Are large corporate donations to political campaigns protected as free speech? Whose right to bear arms did the Second Amendment protect? When can a police officer search your car? While the term constitutional law encompasses a broad range of issues about government and the separation of powers, this course will focus primarily on the U.S. Constitution and individual rights with some additional topics driven by current events. The course will include reading of landmark Supreme Court cases as well as current cases. This is a discussion-based course that rewards lively debate and that culminates in a moot court. This discussion-oriented seminar will address these questions and unpack the ethical dilemmas surrounding cultural property and the West’s obsession with the authentic past. We will use case studies to look at those dilemmas head-on, debating topics like: should the Elgin Marbles be returned to Greece? Is it right for agenda-driven government agencies to dictate which era of a historical site is shown to tourists? Is the destruction of monuments a crime against humanity?





Mathematics and Computer Science Department

Mathematics and the mathematical patterns found throughout our surroundings offer us a powerful and beautiful way of viewing the world.

The St. Stephen's mathematics department seeks to enable students to recognize and assimilate mathematical relationships and to use them to make predictions and draw conclusions.

The department's objectives are to:

- Stimulate curiosity about the application of mathematics in the world around us;
- Foster independent, creative and critical thinking in a cooperative learning environment;
- Develop students' ability to persevere in the face of difficulty;
- Encourage articulate communication of ideas in oral and written form;
- Promote the use of technology in the learning of mathematics; and
- Cultivate solid foundational skills necessary for complex mathematical analysis.

The curriculum serves students with varying abilities, enabling them to gain confidence in and expand their mathematical skills and to become effective problem solvers and communicators of mathematical ideas. Students develop logical reasoning and critical analysis skills and an appreciation for the beauty and unified structure of mathematics.

Advanced sections cover the subject in greater depth and breadth and are so designated on students' transcripts. Admission to and retention in an advanced course is by departmental approval and may require confirmation of ability by a placement examination.

Middle School Mathematics

Math I

Math I focuses on developing a solid foundation in problem-solving and critical thinking skills, as well as computation skills. Students work with all types of numbers and operations, including fractions, decimals, integers, exponents, ratios, rates and averages. Algebraic thinking is introduced through the study of topics such as patterns, functions, proportions, percentages and formulas from geometry.

Advanced Math I

Advanced Math I is a rigorous, fast-paced course designed for students who have a solid foundation in computations with whole numbers, decimals, fractions and integers, as well as prior experience with algebraic thinking, basic geometry concepts, and a variety of non-routine problem-solving strategies. Students must have good organizational skills and a strong work ethic. In addition, students in the advanced level must be able to work independently and should enjoy tackling challenging problems. Students are selected for the advanced course based on their abilities and previous academic record.

Math II

Math II addresses the transition from arithmetic to the basic elements of theoretical mathematics. Previously learned skills — including manipulation of decimals, fractions, ratios, proportions, percentages and basic geometry — are reviewed and strengthened. This course also introduces set theory, multi-step equations, word problems, properties and practical applications for

geometry. Throughout the course, students investigate everyday situations that involve mathematical principles.

Advanced Math II

Advanced Math II is a rigorous course designed for students who have demonstrated mastery of our Advanced Math I curriculum. Advanced Math II covers the topics in Math II in greater depth and with more complexity and explores additional topics as well. The course emphasizes applications that challenge students to follow an extended chain of reasoning and employ a wide variety of problem-solving strategies. Students are selected for the advanced course based on their abilities and previous academic record. This course includes an introduction to using a graphing calculator.

Math III

This course enables students in the 8th grade to refine and strengthen their computation skills with rational numbers and equations, with an emphasis on applications and problem-solving. Percentages, rates, proportions, statistics and geometry topics are explored in greater depth and with a higher degree of complexity. Polynomials and linear graphing are introduced. The course gives students a solid foundation from which to approach algebra.

MS Algebra I

Algebra I integrates knowledge of variables and their use with concepts and operations of arithmetic in a formal, logical development of elementary algebra. Accuracy and precision are essential components

of instruction, as is the development of problem-solving strategies. The content of the course includes an in-depth study of linear equations and inequalities, graphing, operations with polynomials, factoring, rational expressions and equations, introduction to functions, radical expressions and equations, and the quadratic formula. Word problems and applications of increasing complexity are addressed throughout the course.

MS Advanced Algebra I

Advanced Algebra I is a rigorous course designed for students who have completed the equivalent of our Advanced Math II course. In addition to covering the Algebra I topics listed above, the course emphasizes applications that challenge students to follow an extended chain of reasoning and employ a wide variety of problem-solving strategies. Students should have a strong foundation in signed numbers, algebraic expressions, equations and properties. Students should also have a strong affinity for math and a desire to pursue advanced coursework in the Upper School. Students are selected for the advanced course based on their abilities and previous academic record.

Upper School Mathematics and Computer Science

Upper School students are required to complete three mathematics credits and take math through their 11th-grade year.

Algebra I

Algebra I integrates knowledge of variables and their use with concepts and operations of arithmetic in a formal, logical development of elementary algebra. Accuracy and precision are essential components of instruction, as is the development of problem-solving strategies. The content of the course includes an in-depth study of linear equations and inequalities, graphing, operations with polynomials, factoring, rational expressions and equations, introduction to functions, radical expressions and equations, and the quadratic formula. Word problems and applications of increasing complexity are addressed throughout the course.

Geometry

Students are introduced to traditional plane and solid Euclidean geometry, as well as coordinate geometry, constructions and transformational geometry. Both independent problem-solving and cooperative group work are elements used in the investigation of geometric truths. Students learn theory and application, formal and informal proofs, and symbolic and visual approaches to problems. The course provides a firm foundation in understanding the relationships between and within geometric figures, and it develops the skills to reason effectively. Computer-assisted explorations, as well as compass and straightedge constructions, are part

of the course throughout the year as they relate to the topics covered. The course helps to prepare students for the challenges of higher-level mathematics.

Advanced Geometry

Advanced Geometry is intended for those students who have well-developed spatial and abstract reasoning skills. In addition to the topics presented in Geometry, this course includes a more formal emphasis on deductive logic and proof. Proofs using deductive or indirect reasoning, paragraph or two-column form, and construction are utilized to enhance logical thinking and creative problem-solving. Inductive discovery of principles is facilitated by the use of the computer, models and experimentation. Special projects heighten the student's appreciation for the application of geometry to the real world, the historical significance of the subject, and recent discoveries in mathematics.

Algebra II

Algebra II builds on the concepts and skills mastered in Algebra I and expands these ideas with further applications and more challenging problem-solving. It also utilizes technology, primarily in the form of graphing calculators and graphing software, as a tool for opening doors to new approaches. In addition to the topics

introduced in Algebra I, Algebra II includes the study of irrational and complex numbers, polynomial equations, exponential and logarithmic functions, analytic geometry, trigonometry, data analysis, and probability. The course provides a firm foundation in the language and application of algebra and in the skills and knowledge necessary to succeed in higher levels of mathematics.

Advanced Algebra II

A rigorous course that prepares students for successful transition into Advanced Precalculus, Advanced Algebra II enables them to master advanced algebraic concepts and skills, to think independently, and to utilize appropriate methods of problem-solving. The content of the course includes topics covered in Algebra II, as well as data analysis, combinatorics, probability and a more in-depth study of trigonometry. Those topics that are covered in Algebra II are studied in greater depth and scope, with special emphasis on critical thinking and application of concepts.

Precalculus

Precalculus provides students with a firm foundation in the theory and use of functions and their graphs. Each type of function addressed — including polynomial, rational, exponential, logarithmic and trigonometric — is explored

algebraically, graphically and geometrically. Other topics include analytic geometry, complex numbers, data analysis, probability, and sequences and series. Graphing calculators and graphing software are used extensively to enable students to make subtle connections between topics within the course.

Advanced Precalculus

Advanced Precalculus is a more rigorous examination of those topics essential to the study of calculus. Major topics include the study of advanced graphing, functional analysis, exponential and logarithmic functions, trigonometric functions and their applications, analytic geometry, sequences and series, data analysis, combinatorics and probability, matrices, polar and parametric functions, and polar representation of complex numbers. An introduction to calculus at the end of the course includes limits, continuity and the development of instantaneous rates of change. Emphasis is on conceptual understanding and real-world applications.

Calculus

Calculus is designed to prepare students for a college-level calculus course, with an emphasis on process and applications rather than on theory. The topics include a Precalculus review, functions and their graphs, limits, derivatives and applications, integration, and the calculus of exponential, logarithmic and trigonometric functions.

Advanced Calculus AB

Advanced Calculus AB is a standard college-level course in the calculus of one variable. Emphasis is not only on a clear understanding of

the concepts but also on their applicability in real-world situations. Major topics include limits, continuity, derivatives and applications, integrals and applications, transcendental functions, and first-order differential equations. Mastery and retention of Advanced Precalculus topics are assumed.

Advanced Calculus BC

Advanced Calculus BC is a rigorous, in-depth study of the calculus of one variable. In addition to the topics presented in the Advanced Calculus AB course, this course includes topics such as infinite series, Taylor polynomials, parametrically defined functions, and polar coordinates. Mastery and retention of Advanced Precalculus topics are assumed.

Multivariable Analysis

Students are introduced to further mathematical applications of calculus, as well as other topics in advanced mathematics. Topics include advanced techniques of integration; three-dimensional analytic geometry; vectors and vector-valued functions; multivariable and vector calculus, including multiple and line integrals; and the theorems of Green and Stokes.

Statistics and Selected Topics in Mathematics

This course offers students an alternative in the mathematics they choose to pursue beyond the level of second-year algebra. Approximately half the year is spent introducing students to the core concepts of statistics, while the remainder of the year is spent exploring the applications of mathematics in diverse contexts, including career and daily life. Throughout the course, students

focus on the mathematical techniques of problem-solving and analysis that foster habits of effective thinking in life outside the classroom. Topics may include some or all of the following: networks, graphs and critical paths; fractal geometry; non-Euclidean geometry; topology; logic, binary arithmetic, digital logic, encoding and the mathematics of computers; number theory; and personal finance and avenues of investment.

Advanced Statistics

This activity-based course provides students with a rigorous, in-depth study of the fundamental concepts and techniques employed when working with data. The course exposes students to four broad conceptual themes: exploratory analysis, planning a study, modeling using probability and simulation, and testing hypotheses using statistical inference. Technology plays a major role in the course. Statistical computer software is used, and students learn to use the Internet as part of the statistical research process. Motivated students who have completed Algebra II should consider taking Advanced Statistics as an alternative or supplement to Precalculus and/or Calculus.

Introduction to Computer Science

Introduction to Computer Science exposes students to computer programming through structured programming and object-oriented programming paradigms. The course assumes no prior programming experience and begins with a boot camp in which students learn the basic elements of computer programming (algorithms, variables, arrays, functions, iteration and conditional statements) and practice the use of those structures by writing

short console applications. The course expands into a broader examination of efficiency, concision, objects, APIs and data structures, with many short assignments to cement understanding of new concepts and with opportunities for students to create computer games with graphics and other graphical projects. Emphasis is given to hands-on learning with an effort to minimize lecture. Students will develop the ability to think like a programmer and to interpret a problem or goal in a way that the problem or goal can be modeled with software components. The course prepares students for the Advanced Computer Science course.

Advanced Computer Science

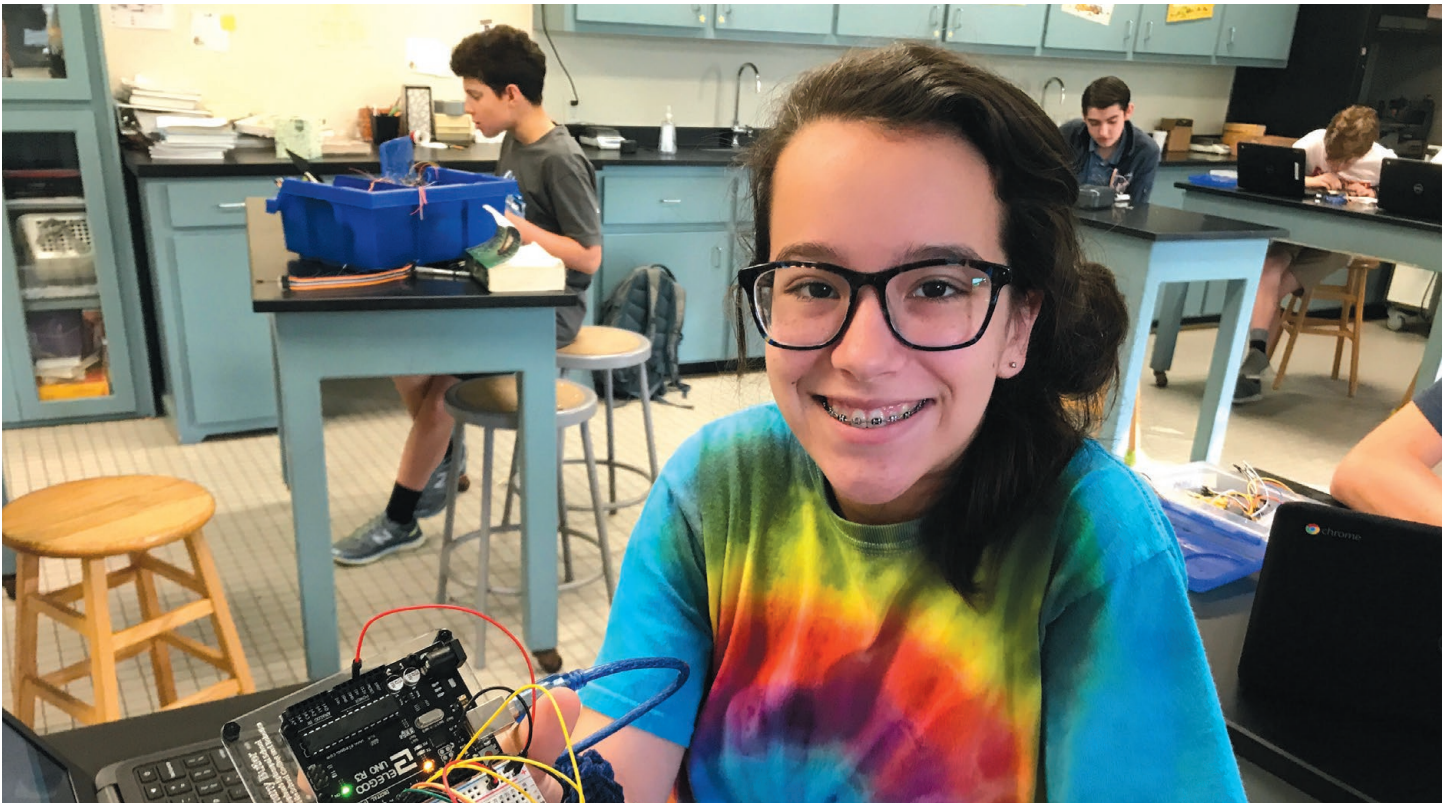
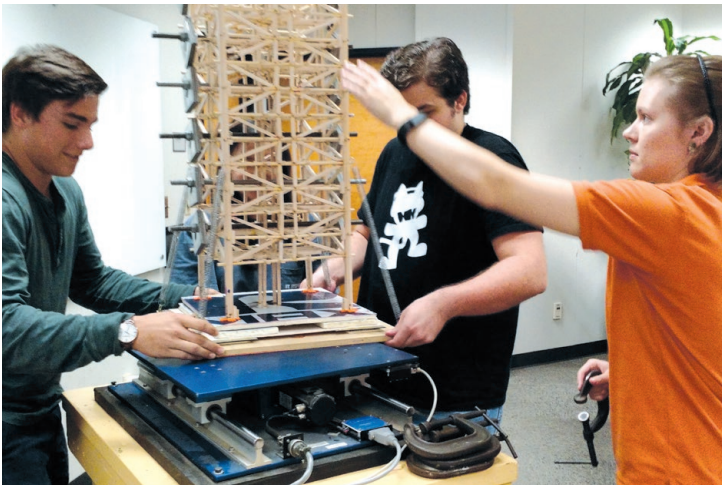
Students continue the study of computer science topics primarily in the Java programming language. Topics in this course include the design of solutions to problems, the use of advanced algorithms and data structures, and the analysis of code through case studies. Students will primarily use an object-oriented design that will require utilization of boxing, data encapsulation, inheritance and polymorphism. The course will conclude with an individual student-driven study of a topic agreed upon by both student and instructor.

App Development

Students will learn to design and develop mobile apps for multiple platforms, starting with Bubble web platform and moving to Xamarin in Visual Studio using C#. Students will be expected to consider development, design and entrepreneurship when working collaboratively to create their app. Throughout the year, they will use design thinking to create human-centered app solutions that meet a need in their communities. Students should be self-driven and comfortable with project-based learning.

Independent Study in Advanced Mathematics

Students who have completed Multivariable Analysis before the 12th-grade year may work with a faculty member to complete a course of study in advanced topics, such as differential equations, linear algebra, abstract algebra or topology.



Modern Languages Department

The study of world languages is an integral part of the educational program at St. Stephen's. Department faculty believe that language study is a journey of discovery: To learn another language is to discover another social and communicative reality from "the inside," on its own terms. Students begin to think and to express themselves in new ways and to understand the linguistic and cultural reality of other people, literally in their own words.

The instructional process seeks to deepen students' understanding of the structure and components of the language and at the same time to improve their comprehension and expression both in the written and spoken modes. A variety of class activities challenges students to actively practice using their language skills to communicate effectively. The core content of our academic program highlights international cultures, as well as the diversity within linguistic regions, providing students opportunities to appreciate differences while simultaneously seeing themselves in others. In upper level courses, instructors delve further into historical and cultural topics, which include literature and its analysis, politics and society, and film studies, in addition to advanced written and oral expression. To supplement our program, a variety of international travel experiences are available to students.

Middle School Languages

Sixth-grade students select one of four languages — French, Spanish, Chinese or Latin — earning a half credit, with another half credit in 7th grade. Modern languages are taught in the target language to encourage communicative competence; our classrooms are supportive environments that inspire students to take academic risks and meet challenges. Courses stimulate interest in the cultural diversity implicit in studying a new language. Eighth-graders continue with level II of the language, following the same texts and curriculum as students in Upper School.

Spanish 1A

This course is designed to prepare students to communicate and understand basic Spanish in common everyday situations. With this goal in mind, students will practice the basic communication skills of listening, speaking, reading and writing. In addition to learning the language, students will become familiar with cultural practices and celebrations that are common in the Spanish-speaking world. Students will learn greetings, telling time, using numbers, the days of the week and months, talking about likes and dislikes, describing people and things, school subjects, foods, activities and hobbies, and places to go. Assessments will evaluate the student's ability to demonstrate functional use of the skills covered in class, as well as the student's daily participation and completion of assignments.

Spanish 1B

This course continues to introduce students to basic Spanish speech patterns, grammar and vocabulary. Students engage in a variety of activities, projects and assessments that are designed to further develop their reading, writing, listening and speaking skills. Students will learn to order food in a restaurant, shop for clothes, prepare for celebrations, discuss health and daily routines, express emotions and feelings, give advice to friends, and prepare for travel. Students will increasingly use their developing language skills to communicate, both in speaking and in writing, and to understand and interpret what they hear and read. Projects and assessments will focus on integrating skills and topics in the present as well as the past tenses.

Spanish II

Students in this course learn new language functions, more complex grammatical concepts and vocabulary. Language functions include talking about daily routines and hobbies, expressing opinions, giving commands, making comparisons, telling stories, reacting to new information, health and wellness, technology, and discussing communities and their celebrations. Students will use Spanish as they work interactively with each other and the teacher. By the end of the course, students will be able to read and understand the main ideas and specific information in short articles, write short paragraphs on selected topics, understand short conversations, and respond orally to specific questions on a variety of topics. Students will also be familiar with traditions, major festivals and holidays, and people and places of historical importance in the Spanish-speaking world.

French 1A

The aim of this course is to begin to achieve basic proficiency in French in all four language skills (listening, speaking, reading and writing), and to be aware of and sensitive to existing cultural differences. Students will learn basic French grammar, vocabulary, sentence structure and pronunciation. The course is designed to simulate real-life communicative situations, in which students learn to participate and express themselves. Students will learn vocabulary and language functions pertaining to making introductions; making and responding to invitations; ordering and talking about food; and discussing family, friends, home life and weekend plans. Students are encouraged to take risks to express themselves

through group activities while striving for accuracy in communication.

French 1B

The objective of this course is to achieve basic proficiency in French in all four language skills (listening, speaking, reading and writing), and to be aware of and sensitive to existing cultural differences. Students will continue to learn basic French grammar, vocabulary, sentence structure and pronunciation. Participation in real-life situations provides students with opportunities to express themselves and improve their communicative skills. Students will learn vocabulary and language functions pertaining to discussing wants and needs; making plans; asking and giving directions; making purchases; and discussing physical health, clothing, summer and winter sports, vacation plans, their house and city, and food and meals. Students will increasingly be asked to narrate in the past and present. Students are encouraged to take risks to express themselves through group activities, individual projects and class projects while striving for accuracy in communication.

French II

Students will learn more complex French grammar, vocabulary, sentence structure and pronunciation, while continuing their journey towards proficiency in the language. The course is designed to simulate real-life communicative situations, in which the students learn to participate and express themselves. Students will learn vocabulary and language functions pertaining to mealtime, vacations, travel, leisure activities, daily routine, health,

shopping and current events. Students are encouraged to take risks to express themselves through increasingly complex communication activities, class projects and cultural presentations while striving for accuracy in communication and variety in language structures.

Chinese 1A

The course objective is to learn basic speaking, listening, reading and writing skills in standard Mandarin Chinese. Students will learn the Pinyin Romanization sound system with four tones. Students will gain knowledge of the basic concepts of the Chinese writing system: Chinese radicals and characters and simple grammar structure. They also learn to follow simple commands related to classroom tasks; carry on simple conversations about such topics as names, nationalities and occupations; and give brief oral presentations about their families. In addition, students

will learn tongue twisters, raps and songs to improve their pronunciation and increase their fluency. They also explore Chinese ways of living and Chinese customs related to the language requirements of the course.

Chinese 1B

Students continue to develop their oral skills and gain more knowledge of the basic concepts of the Chinese writing system. They will comprehend directions and commands related to classroom tasks, readings of simple sentences and short paragraphs containing the characters required in the textbooks. There is a greater variety of topics on which students can expand their communicative abilities. Students also learn to ask questions and carry on simple conversations about such topics as family, school, the calendar and hobbies; share likes and dislikes regarding animals, food, fruit and leisure activities; and use verbal

and nonverbal communication for culturally appropriate social behaviors in everyday Chinese life.

Chinese II

Chinese level II students will continue to build vocabulary, learn grammar, and immerse in richer Chinese cultural and historical traditions. A variety of language tasks will be provided for students to increase their ability to acquire information through listening, express themselves with more confidence, and read and write characters with greater ease. Beyond the textbook, students will recite raps, sing songs, read and write stories, watch short films, and play games. At the successful completion of this course, they will be able to make appointments with teachers and friends, as well as ask and answer questions involving areas of school life, leisure activities, shopping and transportation.



Upper School Modern Languages

St. Stephen's requires that Upper School students successfully complete three years of study in the same language. We believe that the skills students acquire in the study of languages provide them the opportunity to deepen their understanding of communication, connection, comparison, culture and community. At St. Stephen's, the study of languages is as much about engaging with others as it is about expressing ourselves.

Spanish I

Spanish I is a beginning-level language course designed to develop basic speaking, reading, writing and listening skills. Class activities and assessments will challenge students to employ their budding language skills to communicate in the language, with a consistent emphasis on spoken language. Learning outcomes include utilizing the present tense to ask and answer questions, describe people, discuss likes and dislikes, make plans, and talk about day-to-day activities. In addition to vocabulary and grammar, students will gain an awareness of the history, geography, culture and ways of life of various Spanish-speaking countries.

Spanish II

Students in this course learn new language functions, more complex grammatical concepts and vocabulary. Language functions include talking about daily routines and hobbies, expressing opinions, giving commands, making comparisons, telling stories, reacting to new information, health and wellness, technology, and discussing communities and their celebrations. Students will use Spanish as they work interactively with each other

and the teacher. By the end of the course, students will be able to read and understand the main ideas and specific information in short articles, write short paragraphs on selected topics, understand short conversations, and respond orally to specific questions on a variety of topics. Students will also be familiar with traditions, major festivals and holidays, and people and places of historical importance in the Spanish-speaking world.

Spanish III

The objective of this course is to broaden listening, speaking, writing and reading skills. Students undertake a more in-depth study of advanced grammatical concepts and structures in order to understand increasingly complex written and spoken language. During the course of the year, students will improve their ability to engage in conversations based on familiar situations, daily life and personal experiences. They will learn to express opinions about a variety of topics and will explore hypothetical situations. Historical and cultural issues relating to the Hispanic world are also considered through readings and discussions.

Advanced Spanish III

Students in this course concentrate on acquiring significant vocabulary related to a variety of content areas, such as personal relationships, entertainment and leisure, science and technology, health, travel, nature, and the economy and work. Students continue to learn how to make use of both grammar and lexical items to comprehend and produce meaningful discourse in authentic, real-life situations. Students in this advanced course focus on developing their interpretive ability in the language by improving their skills in listening comprehension and reading of authentic texts, including short stories and articles of increasing length and difficulty. Students write compositions expressing their thoughts on these reading selections and on topics of general interest. The course will be taught almost exclusively in Spanish.

Spanish IV

The objective of this course is to help students convert the linguistic skills acquired during the previous years into a coherent, clear and useful means of communication. To this end, students read, discuss and analyze film shorts, short stories, articles, essays, poems and plays in class. They also review more

complex grammatical concepts and structures and expand the range of their vocabulary. By the end of the year, students should be able to organize and write short essays and reports and present these orally in class. Students will develop the self-assurance and confidence necessary to use the language in informal conversations and in speaking before a variety of audiences, ranging from a small group to the full class. Students will also broaden their understanding of cultures and their historical context throughout the Spanish-speaking world.

Advanced Spanish IV

In this course, students will continue to reinforce concepts from levels I through III, while building the capacity to communicate and interpret more challenging topics in the language. All instruction and discussion will be conducted in Spanish, and the use of authentic resources, (literature, news clips, videos, etc.) will facilitate student learning. As this course serves as an introduction to literary and cultural studies in Spanish, students will read a selection of literary works. A variety of cultural topics and current events spanning the Spanish-speaking world will be considered, and several feature length films will be explored. Students will review advanced linguistic concepts and structures with an eye to increasing the sophistication of their language production.

Spanish V

This course serves as an introduction to the study of the cultures of the Spanish-speaking world. This will include a survey of Spanish Peninsular and Latin American history and society, as well as readings on popular culture, the arts and current

events. Students will read short stories and articles, watch short films and documentaries, and listen to presentations and interviews. They will read at least one major literary work in the spring term. As this is an advanced level course, all communication and discussions in class will be in Spanish. Students will write essays and literary analyses, give presentations, and lead discussion, exclusively in Spanish. By the end of the school year, students will be able to converse with strong proficiency on common daily topics; they will be able to read, comprehend, analyze and discuss a wide-variety of authentic resources in Spanish from across the globe. In support of this goal, all the core structures and tenses of the language will be reviewed and considered as a whole.

Advanced Spanish V

This course serves as a survey of Latin American literature, culture and history. The historical and cultural readings and literary texts considered are meant to provide students the opportunity to deepen their knowledge of Latin American identities, histories and realities by reading a variety of short stories, poems, articles, and excerpts from plays and novels from a diverse range of geographical areas and cultural traditions. By the end of the school year, students will be able to engage native speakers with a high level of proficiency; they will be able to read, comprehend, and analyze written Spanish in numerous genres, and they will be able to write critically and creatively about those written resources. In support of this goal, this course undertakes the study of additional grammatical concepts and linguistic issues that rise above what

was covered in the introductory and intermediate courses.

Advanced Spanish VI

This course is a college-level course aimed at refining students' academic use of Spanish, as well as offering an opportunity to deeply explore cultural and historical topics across the Spanish-speaking world. By studying a variety of different texts, films and topics, students broaden their understanding of Latin American, Latinx and Spanish culture. Because this is an advanced-level course, it is assumed that all communication and discussions in class will be in Spanish. Special attention is devoted to select grammatical and lexical topics that continue to pose a challenge to advanced Spanish learners. To consolidate their learning and ensure the strength of their skills, students will write essays and literary analyses, give presentations, and lead discussions. By the end of the school year, students should be able to converse with near-native proficiency on common daily topics; they will be able to read, comprehend and analyze short stories, articles and novels.

Advanced Spanish VII / VIII

Spanish VII / VIII is a college-level special topics course. The course is divided into three trimesters with each trimester focusing on one special topic. Previous topics have included conquest and colonization, nation formation, national identities, migration and modernization. Because the course is conversation-based, students are expected to have advanced-level proficiency in the language. Certain topics may be writing-intensive, while others emphasize group work, presentations and critical writing, among other skills.

French I

In French I, students begin an in-depth discovery of the French language and the cultural diversity of Francophone countries. Students begin to develop proficiency in pronunciation, comprehension, speaking, reading, writing and spelling of idiomatic French. Upon completion of the course, students should be able to make introductions; make and respond to invitations; order and talk about food; discuss family, friends, home life, and weekend and vacation plans; discuss wants and needs; ask for and give directions; make purchases; and discuss physical health, clothing, and summer and winter sports. Students are encouraged to speak French in simulated real-life situations through which they begin to understand and express themselves in the language, while assimilating basic French language patterns.

French II

Students will learn more complex French grammar, vocabulary, sentence structure and pronunciation while continuing their journey towards proficiency in the language. The course is designed to simulate real-life communicative situations in which students learn to participate in class and express themselves. Students learn vocabulary and language functions pertaining to mealtimes, vacations, travel, leisure activities, daily routines, health, shopping and current events. Students are encouraged to take risks to express themselves through increasingly complex communication activities, class projects and cultural presentations while striving for accuracy in communication and variety in language structures.

French III

In French III, students acquire extensive vocabulary and review the core grammar necessary to communicate effectively in French both orally and in writing. Students expand their oral proficiency and cultural awareness through exploration of online French media resources followed by discussion. Thematic listening comprehension exercises are a key component of the course. Upon completion of the course, students should be able to discuss physical description, personal care, feelings and physical conditions, chores, vacation time, shopping, travel, medical care, personal relationships, and professional life. Students read Antoine de Saint-Exupéry's "Le Petit Prince" aloud to develop their pronunciation and are then tested over the vocabulary and themes. Students should expect the course to be conducted entirely in French.

French IV

In French IV, intensive grammar review, speaking and writing activities are supplemented by study of French historical and literary readings, films, and online media resources. Emphasis is on improving oral and written skills. Class begins each day with a 10-minute salon de conversation regarding a topic introduced by a student. Vocabulary expansion is a key element of the course; students learn idiomatic vocabulary and language functions pertaining to feelings and relationships, leisure, academia, and the household. In the spring, the class examines the history of Franco-Algerian relations with an emphasis on understanding the experience of France's largest immigrant population. Students explore Albert

Camus' "L'étranger," set in Algeria under French rule, from literary, philosophical and sociopolitical perspectives. The course is conducted entirely in French.

Advanced French V / VI

This advanced course features intensive writing practice as part of a two-year curriculum that permits students to repeat the course for credit. Students get better acquainted with Francophone literature and civilization through the exploration of books, films and online media resources accompanied by class discussions and essay writing. Students in French V read Algerian author Kamel Daoud's novel "Meursault, contre-enquête," while those in French VI examine Irish writer Samuel Beckett's play "En Attendant Godot." Such study requires students to develop a more sophisticated vocabulary and master advanced syntax and grammar. When an area of weakness makes itself known, we examine and practice the structures and forms needed to improve accuracy and proficiency. The course is conducted entirely in French.

Advanced French VII / VIII

This advanced course is a college-level literature course. Students read, discuss and write substantial essays about significant literary works from France and la Francophonie. In the first half of the year, the course focuses on French imperialism and decolonization and their lingering effects on society in France and in Africa. Students examine contrasting points of view in Antoine de Saint-Exupéry's "Terre des Hommes" and Cameroonian author Mongo Beti's "Mission Terminée." The exile of les pieds-noirs is touched upon in the

graphic novel “Là-bas.” Women’s voices move to the forefront in the second half of the year as students read Colette’s classic “Chéri,” as well as Muriel Barbery’s philosophical novel “L’élégance du Hérisson.” Upon completion of the course, students will have acquired a thorough grounding in academic writing in French and will have further developed their skills in literary textual analysis. The course is conducted entirely in French.

Chinese I

Chinese level I is a beginning language course through which students learn basic speaking, listening, reading and writing skills in standard Chinese. Students will learn the Pinyin Romanization system, Chinese radicals and characters, and basic grammar. The course emphasizes active learning of the Chinese sound, Pinyin systems, and mechanical orders of strokes and radicals in writing basic Chinese characters. The overall goals are to lay a solid foundation for further study of the Chinese language and to instill an appreciation of Chinese culture. Students will learn in a communicative setting with a variety of language activities, including games, dialogues, oral presentations and imaginative tasks.

Chinese II

Students will continue to build vocabulary, learn grammar and enrich their study by learning Chinese cultural and historical traditions. A variety of language tasks will be provided for students to increase their ability to acquire information through listening, express themselves with more confidence, and read and write characters with more ease. Beyond the textbook, students will

recite raps, sing songs, read and write stories, watch short films, and play games. At the successful completion of this course, they will be able to make appointments with teachers and friends and ask and answer questions involving areas of school life, leisure activities, shopping and transportation. Students also will create a Chinese picture book by the end of the year.

Chinese III

Familiar with the processes of learning vocabulary, character components and grammatical structures, students will focus on four essential skills: speaking, listening, reading and writing. These skills, coupled with practicing vocabulary, grammar and syntax, and gaining further cultural exposure, allow students to improve their language skills holistically. Students write in various formats, including dialogues, paragraphs, free and guided journal entries, short stories, and essays. They also practice oral communication and presentation skills through drills, dialogues, interviews, class discussions and project presentations.

Chinese IV

Students in Chinese IV are transitioning from intermediate to advanced Chinese. At this level, students are familiar with the processes of learning character components, building up vocabulary and reinforcing grammatical structures. This course focuses on helping students integrate the four skills of speaking, listening, reading and writing. It also expands the vocabulary, grammar, syntax and cultural information they have learned in the previous Chinese courses in order to improve their language skills.

At the successful completion of this course, students will be able to comprehend conversations on basic topics in daily life, including initiating questions and responding in social situations; understand some excerpts from Chinese films; explore selected poems and short essays; write simple notes and short reports; and show a deeper understanding of culture. They also will give several Pecha Kucha presentations throughout the year as they continue to improve their oral skills in various topics.

Advanced Chinese V

The goal of Advanced Chinese V is to develop students’ Chinese advanced language proficiency, as well as increase their awareness and appreciation of the complexities of Chinese culture within a global context. Students are expected to develop more rich and sophisticated vocabulary and master advanced syntax and grammar. The curriculum contains four main areas: the self, schooling, social customs and the global village, as well as cultivating a deep appreciation of Chinese culture. Students will be engaged in warm-up activities that articulate the lesson’s theme and activate students’ prior knowledge. Mini-dialogues provide opportunities to practice with vocabulary and sentence patterns and ask pairs to complete conversational activities. Writing and authentic readings in the forms of advertisements, announcements, e-mails, flyers, interviews, letters, maps, reports, schedules, signs, stories and web sites allow students to expand their interpretive skills, while interactive activities such as surveys, debates and small-group discussions provide a platform for more advanced communication in the language.



Science Department

Members of the science department teach science scientifically. This requires instructors to create situations that allow students to interact with natural phenomena from which they discover the major principles or concepts of a particular discipline. This methodology can be described as a guided-inquiry approach, as the teacher actually guides the process by a sequence of carefully planned experiences. This methodology enables students individually and collectively to gain a better and deeper understanding of a concept or topic.

The school's guided-inquiry approach to science instruction enables students to "play" in the laboratory and learn through experiments, observations and analysis of nature, followed by careful and logical interpretation. Students enjoy a hands-on/mind-on approach to experiments and access to an array of technological resources. Computer-assisted lab equipment includes motion-sensor cameras, photogates, oscilloscopes, radio telemetry, GPS units, gem production technology, electrophoresis, telescopes and microscopes, 3D printers, and accelerometers, among others.

Instructors spend time and invest energy showing students how concepts in a particular discipline and across disciplines are connected, exploring how one idea leads to the next or how different ideas are unified at a later time. Their goal is for students to gain a better understanding of the nature of science, major scientific concepts and the scientists themselves.

Middle School Science

The Middle School science curriculum is a guided-discovery, hands-on approach to learning. Students collect and analyze data to develop an understanding of the nature and processes of scientific inquiry. This also leads them to appreciate both the power and the limitations of science. Content is selected to lead students to a foundational knowledge of science concepts and to an understanding of real issues of interest to them and their community.

Approximately 60 to 80 percent of class time is spent on laboratory, field studies or individual projects. With all labs, time is devoted to analysis of data and small-group and class discussion. Numerical relationships within data are studied extensively using graphs and analytical writing.

Science 6

Science 6 starts with students learning to use the scientific method to find answers to questions. Significant class time is devoted to learning experimental techniques, experimental design and basic laboratory skills. Students learn how to effectively communicate their findings by creating written laboratory reports that incorporate tables and graphs of their quantitative data. Through a cooperative program with Austin Energy, students learn about the basics of energy and the role that it plays in the natural and human world. This program also intersects with their work in Global Connections using the novel “The Boy Who Harnessed the Wind.” Students learn about renewable and non-renewable energy sources and the positives and negatives of each. Science 6 then shifts to answer the question, “What is life?” Students develop an understanding of the organization of living things and the requirements for a macroscopic organism to live. Mastering the use of a compound microscope allows them to learn about plants and animals at the cellular level. Various dissection activities enable students to better understand the function of cells, tissues, organs, etc. in a microscopic organism. Woven throughout the course is the exploration of planetary habitability. Students learn that Earth is a unique place for life and investigate the possibility of life elsewhere in the universe.

Ecological Literacy

This course has as its goals to: help students develop lifelong literacy in ecology; observe and foster nature’s patterns; create and foster diverse habitats; and recycle nutrients. This course will guide students to the realization that nature can heal itself

at the local and global level. They will work to create habitats for all living things from bacteria to bees to humans. The container gardens developed by the students provide a source of food for the dining hall. There is also a cooking component for this course to demonstrate how to use the food grown in our gardens. Since it is important to preserve the web of life that humans rely on for survival, humans must allow nature’s nutrient cycling and move toward a zero-waste lifestyle both as individuals and in communities. Students will be engaged in activities that give them means to reach this end. This is a required course for all 6th-grade students and meets once a rotation. It is a pass/fail class.

Science 7

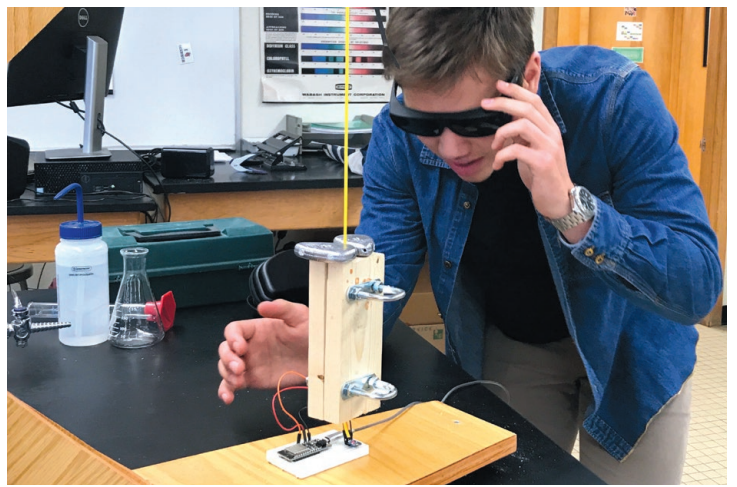
Science 7 focuses on the principles of physical science, which include general studies in chemistry and physics. Students study physical and chemical properties, atoms, the periodic table, atomic bonding, forces and motion, machines, and energy. Within each topic, there are multiple laboratory experiments or activities that allow students to engage with the material being discussed. Labs are followed by analysis and class discussion. In addition to the labs, topics are presented using multiple methods, including graphic organizers, foldables, lectures, visuals, class discussions, guided notes and hands-on models. This course also focuses on the continued learning of fundamental science skills and practices that were introduced in Science 6 and will be used in each grade throughout all science classes. Emphasis is on providing students with a better understanding of the physics and chemistry disciplines of science and how they can be used to explain the world around them.

Coding and Robotics

In this lab-based course, students learn to see the world through the lens of computational thinking, which enables them to decompose problems, recognize patterns and understand abstract concepts. Students are introduced to block coding and JavaScript and use their skills to program robotic interfaces to solve problems and perform tasks. This is a required course for all 7th-grade students that meets once a rotation. It is a pass/fail class.

Science 8

Science 8 examines the largest contexts of space and time. It is a course of big ideas that invite critical thinking about humanity’s place in creation. Using many laboratory experiments and other hands-on activities, students study physical processes that have enabled us to understand our universe. These studies include the ongoing continuation of the Big Bang, stellar nucleosynthesis of atoms that we are all composed of and that form all of our natural resources, solar system formation, geological processes, earth materials, weather and climate. Special emphasis is given to the study of climate change with each student researching an aspect of current changes in climate, expected changes, options for energy alternatives and how choices made today may affect realities within their lifetimes. The climate unit culminates with a roundtable discussion in which students share what they have learned. This course is well-suited for students who are already contemplating big questions in their lives and complements their studies in the Cultures and Governance course in the History curriculum.



The PIRL Maker Studio

Creative thinking is as vital as math or reading or writing. There is power in problem-solving and experimenting and taking things from questions to ideas to authentic products that you launch to the world. The PIRL Maker Studio offers students the opportunity to develop skills in ideation, design using multiple mediums, prototyping and collaboration. Maker Studio provides students a powerful way to both inspire and explore interest, engagement and understanding in science, math and engineering.

This course is an introduction to the design process and human-centered design methodologies. Students will learn design processes and tools and then apply them in the real world. Throughout the course, students will work together to research and identify a design challenge, develop a prototype and test solutions for the best design outcome. As part of the design process, students will explore rapid prototyping techniques in order to quickly test and gain feedback on proposed designs. This course focuses on both learning and applying design techniques as well as practicing collaboration skills through group work and understanding the art of critique through giving and receiving constructive criticism.



Upper School Science

Science is a process of questioning nature. Scientists and students of science make observations, analyze data, build theories and test hypotheses. The entire curriculum focuses on creating a healthy, skeptical attitude and fostering the joy of discovery. A wide selection of advanced electives provides students with the opportunity to gain firsthand experience with the many varied disciplines that exist under the title of science. Our goal is not to create future scientists, but to create an atmosphere of inquiry and excitement in our students about this wonderful and still mysterious universe in which we live.

In order to give students a basic understanding of science, three years of science are required: Biology 1, Chemistry 1 and Physics 1. These courses stress the experimental nature of each discipline and are taught using the guided-inquiry method.

Advanced science electives include second-year courses in biology, chemistry and physics, as well as courses in engineering, environmental science, robotics-electronics, geology, biomedical technology, projects in science and technology, and astrophysics. Students who wish to pursue a topic not covered by the offered courses can apply for independent study.

Biology 1 and Chemistry 1 must be completed before enrolling in any of the advanced science electives. However, Physics 1 can be taken concurrently with certain advanced electives.

Biology I

This course presents an introduction to unifying principles in biology. These principles are taught using a guided-inquiry approach with heavy emphasis on laboratory experiments and other hands-on activities. Topics covered include biomolecules, cell structure and processes, genetics (including patterns of inheritance), protein synthesis and biotechnology, evolution, human anatomy, biodiversity, classification of plants and animals, and climate change (including its causes and potential effects). Students are expected to problem-solve in the lab, during discussions and through

individualized research. They also participate in plant studies and habitat restoration on school land. Students develop a solid understanding of the structure and function of living cells, energy flow in living systems, heredity and inheritance patterns, mechanisms of growth, reproduction and development, evolution and the mechanisms driving evolution, biodiversity, ecological footprint and anthropogenic pressures, basic applications of biotechnology, and human anatomy. They also gain skills that will help them work effectively with lab partners; hypothesize, design, analyze and report findings

of experiments; research, interpret and report on scientific literature; and deliver organized and thoughtful oral presentations.

Chemistry I

Chemistry is an experimental science and, as such, so is this course. Using a guided-inquiry approach, students continually experiment and seek answers to questions based on chemical phenomena. Student data are used in post-laboratory discussions to develop the fundamental concepts of chemistry and demonstrate how these concepts link together. Dimensional analysis,

based on chemical stoichiometry, is explored throughout the course. As the year progresses, students also study balancing equations, types of chemical reactions, gas laws, solution chemistry, thermochemistry, kinetics, equilibrium and acid base reactions. The structure of the atom, bonding, molecular structures and the purpose of the periodic chart are investigated in depth. Students develop an understanding of the relationship of chemistry to everyday life and the impact of chemical reactions in the environment. Safety is emphasized in the lab as students become familiar with performing experiments on a regular basis.

Physics I

Physics I gives students the opportunity to discover many of the natural laws that govern the behavior of our universe. The course uses a guided-inquiry approach that enables students to observe phenomena and experiment in a laboratory setting. Students identify major physical principles through active investigations and discussions. Introductions to classical Newtonian mechanics, waves, sound, optics, electrostatics and circuits provide students with an exciting, engaging and broad background in the discipline. The emphasis of this course is equally divided between developing a conceptual understanding of the major topics of physics and developing problem-solving skills in those topic areas. By the end of this course, students should have a deeper understanding of the basic laws and larger concepts that govern the universe and world we live in.

Advanced Biology II

Advanced Biology II investigates the

basic principles of biology in greater depth and breadth than in the first-year course. The course explores major themes such as evolution, unity and diversity of living organisms, structure and function, homeostasis, reproduction, and genetics. Inquiry is paramount, both in the laboratory and in class discussions. Observation, experiments, models and videos are used to visualize processes. Students also investigate extraction of DNA, CRISPR experiments and gel electrophoresis analysis, along with the dissection of animals and the examination of the processes of photosynthesis and cellular respiration. During dissection, students conduct a comparative study of the various organic systems to determine how each overcomes the challenges in their environments from an evolutionary perspective. Connections are made throughout the course to the individual lives of the students by incorporating current events into our discussions. Students also are engaged in studying the flora and fauna on our campus. Visits to view thoracic surgery at a local hospital and to a nearby veterinary clinic provide not only interesting experiences, but also a glimpse at possible careers relating to biology. Students are encouraged throughout the year to find their voice during class and solve problems using the logic and reason of science.

Advanced Chemistry II

Advanced Chemistry II is an elective course designed to provide an in-depth study of concepts learned in Chemistry I. The course is taught as a first-year college-level course and challenges students to learn the material at the pace of a college course. Topics of study range from a review of basic chemical principles to comprehensive

units on electrochemistry, thermodynamics, gas laws, molecular structures, equilibrium, acid-base reactions and nuclear chemistry. An introduction to organic chemistry also is included. There is an intensive laboratory component to the course. Students acquire knowledge of equipment, lab safety and proper lab procedures so that they are able to perform experiments with confidence and precision. Some self-guided procedures are included in the lab component. The course will cover most of the topics found on the Chemistry SAT II subject test and the Chemistry AP test, but extra preparation outside of class is definitely required and recommended.

Advanced Physics II

Advanced Physics II is designed to allow advanced science students the opportunity to investigate how we know what we do about the universe around us through experimentation and detailed analysis of the results. How did we figure out gravity, quantum theory, special and general relativity, nuclear physics, the Standard Model of Matter, motion in all its various forms, the nature of light, electricity (both static and current), and electromagnetism? How do all of these hint at a possible grand unification of all the aspects of nature as defined by physics? The course emphasizes not what we know, but rather how we know it. This involves the derivation, using experimental data, of many of the most important equations and concepts of modern physics. Rocket science, which contains many fundamental physics principles, will also be investigated in depth. Rocket construction, engine testing and aerodynamics stability, and flight dynamics are included in this study. Numerous readings from

Einstein, Feynman and other famous scientific authors help provide a fuller and more complete view of this subject. Through a number of readings from many different sources, students also investigate human and historical perspectives that affect the physics done in class and the interpretations of observations. By learning that we know very little about some of the major factors in physics, such as energy, electricity and gravity, students are able to see how codifying nature is different from a true understanding of nature. Advanced Physics II is not necessarily used to prepare students for a college physics course, but more importantly to give them a clear and broader picture of the nature of physics.

Environmental Science

Environmental Science provides students with the opportunity to expand their knowledge acquired in their first-year science courses that dealt directly with the environment and environmental issues. Students develop the skills to pose questions and gain a better understanding of the complex and interrelated systems in the world around them. This course focuses on a range of scientific topics, including earth systems, land and water use, human population, terrestrial/aquatic and atmospheric pollution, ecosystem dynamics, biodiversity, and energy resources and consumption. The science of climate change and sustainability is studied throughout the year, as it relates to each specific topic. Students participate in discussions, laboratory and field work, and attend various field trips throughout the year. One major field trip goes to the Texas coast, where students gain hands-on experience in marine

science by collecting and studying live specimens, investigating the geology of barrier islands, and conducting a beach clean-up. Throughout the course, students develop the ability to analyze the science presented to the general public through the study of current events. Students also develop environmental science lab skills, such as water quality testing and species diversity analysis. Students should be able to take what they have learned in the course and apply it to their daily lives, making them knowledgeable citizens within their communities.

Principles of Engineering

Principles of Engineering exposes students to a wide range of engineering fields and skills through a series of intensive hands-on projects. The fields of engineering addressed include, but are not limited to, mechanical, civil, structural, earthquake, environmental, marine, chemical and biomechanical. Skills learned include 3D design and printing, coding and programming, truss analysis, soldering and circuits, gearing, and use of CNC routers. Field trips and guest speakers add to students' depth of understanding of engineering fields. The course is taught entirely as a project-based course; students are evaluated primarily through project performance and execution, technical reports, presentations, applied homework, and portfolios. The course is designed to help students develop a clear understanding of the engineering design process, the types of disciplines within engineering, how to approach and develop solutions to design challenges, how to write design proposals and technical reports, and how to concisely and effectively convey their work in front of an audience.

Electronics and Robotics

This lab-based course introduces students to electronics and robotics through the lenses of science, engineering, art, programming and design. Beginning with a study of circuits and the electrical components that comprise them, students build circuits that contain resistors, batteries, diodes, light-emitting diodes, capacitors, inductors, relays, fuses, transistors and chips. Labs are augmented by videos, readings and lectures that explain how these components function and are made. For example, students learn about the efficacy of different chemicals in batteries as well as how silicon doping works in a transistor. The class looks at different production techniques, such as through hole and surface mount circuit boards. Students also learn math-based theory, including how to calculate the time constant in an RC circuit. Once students have learned how to count in binary, add in binary, manipulate binary data with logical functions and generate truth tables, they build full adder circuits with relays. In conjunction with this exercise, chips are introduced as a substitute for the mechanical adder. The class looks at the rapid development of transistors, Moore's Law and how this has affected society. A discussion of basic logic chips ultimately leads to microcontroller chips and opens the door for students to learn physical computing in the context of robotics. Using microcontroller boards, students use C++ to manipulate LEDs, LCD, motors and sensors. These skills allow them to embark on a robotic toy deconstruction project that includes rebuilding these toys with the students' own microcontrollers, sensors and outputs. After tackling a

unit on robot ethics, students engage in a final project in which they build a large-scale robot, such as a Mars rover.

Projects in Science and Tech

This project-based course guides students through the planning, design, execution and publication of their own science-oriented research projects or technological applications. Projects often fall into, but are not limited to, one of three categories: building an invention for use within a science or technological construct; building one's own research instrument and conducting research with it; and using extant instrumentation to conduct a long-term data-driven research project. After participating in ideation sessions with the teacher, students pick a project. Using time-based sprints, students work with the teacher to identify tasks and execute those tasks using project management software. Students acquire skills specific to their project, and these often include the use of microcontrollers, sensors, IOT data acquisition, data display, physical construction (e.g., drills and saws), 3D printing, laser cutting, and some level of coding.

Geology

Geology is an advanced-level science elective that is the equivalent of two college-level geology courses, physical and historical geology. Students begin with an intensive investigation of the basic processes and materials of the earth using the Grand Canyon as an example. Extensive laboratory work is done with mineral and rock identification, both macroscopic and microscopic realms, along with both topographic and geologic map analysis. Heavy emphasis is placed on the origins and aspects of plate tectonic theory as a unifying theme

for the earth sciences. The course also covers geologic factors that have affected and will continue to affect humankind, such as earthquakes, volcanoes, the interior of the earth, ice ages and the development of our present landscapes. The evolution of the earth and life on it constitutes the second major part of this course. Identification of fossils and deciphering of past environment from the rock record allow students to gain firsthand experience with interpreting earth. All of the skills gained from these experiences are then used to complete a geologic map and geologic history of a fictitious place called Ortonia County. Detailed field notes, rock, mineral and fossil specimens are used along with topographic profiles and geologic cross sections to aid students' production of a geologic history of Ortonia County. Historical vignettes of a famous geologist are also investigated along with several examples of how geologic events have affected the development of civilization. Research articles from magazines will provide students with the most current discoveries and ideas. Many chapters from Hans Cloos' classic work, *Conversations with the Earth*, add a personal touch to the passion people have for this wonderful planet that we live on. In addition, students conduct several lapidary projects that require them to use various saws and grinders to create necklaces and bolo ties.

Astrophysics

Physics principles related to the detailed study of our universe form the core of this investigation into the astronomical realm. This course addresses the study of stellar evolution, origin of the elements, formation of black holes, galaxies and galaxy clusters, GRBs, and what we

currently believe to be the creation and fate of the universe. Students investigate Einstein's Special and General Relativity theories, which seem to govern the macroscopic universe, by reviewing the many experimental tests and implications of these theories. Derivation of Einstein's special theory and his energy-mass relationship is also performed. The topic of time constitutes a major part of the course, along with the idea of parallel universes and several other "far out" theories. Several experiments dealing with light and optics form the basis for not only learning about telescopes, but also aiding in the construction of a Newtonian reflector using woodshop tools and mirror sets. The course also covers the historical background of astronomy, development of key ideas, and famous and not-so-famous astronomers. Some planetary work involves drawing orbits using photographic data, calculation of eccentricity, landscape comparison with the earth and the possibilities for life. The course culminates with the investigation of life in the universe and the possibility of contact with other sentient beings. Many readings from various magazines and chapters from Leslie Peltier's book, *"Starlight Nights: The Adventures of a Stargazer,"* give students a broad exposure to the current discoveries and the excitement of stargazing. Students also become efficient in setting up and using 4-inch and 6-inch telescopes, as well as using the 10-inch refractor in the school's observatory.

Theology Department

St. Stephen's is a school of the Episcopal Diocese of Texas with a mission that involves educating students in spirit, body and mind. Theology courses give students a better understanding of religious thought and behavior and of related topics, including art, anthropology, architecture, history, literature, theater and philosophy. Courses have two directions of focus: outward, as we insist on closer observation of the world around us; and inward, as students come to a greater knowledge of themselves through reflective thought, writing and activity.

Given the diverse background of St. Stephen's students, theology teachers assume no shared religious background. Students bring to class relevant material in the forms of individual experiences, traditions, knowledge and opinions. Instructors assume that students have a capacity and desire to study, consider and discuss the material and that students must be encouraged and taught how to think critically about this subject. Students are active participants in the learning process and, thus, the instructor is a partner, fellow explorer and knowledgeable guide.

Educational methods in theology classes emphasize the reading and discussion of texts, oral and written expression, and abstract thinking.

Middle School Theology

Theology 8 is designed to lead to a deeper understanding and appreciation of God, self and religious perspective from analytical and comparative points of view, emphasizing the Judeo-Christian tradition. Methods include readings, discussions, guided reflection and collaborative work. Skills involved include close critical reading, written and oral expression, and the ability to reflect on one's own experiences. Desired learning outcomes include a greater knowledge of the depth and breadth of the Judeo-Christian tradition, among others, as human beings grapple with the mysteries of existence and the human condition. Students take Theology 8 in the 8th grade, and they must pass the course to complete their Middle School experience. Evaluation is based on demonstration of knowledge acquired, depth and insight of thinking, creativity in making connections among these materials and the students' life experience, and quality of expression of that knowledge and those insights.

Upper School Theology

Theology 12 is designed to promote a deeper understanding of religious life from analytical and comparative points of view and familiarity with a variety of traditions. The course encourages students to connect the material to their lives. Methods include readings and related discussions, lectures, field trips and labs, case studies, documentaries and movies, and guest speakers. Skills involved include close critical reading, written and oral expression, creative testing of authors' frameworks, and ability to reflect on one's own experiences from a theological perspective. Desired learning outcomes include a greater knowledge of spiritual aspects of individual and community life as well as an appreciation for the efforts made through history to grapple with the mysteries of existence and the human condition. Students take Theology 12 in the 12th grade, and they must pass the course in order to earn a diploma. Evaluation is based on demonstration of knowledge acquired, depth and insight of thinking, creativity in making connections among these materials and the students' life experience, and quality of expression of that knowledge and those insights.





Middle School Service Learning

Service learning is a pillar of the St. Stephen's Middle School experience and philosophy. Opportunities for education, growth in awareness and tangible participation in both local and global issues are woven throughout the curriculum, as well as provided through extracurricular activities. Three strategic partnerships are emphasized: El Buen Samaritano, Mobile Loaves and Fishes, and our sister school in Haiti, St. Etienne. The Middle School also provides means for direct response to societal crises as they arise, including natural disasters and political injustices, through fundraising and letter-writing campaigns. Grade levels participate in education and service trips, such as homelessness and refugee simulations, beach clean-ups, invasive species removal, and gardening at Community First Village.

The Middle School service-learning experience culminates in our 8th-grade D-term series with Chapel speakers throughout the fall. In addition, all 8th graders research current issues, serve across the city and provide reflective presentations to the school community.

Upper School Service Learning

The Upper School Service Learning Program challenges students to internalize St. Stephen's mission and the school prayer through education, service and reflection. The annual service requirement is designed to strengthen both the character and worldview of each student by building a foundation of service to others that will extend well beyond a student's years at St. Stephen's. The concept of service learning hinges on providing service to those who typically do not have access to those services within a student's local, national or international community. Developing a broader perspective on issues that affect different populations through earnest civic engagement not only empowers students to make a substantial difference immediately, but also equips them to effect positive change in the longer term.

Students must complete a minimum of 10 hours of service learning per academic year. By year's end and prior to posted deadlines, students must reflect on the area of societal need the service addresses and respond to questions about their service experiences.

Spartan Athletics

St. Stephen's develops student-athletes through recreational and competitive athletic opportunities. Through a variety of sport options each season, Spartans learn the values of discipline, sportsmanship and teamwork. Varsity teams compete regionally in the Southwest Preparatory Conference (SPC). Varsity teams from each interscholastic sport compete for SPC championships during each sport season. Junior Varsity teams are also offered in many sports.

Our athletic facilities include a 3,500-square foot Spartan Fitness Center with state-of-the-art strength training and conditioning equipment; Middle School and Upper School gymnasiums for volleyball and basketball; three full-sized playing fields for field hockey, football, soccer and lacrosse; a premium-grade track for cross country and track and field training; a baseball field; and an outdoor pool.

St. Stephen's also offers outdoor recreation options to students through the Devil's Canyon Adventure Program (DCAP), which includes mountain biking, caving, bouldering, rock climbing and canoeing.

Highly motivated student-athletes interested in more individualized coaching and higher levels of play can enroll in the St. Stephen's Soccer Academy or Tennis Academy for an additional fee.

Leadership

Director of Athletics

Jon McCain

jmccain@sstx.org



Middle School Fitness

Physical activity, recreation and competitive development are vital to a Middle School student's growth. At St. Stephen's, students in grades 6 to 8 are required to participate in athletics or fitness classes on five days of the seven-letter-day rotation. Students may choose to participate on an athletic team, in a fitness or Devil's Canyon Adventure Program class, or in the Soccer Academy or Tennis Academy. The school year is divided into three seasons with more than 15 different athletic options offered throughout the year. The Middle School athletic program operates under a no-cut policy, and coaches support all levels of athletic ability, from novice to expert.

Fitness classes introduce traditional sport offerings in a non-competitive environment and expose students to select non-traditional activities and games, such as ultimate Frisbee, yoga or pickleball. In addition, the Devil's Canyon Adventure Program utilizes more than 200 acres of campus trails for hiking and competitive mountain biking. All students are required to participate in the fitness program.

Middle School student-athletes participate locally in the Austin Inter-Parochial League (AIPL).

Middle School Athletic Offerings

- **Fall:** Cross Country, Field Hockey, Football, Flag Football and Volleyball
- **Winter:** Basketball, Soccer and Swimming
- **Spring:** Baseball, Golf, Lacrosse, Tennis, and Track and Field



Upper School Fitness

St. Stephen's believes in the importance of establishing a lifelong pattern of exercise. Fitness credits may be earned through participation in on-campus activities that take place outside of the academic day and may include the following: Junior Varsity or Varsity athletic teams, the Devil's Canyon Adventure Program, Dance, Theatre Focus, off-season strength and conditioning, Soccer Academy or Tennis Academy, and sports management support with the athletic trainer's approval or team management with a coach's approval.

At St. Stephen's all Upper School students are included in the action. Players will never be cut or eliminated from a team or program due to skill or experience.

All athletic activities are participation-based. Credit will be earned based on attendance and participation. Students who enter in 9th grade must earn six fitness credits to successfully meet graduation requirements.

Upper School Varsity teams compete regionally in the Southwest Preparatory Conference (SPC).

Upper School Athletic Offerings

- **Fall:** Cross Country, Cheerleading, Field Hockey, Football and Volleyball
- **Winter:** Basketball, Soccer, and Swimming and Diving
- **Spring:** Baseball, Golf, Lacrosse, Tennis, Track and Field, and Rowing



Devil's Canyon Adventure Program

The Devil's Canyon Adventure Program (DCAP) offers students the opportunity to explore the gorgeous terrain of St. Stephen's 370-acre campus and the many ecological wonders of the Texas Hill Country in an active, engaging way. Thanks to mild winters and long summers in Central Texas, students can participate in an array of outdoor and adventure education throughout the year.

During the fall, students can be found canoeing on several lakes in and around Austin, as well as caving under the direction of St. Stephen's professional DCAP staff. During the winter, students can learn mountain biking while also focusing on conditioning; spring offerings include varsity mountain biking, bouldering and rock climbing.



OUR SPECIALIZED SPORTS ACADEMIES ARE DESIGNED TO HELP STUDENT-ATHLETES LIVE UP TO THEIR MAXIMUM POTENTIAL, BOTH ATHLETICALLY AND ACADEMICALLY.

Specialized Tennis and Soccer Academies

The ability to play sports at the college level can help a high school student stand out from a crowded field of applicants. So can a demonstrated history of advanced academic achievement and the acquisition of young adult life skills. Combined, these factors can dramatically help high school graduates get accepted to one of their top-choice colleges.

The St. Stephen's Soccer and Tennis Academies are boarding programs that stress rigorous college preparatory academics while providing the individualized and team-based professional training players need to reach their full collegiate athletic potential. Our specialized sports academies are designed to help student-athletes live up to their maximum potential, both athletically and academically, while developing critical life skills and enjoying enriching boarding school experiences.

These specialized sports programs enable students to compete outside of the SPC and focus on improving their skills and training for collegiate-level play.



Leadership

Tennis Academy Director
Carlos Di Laura
 cdilaura@sstx.org

Originally from Peru, Carlos Di Laura played for Pepperdine University, where he was a four-time NCAA All-American and won an NCAA Division I title. He competed at Wimbledon, the French and U.S. Open tournaments, and the Davis Cup, attaining an ATP top-40 ranking in singles and top-20 ranking in doubles. He joined the St. Stephen's Tennis Academy in 2003.

Soccer Academy Director
Shane Maguire
 smaguire@sstx.org

A native of Ireland, Shane Maguire holds a UEFA "A" license from the Irish Football Association. From 1996 to 1999, he was coordinator and coach for the Irish Football Association's Residential Centers of Excellence. He joined the St. Stephen's Soccer Academy in 2000.

In accordance with our founding mission, students and faculty at St. Stephen's Episcopal School look within and reach beyond themselves to accept everyone's unique stories, histories and voices. Our community is comprised of people with varying cultural, economic, linguistic, political, racial and religious backgrounds, gender identities, learning styles and sexual orientations. Our school encourages sensitivity to cultural differences in an open, safe, equitable environment. We help each student learn what it means to be fully human in all of our complexity, difference and unity.



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