



UPPER SCHOOL

# 2026-27 COURSE CATALOG



# Table of Contents

<b>Graduation Requirements</b>	<b>2</b>
<b>Academic Policies and Procedures</b>	<b>3</b>
Minimum Enrollment	3
Course Request Process and Timeline	3
College Preparatory Courses	4
Advanced Placement and Honors Courses	4
Recommendations and Expectations for AP and Honors Courses	4
Independent Study at San Domenico	5
Courses Completed Outside of San Domenico	5
<b>Arts</b>	<b>6</b>
Dance	6
Film	7
Game Design Academy	9
Music	11
Virtuoso Program	12
Theatre Arts	13
Visual Arts	15
AP Art and Design	17
<b>English &amp; English Language Learning</b>	<b>19</b>
English Courses	20
English 12 Courses	21
Advanced Placement English Courses	23
English Language Learning (ELL) Courses	24
English Electives	24
<b>Human Development &amp; Physical Education</b>	<b>26</b>
Physical Education Requirements	26
Human Development Courses	26
<b>Mathematics</b>	<b>27</b>
Mathematics Courses	27

<b>Philosophy, Ethics &amp; World Religions (PEWR)</b>	<b>31</b>
PEWR Courses	31
PEWR Electives	32
<b>Interdisciplinary Design &amp; Creation</b>	<b>33</b>
Interdisciplinary Design & Creation (IDC)	33
<b>Science</b>	<b>36</b>
Science Courses	36
Science Electives	38
<b>Social Studies</b>	<b>40</b>
Social Studies Core Courses	41
Social Studies Electives	43
<b>World Languages</b>	<b>45</b>
Mandarin Courses	46
Spanish Courses	47
<b>Extracurricular Programs</b>	<b>50</b>
Afterschool Arts Program	50
Academic Teams	51

# Graduation Requirements

SUBJECT	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Arts (1 year required)	Visual, Digital, or Performing Arts (VPA)	Elective	Elective	Elective
English (4 years required)	English 9	English 10 OR English 10 Honors	English 11 OR AP Language & Composition	English 12 Electives
Human Development (1 year required)	Human Development 9			
Mathematics (3 years required; 4 years strongly recommended)	Mathematics	Mathematics	Mathematics	Mathematics
Philosophy, Ethics & World Religions (3 years required)	Global Studies	Myth and Meaning	Social Justice	Electives
Physical Education (9 credits)	<i>For additional information about how to earn credits, see the Human Development &amp; Physical Education section below.</i>			
Science (3 years required; 4 years strongly recommended)	Biology	Biology or Biology Honors (Physics or Physics Honors beginning 27-28)	Chemistry or Chemistry Honors	Electives
Social Studies (3 years required; 4 years strongly recommended)	Global Studies	Modern World History or Modern World History Honors	US History OR AP US History	Electives
World Languages (Completion of level 3)	Mandarin or Spanish	Mandarin or Spanish	Mandarin or Spanish	Electives
Service Learning	Completion of ROSE Project required.			

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

*\*\*Graduation requirements are in the process of being updated, and these changes will apply only to the Class of 2030 and subsequent years.*

# Academic Policies and Procedures

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

## Minimum Enrollment

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

## Course Request Process and Timeline

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

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

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

## College Preparatory Courses

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

## Advanced Placement and Honors Courses

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

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

San Domenico strongly believes in students' need for balance as well as support to develop interests and skills in a broad range of courses among all departments. For this reason, San Domenico limits students' AP/Honors enrollment to 4 courses per year. A student may only exceed this limit with a single Honors arts course if desired.

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

## Recommendations and Expectations for AP and Honors Courses

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

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

AP and Honors course expectations include:

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

## Independent Study at San Domenico

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

## Courses Completed Outside of San Domenico

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

# 2026-2027 Course Offerings

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

## Arts

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

### Dance

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

#### **Dance 1A: Dance Genres and Dance 1B: Dance Performance**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

This course is an introduction to dance technique, choreography, and performance. Students learn the fundamentals of modern/contemporary dance, ballet, jazz, musical theater, and hip hop. Students participate in the creation, rehearsal, and performance of a finished dance piece. By the end of the course, students will have developed an understanding of the creative process in dance, and how technical practice serves the creative expression of the dance artist. Previous dance training is welcome but not required. Students may take this course for the entire year, or for a single semester (enrolling the 2nd semester alone requires previous dance experience or approval by teacher.)).

#### **Dance 2: Choreography and Performance**

*Open to Grades 10-12*

*Prerequisites: Dance 1*

*Full-year course (10 credits)*

Students expand upon their knowledge of dance technique, while exploring the elements of dance composition. While continuing to hone technical skills, students learn the basic components of original choreography, including movement creation, concept development, staging, formation, and costume design. Students' final projects are performed in the Dance Concert at the end of the school year. Additional assignments include journal entries, reflections, creative projects, video analysis, stage and lighting design, and discussion boards. Completion of Dance 1 and/or previous dance experience is required..

### **Dance 3: Advanced Technical and Creative Practice**

*Open to Grades 11-12*

*Prerequisites: Dance 2*

*Full-year course (10 credits)*

This course expands the student's knowledge and skills in the areas of technical practice, composition, and choreographic analysis. Students progress to higher levels of physical difficulty, and are expected to be proficient in terminology and execution of ballet, modern dance, and jazz technique. Students develop their own pieces of choreography, to be performed at the end of the school year. Students are responsible for the creative direction of their own work, including concept, costuming, lighting design, stage design, and program notes. Students practice advanced analysis of professional choreographic works using the Elements of Dance. Students also design and implement their own material for dance technique class, and practice teaching lessons for their fellow students. Completion of Dance 2: Choreography and Performance and/or previous dance experience is required.

### **Dance Honors**

*Open to Grades 11-12*

*Prerequisites: Dance 3*

*Full-year course (10 credits)*

Dance Honors prepares advanced dance students for post-secondary education in dance and/or professional careers in the field of dance and choreography. Students are expected to have an advanced command of technical practice across multiple disciplines, including modern/contemporary dance, ballet, and jazz. Dance Honors expands the student's knowledge and skills in the areas of composition, dance production, and choreographic analysis. Students develop and perform original dance works, and are responsible for the full creative direction of their own work. Elements include dance concept, costuming, lighting design, stage design, and program notes. Students also learn and practice the principles of teaching dance by designing and implementing their own lesson plans, followed by constructive feedback from faculty and peers. By the end of the course, students have developed a professional curriculum vitae detailing their experience and skills. Completion of Dance 3: Advanced Technical and Creative Practice, or approval by teacher is required.

## **Film**

*The San Domenico Upper School Film Program offers a progressive, production-based sequence in cinematic storytelling. Students learn the language of film by making films, developing technical skill, creative voice, and collaborative discipline through increasingly complex projects. The three primary focuses of the Film Program are technical craft, storytelling, and inclusive collaboration. Students are provided with a foundation in production technique through which they learn to express their own ideas and stories through original filmmaking. Foundational courses emphasize broad exposure to core production roles, while advanced courses mirror professional production environments and prepare students for post-secondary study or professional work in film and media.*

### **Film 1A and 1B**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

This course is an introduction to film production, storytelling, and collaboration. Students learn basic camera operation, sound recording, and editing while working in small groups to make two original works. By the end of the course, students will have developed an understanding of the creative process in filmmaking and how technical practice serves the storytelling goals of the filmmaker. Previous production experience is not required.

### **Film 2A: Narrative Production (Fall)**

*Open to Grades 10-12*

*Prerequisites: Film 1, students in Grades 11-12, or Instructor Approval*

*One-semester course (5 credits)*

Students expand upon their knowledge of film production while exploring the elements of narrative storytelling. Every student writes, directs, edits, and scores their own short narrative film while serving in every crew position on their classmates' sets. By rotating through all roles, students develop a comprehensive understanding of the collaborative nature of filmmaking and discover where their strengths and interests lie. The best work will be submitted to film festivals. Preference is given to students who took Film 1 and who commit to both fall and spring Film 2 semesters.

### **Film 2B: Documentary & Commercial Production (Spring)**

*Open to Grades 10-12*

*Prerequisites: Film 1, students in Grades 11-12, or Instructor Approval*

*One-semester course (5 credits)*

Students continue to develop their craft while exploring documentary and commercial production. Every student directs, edits, and scores their own short documentary while serving in every crew position on their classmates' sets. Students also collaborate in groups to produce an original advertisement and students can compete as a team in a national 48-hour film festival competition. The best work will be submitted to film festivals. Preference is given to students who took Film 1 and who commit to both fall and spring Film 2 semesters.

### **Film 3 and Film 4: Production Studio (Fall/Spring)**

*Open to Grades 11–12*

*Prerequisite: Film 2 and application required (limited enrollment)*

*One-semester courses (5 credits)*

Advanced Film 3 and Film 4 classes are a selective, studio-based program for juniors and seniors ready to work at a professional level. Advanced students collaborate on four major films per year - three narrative films and one documentary - intended for festival submission. These films will have budgets and follow the Hollywood film production process with professional roles. Preference will be given to students who wish to take classes during both semesters.

During course selection, students sign up for the appropriate level: Film 3 or Film 4. At the start of each semester, films will be selected for production and students will earn specific production roles. At that time, students will be enrolled in the specific course that aligns with their role (see course list below). Roles may or may not change each semester, depending on projects and student interest. A student who continues in the same role beyond two semesters automatically progresses to Honors level (3H, 4H), reflecting college-level learning and responsibility.

#### ***Film 3 and Film 4 Course Options***

Camera Operation 1, 2, 3 Honors, 4 Honors

Cinematography 1, 2, 3 Honors, 4 Honors

Directing 1, 2, 3 Honors, 4 Honors

Producing 1, 2, 3 Honors, 4 Honors

Editing & VFX 1, 2, 3 Honors, 4 Honors

Sound & Score 1, 2, 3 Honors, 4 Honors

Acting for the Camera 1, 2, 3 Honors, 4 Honors

### **Screenwriting 1: Features (Fall)**

*Open to Grades 10–12*

*One-semester course (5 credits)*

This course introduces students to the art of storytelling for the big screen. Students learn the story structure of great films and what it means to develop a "high concept" idea. Each student develops five original high-concept feature ideas. The class then collaborates to write one original feature screenplay, which is submitted for professional feedback and then to the Austin Film Festival Script Competition. All students are welcome in this fun class. No writing experience needed.

### **Screenwriting 1: TV Pilots (Spring)**

*Open to Grades 10–12*

*One-semester course (5 credits)*

This course introduces students to the art of storytelling for television. Students learn story structure for both television comedies and dramas, studying shows across genres. Each student develops five original television concepts. The class then collaborates to write one original television pilot, which is submitted for professional feedback and then to the Austin Film Festival Script Competition. This course is run like a writer's room. All students are welcome in this fun class. No writing experience needed.

### **Screenwriting Honors**

*Open to Grades 11-12*

*Prerequisites: Screenwriting 1 and concurrent enrollment in required grade-level English course*

*Full-year course (10 credits)*

Each student selects one of their original ideas and develops it into a polished feature screenplay or television pilot and series bible. Their work will be submitted for professional feedback and then to competitions. Students also create pitch decks and present their pitches to the community. Students who write professional level content will pitch their scripts to producers and executives in Hollywood.

## **Game Design Academy**

*In SD's innovative 4-year Game Design Academy, students embark on a comprehensive journey into the dynamic world of game development. In Year 1, students in Building Virtual Environments develop core creative and technical skills while being introduced to beginning programming, laying a strong foundation for game design. Year 2 focuses on programming, allowing students to deepen their understanding of coding and software development for games. In Year 3, students expand their skills by developing games across multiple platforms, both single-player and multiplayer, gaining experience in diverse game environments and building a personal portfolio. By Year 4, students take on a capstone project with the opportunity to publish and present their personalized game, showcasing their expertise and creativity. Throughout the program, students present their work and gain real-world feedback and experience. With a curriculum designed to foster creativity, specialization, and hands-on collaboration, our Game Design Academy equips students with the skills to become proficient game developers.*

### **Game 1A: Building 3D Games and Game 1B: Building VR Games**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

This introductory course offers flexible entry points into game development based on student interest and scheduling. The year-long option provides comprehensive coverage of 2D, 3D, and VR game development, building a broad foundation in programming, interactive design, and real-time environments. Students learn core concepts in gameplay systems, level design, visual development, and user interaction using industry-standard tools.

Single-semester options are also available: Building 3D Games (Fall) or Building VR Games (Spring). Students who complete both semester courses will have equivalent preparation to the full-year course and will be well prepared for advanced study in Game 2 and entry into the Game Design Academy.

No prior experience is required.

### **Game 2: Advanced Programming for Games and Applications**

*Open to Grades 10-12*

*Full-year course (10 credits)*

This course establishes the technical architecture and programming fluency required for complex interactive applications. Students will engage in the advanced study of gameplay systems, memory management, and code optimization. Coursework progresses from simple implementation to professional-grade software design through the development of **3D, multiplayer, and VR applications**. As the technical prerequisite for Game Production Studio, this course demands a high standard of code scalability, stability, and debugging proficiency.

### **Game 3 and Game 4: Advanced Production Studio**

*Open to Grades 11–12*

*Prerequisite: Game 1, Game 2 and Animation Production Studio, or Approval of Instructor*

*Fall and Spring semesters (5 credits per semester)*

*Limited enrollment. Application required.*

Advanced game courses function as a selective, studio-based program for juniors and seniors ready to work at a professional level. Students collaborate on the sustained development of one major game, intended for public release and sale on platforms such as Steam. The project follows a professional game development pipeline, including design, prototyping, production, testing, marketing, launch, and post-release support.

At the start of each semester, students identify their primary studio role and are enrolled in the course aligned with that responsibility. Roles may change between semesters depending on project needs and student interest. Students may pursue breadth across multiple roles or depth by continuing in the same role across semesters. Continued specialization automatically progresses a student into honors-level work, reflecting increased responsibility and leadership rather than calendar year.

#### ***Game 3 and Game 4 Course Options***

Design & Pre-Production

- Advanced Pre-Production & Game Design
- Advanced Gameplay Programming & Prototyping
- Advanced Interactive Storytelling & Narrative Design

Engineering & Technical Systems

- Advanced Programming & Technical Systems
- Advanced Multiplayer & Network Programming
- Advanced Mobile Game Programming & Development
- Advanced XR Programming & Systems

#### Art, Audio & Player Experience

- Advanced Art Production & Visual Development
- Advanced Audio Design Programming & Sound Design
- Advanced UI/UX Programming & Design

#### Production, Launch & Operations

- Advanced Test Engineering & Quality Assurance
- Advanced Marketing & Community Management
- Advanced Backend Programming & Live Operations

#### Studio Leadership

- Advanced Game Management and Production Leadership (*Yearlong; Game 4 only*)

#### ***Honors Progression in Game 3 and Game 4***

Each role-based course may be taken across multiple semesters. Students who continue in the same role beyond the initial sequence progress into Honors-level responsibility, reflecting leadership, mentorship, and ownership of critical systems within the studio. The yearlong course in Game Management and Production Leadership is reserved for senior students serving in executive production roles.

## **Animation**

The Animation program offers a production-based sequence in digital animation and animated storytelling. Students learn the fundamentals of animation through hands-on creation within a collaborative studio environment. Emphasis is placed on motion, visual storytelling, design, and teamwork, with students developing their contributions to real productions.

### **Animation 1A and 1B**

*Open to Grades 9–12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

This introductory course introduces students to the principles of digital animation and the fundamentals of animated storytelling. Students learn core concepts such as timing, spacing, squash and stretch, and visual clarity while creating short digital animation exercises and basic scenes. In addition to individual skill development, students in Animation 1 participate in the shared animation studio and contribute supervised work to larger productions led by Advanced Animation students, gaining early exposure to professional workflows and collaborative production. No prior experience is required.

### **Animation 2: Production Studio**

*Open to Grades 11–12*

*Prerequisite: Animation 1 or instructor approval*

*Full-year course (10 credits)*

Advanced Animation is a selective, studio-based course focused on digital animation production at a professional level. Operating similarly to the Film and Game Production Studios, students collaborate to plan, design, and produce major animated projects intended for public exhibition. Students identify the primary animation project and assume professional roles within the production pipeline, including story development, design, animation, technical production, voice recording, sound design, and score. The course emphasizes sustained collaboration, creative ownership, and professional standards, preparing students for advanced study or future work in animation and related fields.

## **Music**

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

### **Intro to Band A and B: Roots of American Music**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

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

### **Band Workshop Series**

*Open to Grades 9-12*

*Prerequisite: Roots of American Music or instructor approval*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

The Band Workshop class is a comprehensive and sequential course for students who want to study and perform contemporary popular music. The course is open to all instrumentalists and vocalists but focuses primarily on guitar, drums, bass, keyboards, and vocals. Students in the class form groups to

rehearse and perform a variety of contemporary music from the 50's to the present. Groups are composed of two to ten students. Students explore a wide range of musical styles, composers, instrumental combinations, arrangements and difficulty levels from a vast repertoire of contemporary music. Student groups meet bi-weekly to perform their pieces in an open critique format to analyze performances and give feedback to help improve performance skills. During the course of the year, students will progress through units that include performance practice, improvisation, transcribing, music theory and ear training. As part of the course design, students will explore a variety of cultural styles that influenced each period of contemporary music. Band Workshop is a series of courses including *Band Workshop 1*, *Band Workshop 2* & *Band Workshop 3*. Students who complete *Band Workshop 1* are eligible to participate in *Band Workshop 2*, etc.

### **Raise Your Voice**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

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

### **AP Music Theory**

*Open to Grades 10-12*

*Prerequisites: Instructor approval*

*Full-year course (10 credits)*

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

## **Virtuoso Program**

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

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

### **Chamber Music**

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

### **Orchestra da Camera**

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

## **Theatre Arts**

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

### **Theatre 1A and 1B: Introduction to Acting and Theatre**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

This course is an introduction to theatre, with a focus on performance. You will deepen your understanding of how theatre is created by actively exploring theatre from the perspectives of the actor, the playwright, and the designer. You will build your acting skills with improvisations, acting exercises, working with published scripts, writing a script, memorizing, rehearsing and performing. The approach to acting will be based on Stanislavski's principles. You will develop an understanding of the principles of theatre design in sets, props, costumes, lighting, and sound, as well as the practice of theatre etiquette in auditions, rehearsals, and performance. You will develop an understanding of play structure through performing in published plays and through writing a short one act play. By the end of the course, you will understand the elements of theatre production and theatre etiquette, be comfortable and confident taking part in productions, acting classes, and public speaking in classroom situations and beyond. Students may take this course for the entire year, or for a single semester (enrolling the 2nd semester alone requires previous theatre training).

### **Theatre 2: Contemporary, Shakespeare, and Swordfighting**

*Open to Grades 10-12*

*Prerequisites: Theatre 1; students who took one semester of Theatre 1 require instructor approval.*

*Full-year course (10 credits)*

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

### **Theatre 3: Advanced Acting**

*Open to Grades 11-12*

*Prerequisites: Theatre 2*

*Full-year course (10 credits)*

Advanced Acting Class focuses on deepening and fine-tuning performance skills developed in Theatre 2, working with scripts of greater complexity. Units of study will draw upon the works of Classic American plays by authors such as Arthur Miller, Lorraine Hansbury, Lillian Hellman, and Tennessee Williams or the early Realists Ibsen and Chekhov; High-Style Comedy/Farce; stylistically groundbreaking plays such as those by Pinter; traditionally underrepresented playwrights; and Shakespeare. Actors benefit from classical training as well as contemporary acting, and a strong base in classical acting (specifically Shakespeare) is essential for students auditioning for training programs in universities and conservatories, as well as summer theaters. Acting skills developed in the course are applicable to

musical theatre performance as well. The emphasis of the class is on performance; the students develop their acting skills by performing monologues and scenes with practical, character-driven analyses. At the end of the year, students collaborate with Theatre Honors students, , performing in the Honors Capstone plays .

### **Technical Theatre**

*Open to Grades 10-12*

*Full-year course (10 credits)*

Students in this course study the craft of technical theatre. Students learn the basic principles of stage management, publicity, and production management; stage lighting design and implementation; scenic design and construction; production audio, props, and stage make-up. They will also work on technical needs for San Domenico theatrical productions throughout the year. Participation in this course requires some after-school, evening, and weekend hours. Successful completion of this course allows students to apply for more advanced management, engineering, and design positions in future school productions. Upon approval, Advanced Technical Theatre is available as an Independent Study course.

### **Theatre Honors**

*Open to Grades 12*

*Prerequisites: Theatre 3*

*Full-year course (10 credits)*

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

## **Visual Arts**

*The Visual Arts Department curriculum introduces students to a variety of media, essential art vocabulary and new ways of problem solving. Our Visual Art courses emphasize authentic studio practices involving the development of both creative and analytical skills, personal integrity, originality, thoughtfulness and work ethic. The upper level classes promote an elevated skill level, artistic risk taking and original,*

*high-quality art production. Small studio classes and personalized attention are central components of our philosophy and instruction.*

### **Ceramics 1A and 1B**

*Open to grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

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

### **Ceramics 2**

*Open to grades 10-12*

*Prerequisites: Ceramics 1*

*Full-year course (10 credits)*

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

### **Ceramics Honors**

*Open to grades 10-12*

*Prerequisites: Ceramics 2*

*Full-year course (10 credits)*

Ceramics Honors is an advanced-level course for motivated students preparing for the AP 3D Art and Design portfolio. Building on Ceramics 2, students refine their hand-building, wheel-throwing, and surface design skills while exploring the principles of 3D design. The course emphasizes developing a personal artistic voice through structured projects and a self-directed sustained investigation, incorporating research into art history and contemporary ceramics. Critiques, artist statements, and portfolio documentation help students articulate their artistic intentions and create a cohesive body of work that demonstrates technical and conceptual growth.

### **Visual Arts 1A and 1B**

*Open to Grades 9-12*

*Either a Single-Semester (5 credits) or a Full-year (10 credits) course*

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

## **Visual Arts 2**

*Open to Grades 10-12*

*Prerequisites: Visual Arts 1*

*Full-year course (10 credits)*

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

## **Visual Arts Honors**

*Open to Grades 11-12*

*Prerequisites: Visual Arts 2*

*Full-year course (10 credits)*

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

## **AP Art and Design**

*Open to Grades 11-12*

*Prerequisites: Visual Arts 2 or Ceramics 2*

*Full-year course (10 credits)*

The AP Art and Design program consists of three different courses: **AP 2-D Art and Design**, **AP 3-D Art and Design**, and **AP Drawing**, corresponding to college and university foundation courses. In this course, Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided

by questions. The AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing courses are designed to be the equivalent of an introductory college course in 2-D art and design, 3-D art and design, and drawing, respectively. AP Art and Design courses are for students who are interested in inquiry-based thinking and making. Prior experiences learning about and making art and design support student success in AP Art and Design.

# English & English Language Learning

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

## English Courses

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

### **English 9**

*Required for Grade 9*

*Full-year course (10 credits)*

English 9 is an introductory course that offers students the opportunity to explore the Self through a variety of literature and writing assignments. In this writing-based course, students will examine ideas in relation to their worldviews and develop their own personal philosophies. Students will develop writing and fluency through weekly informal and formal writing assignments that focus on narrative, expository, and argumentative writing styles. The selected readings draw on the Global Studies curriculum defining

place, culture, religion, and ethnicity, demonstrating literature's life-long role in gaining empathy for others. Through their reading and writing, students will learn how identity is tied to place and what it means to be part of a new community.

### **English 10**

*English 10 or English 10 Honors required for Grade 10 students*

*Full-year course (10 credits)*

English 10 is a college-preparatory course that builds on the skills and knowledge established in English 9. Through a variety of age-appropriate novels, short stories, plays and non-fiction essays, students practice the essential skills of close reading, annotation, and analytical writing, using the CLEAR paragraph format to develop full essays. In English 10, students also have opportunities to revise their written work to master composition skills, and improve their writing and their grade. Additionally, students receive daily instruction in classroom discussion norms and skills, active participation skills, research skills, vocabulary development, and presentation skills. Students in English 10 may move on to Advanced Placement Language or college-prep English 11.

### **English 10 Honors**

*English 10 or English 10 Honors required for Grade 10 students*

*Full-year course (10 credits)*

English 10 Honors builds on the skills that are taught freshman year, preparing students for more advanced reading, grammar, and writing skills, as well as further developing class discussion and presentation skills. English 10 Honors seeks to offer a more rigorous and elevated course through a more advanced selection and volume of reading, with higher expectations for writing, textual analysis, and critical thinking skills for students who are prepared for and seeking additional challenge in English. Through a study of various literary forms, students will develop a broad yet concrete understanding of the purposes to which literature shapes our understanding of identity. Literature will focus on a variety of genres including novels, plays, short stories, poetry, and non-fiction. Additionally, students will develop their formal and informal writing skills, working on paragraphs and various essay styles. Students will frequently practice critical writing and annotated reading skill-building in preparation for AP Language and Composition or English 11.

### **English 11**

*English 11 or AP Language & Composition is required for Grade 11 students*

*Full-year course (10 credits)*

This one-year college-preparatory American Literature course provides junior-year students with the next level of reading, writing, and presentation experiences requiring critical thinking and text-based analysis. This course explores what it means to be an American and the "American Dream" as promised—the freedom to pursue happiness and the ways in which America has succeeded or failed to live up to this promise. Students study and analyze the impact of the environment and setting on the formation of

identity, as well as the limits, benefits and tradeoffs of assimilation into intensive new environments. Students read multiple genres of American literature, including novels, drama, poetry, short stories, essays and accompanying films, in order to develop an appreciation of the breadth of American writing, developing competence in the elements of literary style, structure, and interpretive response. Students write in a range of forms and on an assortment of topics throughout the year, in both formal writing and impromptu in-class essays and reading responses. Additionally, student communication skills are honed with formal, scored debates and live presentations.

## English 12 Courses

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

### **English 12: Banned Books**

*One-semester course (5 credits)*

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

### **English 12: Creative Writing**

*One-semester course (5 credits)*

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

### **English 12: Novel into Film**

*One-semester course (5 credits)*

Novel into Film explores the relationship between literary texts and their cinematic adaptations. For decades, films based on novels have dominated the box office and major awards, often sparking intense debate about fidelity to the source material. Has the film cut, simplified, or even “ruined” the novel or has it reimagined the story in ways that rescue it, making it newly compelling for contemporary audiences? Students will study novels alongside their film adaptations to examine how stories change when they move from page to screen. Students will engage in a range of writing tasks, including analytical essays and reflective responses. Through discussion and writing, students will practice constructing arguments, developing clear and compelling thesis statements, and using precise textual support. The course also offers opportunities for creative writing, such as adapting or rewriting scenes to allow students to explore how literary choices shape storytelling. Overall, this course emphasizes close reading, critical viewing, discussion, and writing, while offering opportunities for creative expression and deeper appreciation of both literature and film.

### **English 12: Mystery and Crime**

*One-semester course (5 credits)*

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

### **English 12: Senior Composition**

*One-semester course (5 credits)*

Senior Composition focuses on a range of writing, including persuasive writing and argumentative writing, especially designing one’s argument in response to the opposition view. Students also work on personal narrative writing, similar to the writing done for a college application essay. Students additionally work on college-level research and how to incorporate research into structured academic conversations as well as research papers. Overall, this course is particularly designed for students who want more opportunities to work on their writing skills before they enter college. The curriculum emphasizes personal narrative and reflective writing, rhetorical reading and analysis, persuasive and argumentative writing, academic discussion and research-based writing, and a novel study. Because the content of this course overlaps with the content of AP Language and Composition, this course is not recommended for students who have already taken AP Language and Composition.

## Advanced Placement English Courses

### **AP English Language and Composition**

*Open to Grades 11-12*

*Prerequisites: English 10 or English 10 Honors*

*Full-year course (10 credits)*

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

### **AP English Literature and Composition**

*Open to Grade 12*

*Prerequisites: English 11 or AP English Language & Composition*

*Full-year course (10 credits)*

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

## English Language Learning (ELL) Courses

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

### **Academic English Language 9**

*Prerequisites: Concurrent enrollment in English 9*

*Full-year course (10 credits)*

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

### **Academic English Language 10**

*Prerequisites: Concurrent enrollment in English 10*

*Full-year course (10 credits)*

In Academic English Language (AEL) 10, students will have the opportunity to learn about grammar for specific writing purposes by looking deeper at the readings from their companion English 10 course. Students will develop their vocabulary and will practice listening and speaking skills through presentations and discussions. Specific writing skills will include paraphrasing, summarizing, when/how to use quotes, and all elements of essay writing, including: outlining, writing a claim/thesis, creating compelling intros and conclusions, paragraph structure, choosing excellent evidence/support.

## English Electives

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

### **Journalism A & B**

*Open to Grades 9-12*

*Prerequisites: Concurrent enrollment in grade-level English*

*This course is a UC-designated (“g”) elective course and may not be used to satisfy the 4-year English graduation requirement.*

*Single-semester (5 credits) or full-year (10 credits) course*

Students in this course produce the Upper School’s first student-led newspaper, reporting the news of the school community, as well as issues and events of concern to the students. Students learn

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

### **Advanced Narrative Nonfiction**

*Open to Grades 11-12*

*Prerequisites: Journalism or AP English Language (or current teacher approval)*

*This course is a UC-designated “b” elective course and may be used to satisfy the 4-year English graduation requirement, if a student is eligible to enroll.*

*Full-year course (10 credits)*

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

### **Screenwriting 1A and 1B**

*Open to Grades 10-12*

*Prerequisites: Concurrent enrollment in required grade-level English course*

*This is a UC-designated (“f”) Visual & Performing Arts course and may not be used to satisfy the 4-year English graduation requirement.*

*Single-semester (5 credits) or Full-year (10 credits) course*

The full description can be found in the Film section under Arts.

### **Screenwriting Honors**

*Open to Grades 11-12*

*Prerequisites: Screenwriting and concurrent enrollment in required grade-level English course*

*This is a UC-designated (“f”) Visual & Performing Arts course and may not be used to satisfy the 4-year English graduation requirement.*

*Full-year course (10 credits)*

The full description can be found in the Film section under Arts.

# Human Development & Physical Education

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

## Physical Education Requirements

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

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

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

## Human Development

### Human Development 9

*Required for Grade 9*

Human Development is a semester-long health and wellness course for all 9th Grade students. Through experiential education and Council conversations, the course supports students' resilience, social-emotional development, and holistic well-being. Topics explored include sleep, body image, stress, substance use, gender, sexual health, relationships, conflict & repair, grief, gratitude, belonging, and collective healing.

### **Human Development Workshops**

*Grades 10-12*

San Domenico builds on the 9th Grade Human Development course with ongoing programming, intervention, and support opportunities throughout Grades 10, 11, and 12. With the guidance of our Health and Wellness team, SD students continue to explore their own relationships to physical, mental, and social-emotional health, and they learn to support each other to navigate the challenges that accompany their teenage years.

# Mathematics

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

## **Mathematics Courses**

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

### **Algebra 1**

*Open to Grades 9-10*

*Full-year course (10 credits)*

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

### **Geometry**

*Open to Grades 9-12*

*Prerequisites: Algebra 1 or equivalent*

*Full-year course (10 credits)*

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

### **Geometry Honors**

*Open to Grades 9-12*

*Prerequisites: Algebra 1 or equivalent*

*Full-year course (10 credits)*

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

### **Algebra 2**

*Open to Grades 9-12*

*Prerequisites: Geometry or Geometry Honors*

*Full-year course (10 credits)*

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

### **Algebra 2 Honors**

*Open to Grades 9- 12*

*Prerequisites: Geometry or Geometry Honors*

*Full-year course (10 credits)*

This course is designed to build on algebraic and geometric concepts, and delve into them more deeply and with more rigor than in the College Prep Algebra 2 course. This course is paced to prepare students for Precalculus Honors and, eventually, AP Calculus. It is assumed students will pursue a college major heavy in mathematics or science. It develops advanced algebra skills such as systems of equations,

advanced polynomials, imaginary and complex numbers, quadratics, probability and data analysis, and series and sequences. Please note that UC only recognizes an Honors designation for mathematics (“C”) courses at the Precalculus level and higher.

### **Precalculus**

*Open to Grades 9- 12*

*Prerequisites: Algebra 2 or Algebra 2 Honors*

*Full-year course (10 credits)*

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

### **Precalculus Honors**

*Open to Grades 9- 12*

*Prerequisites: Algebra 2 or Algebra 2 Honors*

*Full-year course (10 credits)*

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

### **Introduction to Statistics**

*Open to Grades 11- 12*

*Prerequisites: Precalculus or Precalculus Honors*

*Full-year course (10 credits)*

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

### **AP Statistics**

*Open to Grades 11- 12*

*Prerequisites: Precalculus or Precalculus Honors*

*Full-year course (10 credits)*

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

### **Calculus**

*Open to Grades 9- 12*

*Prerequisites: PreCalculus or PreCalculus Honors*

*Full-year course (10 credits)*

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

### **AP Calculus (AB)**

*Open to Grades 9- 12*

*Prerequisites: PreCalculus or PreCalculus Honors*

*Full-year course (10 credits)*

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

### **AP Calculus (BC)**

*Open to Grades 9- 12*

*Prerequisites: PreCalculus or PreCalculus Honors*

*Full-year course (10 credits)*

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

### **Multivariable Calculus**

*Open to Grades 10- 12*

*Prerequisites: AP Calculus BC*

*Full-year course (10 credits)*

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

### **Math Foundations**

*Open to Grades 9-10*

*Full-year course (10 credits)*

This elective, supplemental mathematics course is designed for students that have been identified as needing math support, remedial work, or additional direct instruction. These are typically Grade 9 and Grade 10 Algebra 1 and Geometry students. The course is a combination of skills diagnostics, individualized study programs, problem solving strategies, and math literacy work.

# Philosophy, Ethics & World Religions (PEWR)

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

## **PEWR Courses**

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

### **Global Studies**

*This course is a UC-Approved “a” History elective course. See Social Studies for the full course description.*

### **Myth and Meaning**

*Required for Grade 10*

*Full-year course (10 credits)*

Myth & Meaning is an interdisciplinary humanities course that explores two enduring philosophical questions: How do we know what we know? and What is the good life? Through the study of world religions, philosophy, and psychology, students examine how humans across cultures have made sense of truth, meaning, identity, and purpose. The course weaves together myths, sacred texts, philosophical ideas, and contemporary psychological insights, inviting students to compare different ways of knowing and different visions of a meaningful life. Emphasizing inquiry, discussion, reflection, and creative engagement, the course encourages students to connect big ideas to their own lived experience and to begin forming a thoughtful, ethically grounded understanding of who they are and how they wish to live.

### **Social Justice**

Required for Grade 11

*Full-year course (10 credits)*

In a world marked by inequality and injustice, how can we work together to build a more equitable society? The course is designed to complement the US History curriculum, offering opportunities for students to see how pivotal moments in US History continue to shape our world today. Building on a foundation of applied ethics, students will explore theories of social justice, including social contract theory, civil disobedience, theologies of liberation, and other philosophical frameworks that have shaped movements for change. We will build and apply a critical lens that includes economic, socio-cultural, and environmental perspectives. Throughout the course, we will recognize the lived experiences of groups that have been marginalized, while investigating urgent concerns including genocide, mass incarceration, and environmental stewardship. Over the course of the semester, students will be challenged to reflect deeply on their own values and life path: What kind of life do they want to lead? How will they contribute to their communities and the wider world? By connecting theory to practice and scholarship to self-reflection, students will develop both the analytical tools and the sense of purpose needed to work together toward a more just world.

## **PEWR Electives**

### **Ethics in Science**

Open to Grades 10-12

*One-semester course (5 credits)*

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

### **Philosophy: Existentialism in Literature, Television, and Film**

Open to Grades 10-12

*One-semester course (5 credits)*

Dive into the heart of existential philosophy through the stories that shape our world. From the quiet despair of *The Stranger* to the absurd comedy of *The Good Place* and the unrelenting quest for meaning in *The Matrix*, this class unpacks the existential themes that permeate modern culture. Through films, television, and literature, we'll explore freedom, choice, identity, and the search for purpose in a chaotic, ever-changing world. Discover how existentialism captures the zeitgeist of our time—and how its questions about existence are reflected in the stories we tell.

# Interdisciplinary Design & Creation

*Rather than working in isolation, it is common today for professionals working in various STEAM careers, like engineers, designers, architects, investors, artists, and technologists, to collaborate in a shared environment to create a big project. In Interdisciplinary Design & Creation (IDC), a signature SD experience, you will choose to take one of several classes in the program and then collaborate with students in the other classes to collaboratively meet your final goal. While the exact project changes year to year, you will work with real-world professionals and go through the experiences they would have to follow to build in the Bay Area. This past year's IDC students worked together to finance, develop, and build (in VR) a new construction project in the Bay Area. Students have met with architects, town planners, attorneys, developers, the fire department, interior and landscape designers, general contractors, geotechnical and structural engineers, and many other professionals. In addition to these experiences, students will also meet with potential investors including banks and private equity, to understand the challenges and opportunities to fund development and construction. This is as real-world as learning gets, and it is only available at SD!*

*San Domenico's IDC program is centered on three key principles:*

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

## **IDC - Affordable Housing**

*Open to Grades 10-12*

*All courses offered in this IDC Cluster are UC-designated (“g”) College-Preparatory courses unless otherwise noted.*

*All Courses are full-year (10 credits)*

**The seven IDC - Affordable Housing courses for 2026-27 are:**

*Architecture & Engineering*

*Principles of Sustainable Design*

*Law, Public Policy, and Urban Planning*

*Augmented & Virtual Reality*

*Stagecraft & Physical Construction*

*Ethics of Science & Technology*

*Real Estate Investment Modeling*

### **Architecture and Engineering**

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

### **Principles of Sustainable Design**

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

### **Ethics in Science and Technology**

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

### **Augmented and Virtual Reality**

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

### **Stagecraft and Physical Construction**

This course provides students with practical skills in building and constructing physical scale model. This course emphasizes hands-on learning through the creation of detailed physical models of the IDC construction project and scenic construction for school theatre productions. Students will learn techniques in carpentry, model making, and scenic design, using traditional hand and power tools alongside 3D Printers and other modern fabrication tools. Assignments include constructing scale models, creating detailed plans for performing arts scenery, and developing construction schedules. Daily activities involve measuring, cutting, assembling, and finishing materials. The course also covers safety practices and the use of sustainable materials. Through collaboration with other courses, students will integrate architectural and engineering designs into their physical models.

### **Law, Public Policy and Urban Planning**

Have you ever wondered how our towns are created or why they look like they do? Have you ever wondered how you can make change in the places where you live? In this course, students will develop a deep understanding of the key laws, regulations, and planning that inform housing development at the local, county, and state levels, and they will apply those understandings to the development of sustainable housing. As part of their learning, students will meet with local and county government officials, lawyers, and urban planners, so they can offer legal and policy insights to their peer architects, engineers, and landscape designers.

## Real Estate Investment Modeling

Real estate development requires sophisticated financial analysis to determine project viability and secure funding. In this course, students use the same training methods employed at Goldman Sachs, London School of Economics, and Stanford Business School to master professional-grade financial modeling. Students build comprehensive pro formas projecting costs, revenues, and returns for their sustainable housing development. Through analysis of comparable properties, market research, and sensitivity testing, students assess risk, calculate investment returns, and create presentations for investors and lenders. Working with architecture, engineering, and legal teams, students ensure designs are financially feasible. The course culminates in presenting financial analysis to community stakeholders, demonstrating how their project attracts capital while delivering social impact and competitive returns.

## IDC - Sustainable Fashion Startup

*Open to Grades 10-12 (preference given to higher grades)*

*All courses offered in this IDC Cluster are UC-designated (“g”) College-Preparatory courses unless otherwise noted.*

*All Courses are full-year (10 credits)*

In this IDC, students in five courses collaborate to build and operate a sustainable fashion business from the ground up. Working as five departments of a single company, students design a sustainable garment, source materials from Bay Area suppliers, build a brand, manage startup finance, and sell their product through an e-commerce storefront, local retail partnerships, and a pop-up event. The program follows a Buy-One-Gift-One model, with each sale providing clothing to community members in need. Throughout the process, students use AI as a professional tool and receive mentorship from industry professionals. Enrollment is limited to 15 students (3/course), application may be required, and all courses in the cluster must enroll for this IDC to run. **Interested students should sign up for IDC - Sustainable Fashion Startup.** They will choose their official course later this spring.

**The five IDC - Sustainable Fashion Startup courses for 2026-27 are:**

*Sustainable Fashion Design*

*Sustainable Fashion Production*

*Startup Financial Management*

*Brand Strategy & Content Creation*

*Retail Sales & Digital Commerce*

# Science

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

## Science Courses

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

### Physics

*Prerequisites: Algebra 1*

*Full-year course (10 credits)*

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

*\*This course will not be offered for the 26-27 school year while we adjust the SD Science trajectory, but Physics and Physics Honors will serve as the core 10th Grade Science courses beginning the 27-28 school year.*

### Biology

*Biology required for Grade 9; Biology or Biology Honors required for Grade 10 during this Science trajectory adjustment year*

*Full-year course (10 credits)*

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

## **Biology Honors**

*Biology or Biology Honors required for Grade 10 (Honors not available to Grade 9 during the Science trajectory adjustment)*

*Prerequisites: Physics*

*Full-year course (10 credits)*

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

## **Chemistry**

*Open to Grades 10-11*

*Chemistry or Chemistry Honors is required for graduation*

*Prerequisites: Concurrent enrollment in Algebra 2 or higher.*

*Full-year course (10 credits)*

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

## **Chemistry Honors**

*Open to Grades 10-11*

*Chemistry or Chemistry Honors is required for graduation*

*Prerequisites: Concurrent enrollment in Algebra 2 Honors or higher and teacher recommendation.*

*Full-year course (10 credits)*

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

## **Science Electives**

### **Human Biology**

*Open to Grades 11-12*

*Prerequisites: Biology or Biology Honors*  
*Single-semester course (5 credits)*

This lab-based course explores the structure and function of the human body. Students will study body organization, biochemical composition, and major body systems, as well as the impact of diseases on those systems. Topics include homeostasis, anatomical and physiological disorders, and approaches to medical diagnosis and treatment. Through hands-on labs, students will design experiments, investigate muscle, reflex, and respiratory responses, and build models to explain how body systems work. Using real-world case studies, students take on the role of biomedical professionals to solve medical mysteries. This class includes animal dissections.

### **Sports Medicine**

*Open to Grades 11-12*  
*Prerequisites: Biology or Biology Honors*  
*Single-semester course (5 credits)*

This course examines how sports and physical activity affect the human body, including common injuries, prevention strategies, and rehabilitation methods. Students will explore fields such as orthopedics and exercise physiology through labs and activities involving engineering challenges, anatomical models, and measurements of their own physiological responses.

### **Biotechnology**

*Open to Grades 11-12*  
*Prerequisites: Completion of Biology and Chemistry; or concurrent enrollment in Chemistry Honors*  
*Single-semester course (5 credits)*

This rigorous, lab-intensive course introduces students to modern biotechnology techniques, including PCR, gel electrophoresis, bacterial transformation, and CRISPR. Students will investigate how these tools are applied in medicine, agriculture, and industry, and will consider the ethical questions that arise when biotechnology is used in different contexts.

### **Neuroscience**

*Open to Grades 11-12*  
*Prerequisites: Completion of Biology and Chemistry; or concurrent enrollment in Chemistry Honors*  
*Single-semester course (5 credits)*

This will be a rigorous course that investigates how the brain and nervous system function, from neural communication to the chemistry underlying thoughts, emotions, and behavior. Students will explore current research and examine how advances in neuroscience expand our understanding of neurological disorders and cognitive processes.

### **Climate Change**

*Open to Grades 11-12*

*Prerequisites: Biology or Biology Honors*

*Single-semester course (5 credits)*

This interdisciplinary course provides a scientific foundation for understanding Earth's climate system, the drivers of recent climate change, and how scientists collect and interpret climate data. Students will analyze the environmental and societal impacts of climate change—including sea-level rise, extreme weather, and ecosystem disruption—and explore how these issues intersect with economics, politics, and social justice. Through data analysis, case studies, and collaborative projects, students will evaluate responses to climate change at individual, community, and global scales, building scientific literacy and informed engagement with one of today's most urgent challenges.

### **Marine Biology**

*Open to Grades 11-12*

*Prerequisites: Biology or Biology Honors*

*Single-semester course (5 credits)*

This course examines ocean ecosystems, marine organisms, and the physical and biological processes that shape life in the sea. Students will study community ecology across diverse marine habitats to understand how organisms adapt to their environment. The course also explores how this knowledge informs conservation strategies, including sustainable fisheries management, environmental policy, and the design of marine protected areas.

### **Physics in Engineering**

*Open to Grades 11-12*

*Prerequisites: Completion of Physics or Conceptual Physics*

*Full-year course (10 credits)*

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

### **Physics Honors**

*Open to Grade 10-12*

*Prerequisites: Completion of Algebra 2 Honors and concurrent enrollment in Precalculus Honors (concurrent enrollment in college prep Precalculus with teacher approval only).*

*Full-year course (10 credits)*

Physics Honors is recommended for serious science students with a strong background in mathematics who are seeking a rigorous, in-depth study of the mechanics of physics. This challenging, algebra-based course requires a deep conceptual and quantitative understanding of physical principles and emphasizes both analytical problem-solving and scientific reasoning. Students cultivate their understanding of

physics through classroom instruction, in-class activities, and hands-on, inquiry-based laboratory investigations. Students will explore physical systems through the study of kinematics, dynamics, energy, and momentum in both linear and rotational contexts.

Students interested in taking on additional self-study have the opportunity to challenge the AP Physics 1 exam in May. Students interested in this opportunity will cover much of the AP exam content in this class, but they will also need to plan on a significant amount of independent test preparation outside of the school day.

### **AP Physics C: Mechanics**

*Open to Grade 10-12*

*Prerequisites: Completion of Physics and concurrent enrollment in AP Calculus BC or higher (concurrent enrollment in AP Calculus AB with teacher approval only)*

*Full-year course (10 credits)*

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

### **AP Biology**

*Open to Grades 11-12*

*Prerequisites: Completion of Biology and Chemistry; or concurrent enrollment in Chemistry Honors*

*Full-year course (10 credits)*

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

### **AP Chemistry**

*Open to Grades 11-12*

*Prerequisites: Completion of Chemistry honors*

*Full-year course (10 credits)*

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

### **AP Environmental Science**

*Open to Grades 11-12*

*Prerequisites: Completion of Biology and Chemistry; or concurrent enrollment in Chemistry Honors Full-year course (10 credits)*

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

## Social Studies

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

## Social Studies Core Courses

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

### **Global Studies**

*This is a required course for Grade 9*

*Full-year course (10 credits)*

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

### **Modern World History**

*Modern World History or Modern World History Honors are required for Grade 10*

*Full-year course (10 credits)*

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

### **Modern World History Honors**

*Modern World History or Modern World History Honors are required for Grade 10*

*Full-year course (10 credits)*

In Modern World History Honors, students go in-depth to investigate significant movements, individuals, revolutions, wars, technologies, trade, and other developments from around 1200 to the present. Students are challenged to grow and use the same skills employed by historians: analyzing primary and secondary sources; developing historical arguments for on-demand writing; making historical connections; and evaluating varying perspectives with civility to seek truth. This course equips students

to understand the past as context for our present, through analyzing causation, comparison, and continuity and change over time. Students will use these critical thinking skills as they examine global trade, colonization, the Enlightenment, Atlantic Revolutions, industrialization, and World Wars. As they complete this course, students have the option to challenge the AP World History: Modern exam.

### **United States History**

*US History or AP US History are required for Grade 11*

*Full-year course (10 credits)*

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

### **AP US History**

*US History or AP US History are required for Grade 11*

*Full-year course (10 credits)*

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

## **Social Studies Electives**

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

### **Economics**

*Open to Grades 10-12*

*Full-year course (10 credits)*

Economics at its most basic level is the study of choice. The class revolves around the following overarching questions: How do people, businesses, nations make decisions and interact with one

another? How can individual wants and needs be balanced with societal wants and needs? What is the role of government in an economy? What is happening with the national and world economy today? This course introduces basic macro and micro economic principles before applying those principles to housing, healthcare, poverty alleviation, education, and homelessness. The course culminates in a personal finance project in which students hear from a variety of guest speakers as they evaluate future careers, and then make a detailed budget in which they plan out their future saving, spending, and investment habits.

### **AP Macroeconomics**

*Open to Grades 11-12*

*Fall semester course (5 credits)*

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

### **AP Microeconomics**

*Open to Grades 11-12*

*Spring semester course (5 credits)*

The study of microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

### **Contemporary Global History Honors**

*Open to Grades 11-12*

*Prerequisites: World History or World History Honors*

*Full-year course (10 credits)*

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

participation and discussion as students read primary and secondary sources, evaluate and formulate arguments, and learn how to effectively communicate their views in various formats.

### **Government and Civics**

*Open to Grades 11-12*

*One-semester course (5 credits)*

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

### **International Relations**

*Open to Grades 11-12*

*Prerequisites: World History or World History Honors*

*One-semester course (5 credits)*

Students study and analyze global foreign policy issues with a focus on conflict, human rights, and social justice. This semester course examines complex current events from a range of perspectives in an attempt to better understand their causes and the competing interests of various state and non-state actors. Students come to understand the nature of these issues, as well as, consider the ethical implications of various approaches to addressing the issues, and in turn, propose potential solutions. In addition to the factual knowledge and moral deliberations surrounding these topics, the class works on developing important skills in historical inquiry, analysis, and crafting arguments based on evidence. Because the content of our course is going on around us daily, it is important that students pay attention to international news on an ongoing basis, and look for news coverage from a range of reliable sources that reflect competing political ideologies. *(5 credits)*

### **Social Entrepreneurship**

*Open to Grades 10-11*

*Full-year course (10 credits)*

This course introduces students to the field of social entrepreneurship, which is the process of using innovative business approaches to solve social, environmental, and economic challenges. Students will examine traditional business models, explore for-profit and nonprofit structures, and develop skills needed to create business models that drive social impact. Throughout the first semester, students will

engage in classroom based learning focused on foundational business concepts, ethical leadership and entrepreneur organizational design. In the second semester, students will apply their knowledge through choosing one of two application tracks:

1. Internship experience with a community partner, where they will collaborate on a project that demonstrates their understanding of entrepreneurship and service leadership in action.
2. The student will design and implement a startup social-impact venture by identifying a community need, developing an entrepreneurial and mission-driven model, and leading the launch of a sustainable plan of action that empowers youth leadership and delivers meaningful change.

### **Psychology**

*Open to Grades 10-12*

*Full-year course (10 credits)*

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

### **AP Psychology**

*Open to Grades 10-12*

*Full-year course (10 credits)*

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

# World Languages

*San Domenico Upper School's World Language Department requires completion of a world language through level 3 for graduation. Through immersion, regular practice, and continued work with authentic resources and materials, students achieve an advanced level of oral and written language proficiency. They learn about the people, customs and histories of the target cultures in order to successfully communicate with native speakers. Additionally, they challenge themselves to tolerate the ambiguity and imperfection inherent in the study of a second language. Teachers emphasize communication over explicit grammar instruction. Language lessons are meaningful, personalized and engaging. Course levels reflect the guidelines outlined by the American Council of Teachers of Foreign Language (ACTFL).*

## **World Languages Courses**

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

## **Mandarin Courses**

### **Mandarin 1**

*Open to Grades 9-12*

*Full-year course (10 credits)*

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

### **Mandarin 2**

*Open to Grades 9-12*

*Prerequisites: Mandarin 1 or recommendation based on placement test*

*Full-year course (10 credits)*

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

### **Mandarin 3**

*Open to Grades 9-12*

*Prerequisites: Mandarin 2 or recommendation based on placement test*

*Full-year course (10 credits)*

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

### **Mandarin 4**

*Open to Grades 9-12*

*Prerequisites: Mandarin 3 or recommendation based on placement test*

*Full-year course (10 credits)*

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

### **AP Chinese Language and Culture**

*Open to Grades 9-12*

*Prerequisites: Mandarin 4 or or recommendation based on placement test*

*Full-year course (10 credits)*

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

## Spanish Courses

### Spanish 1

*Open to Grades 9-12*

*Full-year course (10 credits)*

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

### Spanish 2

*Open to Grades 9-12*

*Prerequisites: Spanish 1 or or recommendation based on placement test*

*Full-year course (10 credits)*

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

### Spanish 3

*Open to Grades 9-12*

*Prerequisites: Spanish 2 or or recommendation based on placement test*

*Full-year course (10 credits)*

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

**Spanish 4: Debates in Latin America** (offered in alternating years with *Debates in Spain*)

*Open to Grades 9-12*

*Prerequisites: Spanish 3 or or recommendation based on placement test*

*Full-year course (10 credits)*

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

**Spanish 4: Debates in Spain** (offered in alternating years with *Debates in Latin America*)

*Open to Grades 9-12*

*Prerequisites: Spanish 3 or or recommendation based on placement test*

*Full-year course (10 credits)*

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

**AP Spanish Language and Culture**

*Open to Grades 9-12*

*Prerequisites: Controversies in Latin America or Controversies in Spain*

*Full-year course (10 credits)*

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

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

### **Advanced Seminar in Spanish (not offered every year)**

*Open to Grades 9-12*

*Prerequisites: AP Spanish*

*Full-year course (10 credits)*

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

### **Spanish for Heritage Speakers (not offered every year)**

*Open to Grades 9-12*

*Prerequisites: Placement Assessment*

*Full-year course (10 credits)*

This course is specifically designed for Heritage Spanish Speakers—students who have grown up speaking Spanish in the home environment but have had limited formal training. Recognizing that these students possess foundational fluency but have distinct needs compared to English-speaking learners, this class focuses on accelerating their academic linguistic development. Through engaging readings, analytical writing, structured discussions, and formal presentations, students will systematically address the challenges of moving from conversational to academic Spanish. Specific attention will be paid to formal grammar, orthography (accents and spelling), vocabulary expansion in academic contexts, and the transition between formal and informal registers. The curriculum is driven by the exploration of U.S. Hispanic history, literature, and media, fostering a critical understanding of bicultural identity. Students will actively analyze regional variations, dialects, and their own linguistic heritage. By the end of this course, students will refine their linguistic expertise to confidently and competently use Spanish in

academic, professional, and cross-cultural settings, turning their bilingualism into a powerful, recognized asset.

### **Spanish in the World (Summer Only)**

*Open to Grades 9-12*

*Prerequisites: Spanish 2 or above*

*Semester-long course (5 credits)*

The best way to learn a language is through immersion in that language. This course is for the study of Spanish in a Spanish-speaking country. During summer, students will travel to a Spanish-speaking country (Spain, Puerto Rico, Argentina, etc.) in order to immerse themselves in the language. While traveling with San Domenico in the country of study, students will improve their language proficiency by reading (perhaps at a café or on a train), writing journal reflections daily, speaking with native speakers, and listening to native speakers. In this course, students are not merely tourists. Specific task-based activities will be assigned for students to demonstrate and be evaluated on their language skills. Students will produce a portfolio of their learning at the end of the course as a final assessment. This course is the equivalent of a semester-long course.

## **Extracurricular Programs**

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

### **Afterschool Arts Program**

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

- Private Conservatory Music Lessons
- Ensemble: Chamber Music, Piano Ensemble, Flute Choir or Classical Guitar Ensemble
- Sinfonia
- Theatre Performance Workshop
- Dance Ensemble
- Beginning Pointe
- Hip Hop
- Intermediate Ballet
- Visual Arts Evening Elective

## Academic Teams

### History Day Team

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

### Model United Nations (MUN)

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

### Speech & Performance Team

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

### Teaching Assistants

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

### Yearbook

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