



ST PAUL'S

SCHOOL FOR GIRLS

UPPER SCHOOL CURRICULUM GUIDE

2026–2027

BE THE MOST INCREDIBLE YOU.

At St. Paul's School for Girls, we help each of our students become the most incredible versions of themselves possible. In an environment of absolute love and support, founded on principles of inclusion and compassion, SPSG cultivates a bold and courageous community of unique students. As part of this community, our students are inspired intellectually and ethically to forge their own academic and intellectual path. While providing a robust foundation and framework in each of the disciplines. We empower our students to seek multiple perspectives, ask authentic questions, communicate with confidence, work in teams, solve problems across disciplines, and create original work. We emphasize process and value dialogue. Age-appropriate challenges and choices, along with opportunities for healthy risks and reflection, empower each of our students with the skills, spirit, creativity, and confidence to inspire, innovate, and contribute to the community.

MISSION

St. Paul's School for Girls educates hearts and minds in an inclusive community that is grounded in the Episcopal values of respect, integrity, and spiritual growth. We empower voice, nurture intellectual curiosity and creativity, and inspire confident leaders who serve in the world.

DIVERSITY STATEMENT

Believing that every child is a child of God and that trust, understanding, and mutual respect lie at the heart of our community, St. Paul's School for Girls is committed to creating a supportive learning environment where all individuals are valued for their unique contributions and are able to achieve their highest potential. We strongly believe that a diverse and inclusive community is the best learning environment for our students and prepares them to live, work, and thrive in an increasingly global and multicultural community. We reject all prejudice, particularly those based on race, national and ethnic origin, religion, socioeconomic status, gender identity, sexual orientation, and physical characteristics.

PORTRAIT OF A GRADUATE

An SPSG Graduate is

1. **An innovative thinker** with the skills and knowledge to ask compelling questions, seek multiple perspectives, and create original work
2. **A lifelong learner** who demonstrates intellectual curiosity and a passion for new ideas
3. **A confident communicator**, prepared to engage in thoughtful dialogue, bring groups together to solve problems, and inspire positive action
4. **A healthy risk taker** who embraces challenges, demonstrates initiative, and is resourceful and resilient
5. **A joyful woman** who holds work and responsibility in balance with time for physical fitness, spiritual growth, personal interests, and friends and family
6. **A conscientious community member** who demonstrates empathy and integrity, respects every individual as a child of God, and acts as a steward of the earth's resources
7. **A leader with global perspective** who serves others and contributes to the betterment of society

SUMMARY OF GRADUATION REQUIREMENTS

The Arts

1.5 credits, completing at least one full credit (two semesters or one year-long course) by the end of the sophomore year

English

4 credits and successful completion of the Senior Term Paper & Presentation and the Senior Speech

Health, Wellness, and Physical Education

Physical Education: 4 points required for graduation.

Additionally, all Students are required to take the following classes:

- 9th Grade Seminar, includes Health & PLUS (Preparing for Life in the upper school)
- 10th Grade Seminar, includes Health

In addition to the required 9th and 10th grade health and wellness classes, students are required to earn four (4) physical education, sport and/or activity points. The physical education, sport and/or activity must be earned prior to second semester senior year.

Physical education, sports and /or activity points may be earned in the following ways:

- Participation in one full year of Inertia Dance Program (3 points) or dance course beyond the Arts requirement (1 point per course)
- Participation in one full season of a JV or Varsity SPSG sport (1 point per season)
- Participation in musical, musical stage crew, fall production, spring production (1 point per production)
- Acceptance in a team manager role (1 point)
- Participation in one supervised personal fitness activity or dance class that meets for 12 weeks and at least 3 hours per week (1 point)
- Independent, off-campus study is available by application and prior approval only

We ask transfer students to supply evidence via a transcript about previous health, wellness, physical education and sport participation. A pro-rated scale may be implemented on a case-by-case basis based on transcripts.

History and Social Sciences

3 credits of history/social science, including Modern World and United States History

Math

4 credits of mathematics, including Geometry and Algebra 2

Science

3 credits of science, including Biology, Chemistry, and Physics

Religious Studies

1 credit, including World Religions in Grade 10 and at least one semester-long elective offering, taken in Grade 11 or 12

World Languages and Cultures

3 consecutive years of one language; exceptions may be made only by the Upper School Head in conjunction with the upper school Learning Specialist

Please note, students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

SPSG FOUR-YEAR PLANNING GUIDE

Requirements	9th Grade	10th Grade	11th Grade	12th Grade	Total Credits
Arts 1.5, with 1 credit by the end of Grade 10 and total credits completed by the end of junior year	At least one semester	At least one semester	The total 1.5 credits to be completed by the end of junior year		1.5
English 4 credits, 1 credit in each year	English 9 or English 9 Honors (1 credit)	English 10 or English 10 Honors (1 credit)	English 11 or AP English Language 11 (1 credit, all-year)	Fall Elective (half credit) Spring Elective (half credit) And/or AP English Literature 12 (1 credit, all-year)	4
History & Social Sciences 3 credits, including Modern World and US History	Modern World History 9 or 9 Honors (1 credit)	US History or AP US History (1 credit)	Fall Elective (half credit) Spring Elective (half credit) AP World, AP European History, AP Government, or AP Macroeconomics (1 credit, all-year)	Fall Elective (half credit) Spring Elective (half credit) AP World, AP European History, AP Government, or AP Macroeconomics (1 credit, all-year)	3
Math 4 credits, including Algebra 2	Algebra 1, Geometry, Algebra 2 Standard or Honors levels (1 credit)	Geometry, Algebra 2, or Precalculus Standard or Honors levels (1 credit)	Algebra 2, Algebra 3/Trig, Calculus, AP Calculus AB. Statistics and AP Statistics as a second course option for juniors (1 credit)	Precalculus, Algebra 3/Trig, Calculus, AP Calculus AB, AP Calculus BC. Statistics and AP Statistics may be taken as a primary or secondary course option by seniors (1 credit)	4
Religious Studies 1 credit, with half a credit in Grade 10 and half a credit in Grades 11 or 12		World Religions (half credit)	Fall Elective (half credit) Spring Elective (half credit)	Fall Elective (half credit) Spring Elective (half credit)	1

Science For the class of 2030 and beyond, 3 credits, including, biology, chemistry, and physics (in that order) For the class of 2029 and before, 3 credits, including, physics, chemistry, and biology (in that order)	Biology or Biology Honors (1 credit)	Chemistry or Chemistry Honors (1 credit) Additionally, AP Computer Science Principles	Physics or AP Physics 1 or AP Physics C Additionally, a science AP or a science elective may also be taken (1 credit for a full year, half credit for semester elective)	A science AP or a science elective may be taken (1 credit for a full year, half credit for semester elective)	3
World Languages & Cultures 3 credits in 3 consecutive years of the same language	Chinese French German Japanese Spanish	Chinese French German Japanese Spanish	Chinese French German Japanese Spanish	Chinese French German Japanese Spanish	3
Health & Physical Education 4 PE Points	9th Grade Seminar: includes PLUS (Preparing for Life in the upper school) and Health 10th Grade Seminar: includes Health Health, Wellness, and Physical Education: In addition to the required 9th and 10th grade health and wellness classes, students are required to earn four (4) physical education, sport and/or activity points. The physical education, sport and/or activity must be earned prior to second semester senior year. Physical education, sports and/or activity points may be earned in the following ways: <ul style="list-style-type: none"> • Participation in one full year of the Inertia Dance Program (3 points) or dance course beyond the Arts requirement (1 point per course) • Participation in one full Season of a JV or Varsity SPSG sport (1 point per season) Participation in the musical, the musical stage crew (1 point) • Acceptance in team manager role (1 point) • Participation in one SPSG sports club, supervised personal fitness activity, or dance class that meets for 12 weeks and at least 3 hours per week (1 point) • Independent, off- campus study is available by application and prior approval only. 				(4 PE Points)
Innovations & Signature Programs 9th & 10th grade Seminar courses are required. 11th & 12th grade courses are not required for graduation but may be taken per student interest.	9th Grade Seminar: includes Math Lab, Computer Science Fundamentals, and Media Literacy.	10th Grade Seminar: includes Computer Science Fundamentals, Career Exploration, and Financial Literacy.	Design Thinking Digital Media Marketing Entrepreneurship Scholars 1 Global Innovation Lab AP Business with Personal Finance	Design Thinking Digital Media Marketing Entrepreneurship Scholars 2 Global Leadership Lab AP Business with Personal Finance	

CRITERIA FOR HONORS AND AP CLASSES

Recommendations for Honors and AP Courses are made annually by each academic department. In making recommendations, departments will consider the general items listed below in addition to specific departmental criteria.

In some cases, course recommendations may be reevaluated once the school year begins. If the placement is not effective for a student, provisions for review will be made before the end of the drop-add period. Grades, student drive, and teacher comments are the primary evaluative tools to move a student from an honors class to a college preparatory section. Likewise, a student who demonstrates honors-level skills may be moved to the honors or AP section if the timing will not place the student at a disadvantage.

General Criteria for Honors and AP Classes

1. High academic achievement, as evidenced by Honor Roll and/or High Honor Roll recognition
2. Consistent high grades of at **least** a B+ or better in an honors or an AP class, or an A- or better in a standard college preparatory class
3. Consistent drive and a high caliber of sustained effort to meet all class expectations
4. Strong reading comprehension and critical and abstract thinking skills (qualitative and/or quantitative depending on the class requested)
5. A demonstrated willingness to tackle difficult concepts, issues, and problems
6. Strong standardized test scores (i.e. ERB, ISEE, EXPLORE, PSAT or SAT)
7. Independent, consistent, and timely preparation for class and long-term projects
8. Evidence of strong interest in the subject
9. Current teacher's recommendation

SUMMARY OF ADDITIONAL REQUIREMENTS, BY DEPARTMENT OR COURSE

The Arts

- AP Studio Art: Submission of a portfolio of work to be reviewed by committee. The portfolio must consist of a significant body of work that represents a student's developed art skills across multiple art classes

English

- Graded writing sample
- Reading comprehension skills above grade level
- For AP classes, Verbal and Writing scores of 600 or better on the PSAT

History and Social Sciences (general)

- Graded writing sample
- Evidence of critical thinking demonstrated through discussion
- Reading comprehension skills above grade level
- High motivation and a solid work ethic
- AP Psychology (moved from the Science Department to the History Department for 2026-2027)
 - Biology/Chemistry/Physics teacher and AP Psychology teacher recommendation (Seniors only)

Math

- Ability to be an independent worker
- Ability to think abstractly and a willingness to tackle difficult concepts and problems

Science

Please note that the recommendation of the department is a primary criterion for all science course placements. If a student is appealing for placement into a higher-level course than they were placed, a placement test must also be taken. For each course, department members will consider the specific considerations listed below in making their recommendations.

- **Biology Honors (9)**
 - Demonstrating fluency in scientific thinking, math fluency, strong comprehension and writing skills, critical thinking, problem solving skills, and strong motivation in science.
 - New Students: a 6 or better on the ISEE math section and a math teacher's recommendation
 - Taking Geometry concurrently
- **Chemistry Honors**
 - A- or better in Honors Physics (9)/Honors Biology (9) or an A in Standard Physics (9)/Standard Biology (9)
 - Taking Algebra II concurrently
- **Biology Honors (11)**
 - A- or better in Honors Chemistry or an A in Standard Chemistry
 - Evidence of strong writing skills
 - Taking Algebra II concurrently
- **AP Chemistry**
 - A- or better in Honors Chemistry or an A in Chemistry
 - Taking Pre-Calculus concurrently
- **AP Physics 1**
 - A- or better in Honors Physics (9) or an A in Physics (9)
 - Taking Algebra 2 or higher math concurrently
- **AP Physics C**
 - A- or better in Honors Physics (9) or an A in Physics (9)
 - Taking Calculus or higher math concurrently
- **AP Biology**
 - A- or better in Honors Biology (11) or an A in Biology (11)
 - Taking Pre-Calculus concurrently
- **AP Environmental Science**
 - B or better in Biology (11)
- **AP Computer Science Principles**
 - B or better in math courses
 - Must have completed Geometry
 - Completed all assignments in Computer Science Fundamentals 9 (CSF)
 - B or better in CSF
 - Student's code in CSF is readable and follows stylistic conventions
- **AP Computer Science A**
 - Successful completion of a previous computer science course
 - Averages above 85% on coding projects
 - Averages above 85% on tests
 - Observed working through development and debugging processes, indicating understanding of the fundamental approach to code creation
 - Demonstrated independent work to complete projects
 - Code is thoroughly tested and devoid of easily detectable bugs
- **AP Psychology** (moved from the Science Department to the History Department for 2026-2027)
 - Biology/Chemistry/Physics teacher and AP Psychology teacher recommendation (seniors only)

World Languages & Cultures

- Evidence of strong oral and written proficiency that moves conversation and theme forward
- Evidence of strong reading and aural comprehension skills without the use of outside resources

PE points

THE ARTS

Graduation Requirement: All students are required to take 1.5 credits (three semesters) in the Arts by graduation, completing at least one full credit by the end of the sophomore year. All Arts classes are offered in coordination with St. Paul's School; Dance, Music, Theatre, and Visual Arts classes are coeducational, and some Choral Music concerts are coordinated with SP.

DANCE CLASSES

Dance 1-2

0.5 credit

Dance 1-2 is an introductory one-semester dance course where students study modern and contemporary dance at the beginner level, drawing on concepts from ballet, jazz, and modern techniques. This class is designed to prepare students for upper school level dance classes. Dancers begin to develop new choreographic skills as they create their first piece. The students' understanding of this performing art will culminate in a required performance on stage in the Ward Center. This class may be repeated for credit.

Dance 3-4

0.5 credit

Dance 3-4 is a one-semester course that will continue the study of ballet, jazz, modern, and contemporary dance from Dance 1 at an intermediate level. Prior dance knowledge and experience is required. This class focuses heavily on anatomy and musicality, strength building, and performance quality. Dancers create their own solo works at the end of each semester. This course culminates in a required performance on stage in the Ward Center. This class may be repeated for credit.

Prerequisite: Dance 1-2 for two semesters or permission of instructor.

Dance 5-6

0.5 credit

Dance 5-6 is a one-semester course that is an intermediate/advanced study of ballet, jazz, modern, and contemporary dance techniques. Prior dance knowledge is required as this class moves at a rapid pace and uses an understanding of the body to explore improvisational techniques. Students study current dance choreographers and styles on a global level.

Students also explore dance pedagogy while working with middle school dancers. This course culminates in a required performance on stage in the Ward Center. This class may be repeated for credit.

Prerequisite: Dance 3-4 for both semesters or permission of instructor.

Inertia Dance Company

1.0 credit

Inertia represents the most dedicated dancers at The St. Paul's Schools. Inertia provides dancers with opportunities to fully immerse themselves in the performance components of the art by offering additional performances outside of the traditional SP/SPSG dance classes, especially during the Winter and Spring Dance Concerts. Students have the unique experience of fully producing a student choreography showcase on our main stage in the Spring. In addition to the stage performances, Inertia students, alongside our visual arts students, create a dance for a film site-specific work. Prior venues include the Maryland Center for History and Ladew Topiary Gardens. The company performs new and classical repertoire, in addition to working with guest artists in residence. Past guest artists have joined us from the Radio City Rockettes, Alvin Ailey, New York City Ballet, Complexions Contemporary Ballet, A Chorus Line National Tour, *Hairspray Live!*, *Mean Girls* on Broadway, and the Isadora Duncan Company. Dancers also have opportunities to attend outside dance workshops, festivals, and performances such as The Independent Dance Network Festival, The Maryland Dance Alliance Festival, and AIMS national conference. This class may be repeated for credit.

Prerequisite: Enrollment is by audition. Three-to-four years of prior, serious training is advised. Students in Inertia must be simultaneously enrolled in three dance technique classes outside of Inertia. This can be Dance 3-4, Dance 5-6, or from a dance studio outside of our day curriculum.

Recommended: 4 years of serious dance study/training

MUSIC CLASSES

CHORAL MUSIC

Ivynotes—Choral Ensemble (Grades 9 and 10)

1.0 credit

In Ivynotes, students rehearse and perform vocal music in a variety of styles from around the world. This includes music specifically written for choirs as well as musical theatre, pop, Jazz, Contemporary A Cappella, and others. Students in Ivynotes develop healthy ensemble and solo vocal techniques, sightreading skills, microphone technique, and knowledge of music theory. Ivynotes perform in the Winter and Spring Choral Concerts (including opportunities to collaborate and perform with musicians from St. Paul's School for Boys), at Chapel services and Prayers, athletic events, and other school-wide gatherings. They also sing in prominent venues, such as the Maryland State House and Washington National Cathedral. There is no audition required. This full-year course may be repeated for credit.

Saints—Advanced Choral Ensemble (Grades 9, 10, and 11)

1.0 credit

Enrollment in Saints is open to singers in Grades 10-12 by audition or permission of the instructor. This choir is dedicated to achieving high-quality performances of a wide variety of treble choral music, representing many influences and cultures. This includes significant choral works (with the opportunity to perform with professional instrumentalists), musical theatre, pop, Jazz, “tight harmony” music, and Contemporary A Cappella. The course emphasizes developing effective vocal techniques and artistry, intermediate and advanced sight-singing skills, arranging, and knowledge of music theory. Saints maintain an active performance schedule, with appearances in the winter (in collaboration with SP) and Spring Choral Concerts, at SPSPG Prayers, Baccalaureate, and athletic events. They also sing in prominent venues, such as the Maryland State House and Washington National Cathedral. An optional international tour is scheduled for the spring of 2027 and every other year thereafter to members of Saints. This full-year course may be repeated for credit with permission of the instructor.

Prerequisite: Audition or permission of the instructor

DIGITAL MUSIC

Digital Music 1: Technology and Production

0.5 credit

Digital Music 1 is an introductory one-semester course that introduces students to the skills needed for a vast range of professional careers in the music world. Students will explore digital and analog technologies to produce their own music and the music of other artists. This program delves into composition, music theory, recording, and performances with soloists and ensembles. The class will learn the core principles of Digital Audio Workstation (DAW) and identify best practices in creating and editing digital music. The learning outcomes for this class will develop critical listening skills and a high-level application of recording, mixing, mastering, and software tools for musical instruments. The course will culminate in a public demonstration of skills in recording acoustic and digital sound sources for real world-based applications.

Digital Music Production 2

0.5 credit

Digital Music Production 2 is a semester-long class will focus on music shaping, composition, and sound design. Work with GarageBand software will be the initial focus before students learn the basics of Logic Pro X and Ableton Live. We will explore editing and mixing while examining the technologies that contribute to the art form. Our classes will welcome guest musicians to perform during the recording projects. Course units will provide the opportunity for students to learn studio etiquette, collaboration with artists, and digital mastering techniques. The curriculum will also introduce the merging of audio and video. Digital Music Production 2 is a project-based course, culminating in a final project where students create music for an original commercial.

Prerequisite: Digital Music 1: Technology and Production

INSTRUMENTAL MUSIC

Jazz Band 1-2

1.0 credit

This year-long course engages students in the evolving genres of instrumental jazz and vocal music. The Jazz Band provides the opportunity to learn, record and perform Swing, Latin, Bossa Nova, Ballads and Rock. Students are introduced to concepts in jazz improvisation and will gain fundamental knowledge of chord and scale relationships. Major focus is placed on learning and communicating the "language" of Jazz, as well as understanding rhythmic and melodic phrasing. This class develops musical independence by introducing the arrangement of standards and modern material. Our band members develop the skills necessary for live performance, as well as studio recording. We perform at seasonal concerts, festivals and community events. Students who have prior experience in brass, winds, guitar, bass, strings, drums/percussion, and keyboards, as well as other instruments and/or as solo vocalists may enroll, with the permission of the instructor. This course may be repeated for credit.

Jazz Band 3-4

1.0 credit

This year-long course builds upon the skills and concepts introduced in Jazz Band 1-2, with an emphasis on creating student arrangements, advanced improvisation, recording, music production, sightreading, and music theory. Jazz Band 3-4 maintains an active and highly visible performance schedule at our schools as well as in prominent local and regional venues. The students delve into arranging standards for various instrumentations, and situations. They also examine how some mainstream artists have crossed over into Jazz and add them to our repertoire. The course is open by permission of the instructor to instrumentalists and vocalists with demonstrated proficiency in their instruments and/or voice. This course may be repeated for credit.

Prerequisite: Audition or permission of the instructor

THEATRE CLASSES

Intro to Theatre Arts

0.5 credit

Intro to Theatre Arts is a preliminary look at the world of theatre through the lens of actor, director, designer, and creator. Students will be offered the opportunity to act, improvise, design for the stage, read plays, discover theatre history, and explore various production roles in the field of theatre. Students will also attend live theatrical productions. The course is split into two quarters: one focusing on the roles of the actor and the creator/playwright, and the other on the roles of the director and designer. The course allows students to survey theatre arts, experience and appreciate theatrical works and performances, and participate in the creative processes of producing and performing theatre. The course emphasizes foundational concepts, ensemble work, and skill development, and provides theatrical opportunities for students to determine areas of personal interest. This hands-on survey course is open to all students. *Previous theatre experience is not required.*

ACTING CLASSES

Improv 101

0.5 credit

Learn the art of "Yes, And!" (YES, this class is fun AND you will want to take it again). Improvisation gives actors the tools to work together, accept and build off each other's ideas, and embrace spontaneity and play. In addition to growing their speaking and listening skills, students will learn how to develop exciting stories, create fascinating characters, and present them through fun improv scenes and games. Students also learn different types of improv formats, structures, and games. The Improv classes are all about jumping in, having fun, playing hard, working together, and finding your voice.

This class will focus on developing improv skills and creating confident performers. This semester-long course may be repeated for credit. *Previous theatre experience is not required.*

Acting 1

0.5 credit

The goal of Acting 1 is for students to be able to discover their potential as a performer and gain confidence on stage through theatre games, exercises, monologues, and scene work. Actors develop the skills to create characters, develop performances, and connect as an ensemble through a playful and creative process. This is a studio-style performance class with daily hands-on experiences and activities. Students will perform regularly both individually and as a group. *Previous theatre experience is not required.*

Musical Theatre Performance 1/2

0.5 credit

This semester-long course explores the craft of musical theatre through scene exploration, vocal technique, and acting exercises. Students learn and rehearse “scene into song” from the diverse musical theater repertoires, enabling them to develop versatility and a sense of style. This course emphasizes on developing honesty, ease, and expressiveness in musical theater performance. Students are also introduced to musical theater audition techniques and basic musical theatre dance. The course culminates with an evening showcase performance of scenes and songs. This course may be repeated for credit. *Previous theatre experience is recommended but not required.*

Acting 2/3: Acting for Stage and Screen

0.5 credit

This intermediate-level acting course is designed for students interested in developing their skills to perform with confidence on stage and in TV and film. Students will explore key elements of the craft, such as character development, scene study, and emotional truth, while also honing their improvisational skills to enhance spontaneity and adaptability. Through a mix of solo work, ensemble exercises, on-camera projects, and live performance opportunities, students will gain confidence and versatility as actors. This course culminates with an evening showcase performance and may be repeated for credit.

Prerequisite: Acting 1 or permission of the instructor

ADVANCED THEATRE COMPANY

PROGRAM OVERVIEW (Advanced Theatre Company 1 and Advanced Theatre Company 2)

This two-year program is designed to give theatre artists the structure and support to create and run a theatre company in which they can explore a variety of roles based on their experience and interest (acting, directing, designing, stage managing, etc.). The company will produce a full season that includes: an original devised theatre performance (Q1), a one-act play to be submitted to the Maryland Thespian Festival for adjudication (Q2), the mainstage spring production in the Ward Center Theatre (Q3), and the Directing Showcase (Q4). These courses prepare students for the complete college experience of student-run production companies. Courses will be structured to model a professional Repertory “Theatre Company.” After individual and group goals are discussed, each year will be spent rehearsing and performing various theatrical pieces. Students will participate in many theatrical endeavors for the duration of these courses (including, but not limited to, acting, directing, design, stage management, playwriting, and production).

Advanced Theatre Company 1

1.0 credit

This full-year course is recommended for advanced-level students who have demonstrated a strong work ethic and the ability to organize and execute projects both independently and collaboratively. Juniors will be a part of the Advanced Theatre Company, working specifically as actors and technicians. Through practical, hands-on experiences, students will develop skills for work both on and off the stage for various productions. In Quarter 4, students will begin their work as directors as they learn the process of rehearsal for the Directing Showcase and develop and pitch production proposals and titles for the following season. This course is intended for students who have completed three credits of Theatre courses and who have experience working both on and off the stage, either in courses or in productions.

Prerequisite: Acting 2/3, or Technical Theatre 2, or permission of the instructor

Advanced Theatre Company 2

1.0 credit

The second year of Advanced Theatre Company is designed to give theatre artists the structure and support to create and run a theatre company. Having completed their first year in ATC 1, students take on more leadership positions in the Company based on their experience and interest (acting, directing, designing, stage managing, etc.). ATC 2 students must complete their independent project and theatre portfolio presentation by the end of the year.

Prerequisite: Advanced Theatre 1.

TECHNICAL THEATRE (THEATRE PRODUCTION)

Technical Theatre 1: Introduction to Technical Theatre Production

0.5 credit

This course is a practical overview of all aspects that go into preparing a production-ready show for the stage. Students are introduced to lights, sound, woodworking, and costume construction as they work hands-on to prepare materials for The St. Paul's Schools' productions.

Students start the course by learning shop safety and how to use tools and theatre technology properly. They also study the various technical careers in Theatre including Set Design and Construction, Master Electrician, Sound Designer, Stage Manager, Costume Design and Wardrobe, Props Master, and Deck Hand. The class examines the history of technical theatre and the many types of venues in which theatre is produced. They collaborate to create scenic elements, costume renderings, lights, and sound cues. The semester culminates in a scenic design package.

Technical Theatre 2: Theatre Design and Management

0.5 credit

This semester-long course teaches students the skills necessary to create a design based on a theatre text and perform the management positions that help a production to run. It introduces the basic skills necessary for creating designs such as text analysis, rendering, model building, and artistic collaboration, while also giving practical experience in scenic construction, prop construction, and scenic painting.

Students begin by learning the elements of design and then apply them to theatre and dance productions as they use their imagination and talents to bring stories to life. As a final project, students collaborate on design teams to create a unified design for a play.

Prerequisite: Technical Theatre 1

Technical Theatre 3: Theatre Design, Lighting and Sound

0.5 credit

This semester-long course is designed to fully immerse students in the world of electrics within the theatre industry. It introduces the responsibilities of various job positions from Interns to Designers to Programmers, and how all those positions collaborate with not only each other, but other members of the production team. This course delves into conceptual design work, programming & editing techniques, live sound mixing, and system integration of lighting. The curriculum focuses on both the practical implementation of electrics and the theoretical impact these elements can have on others.

Students start the course by engaging with assignments designed to get them in tune with the lights and sounds happening around us in our world every day. Throughout the semester, students build on their skills by designing and creating their own pieces of work based in the pillars of function, expression, and impression. This class culminates with students collaborating on design teams to create a unified design for an instructor-approved play.

Prerequisite: Technical Theatre 1, Visual Art, or Graphic Design

Technical Theatre 4: Theatre Production, Capstone Project

0.5 credit

This semester-long course is for a student who is passionate about stage design and is interested in considering a career in production. Students choose a design role and create an original design plan for a Ward Center production in a

culminating academic and artistic project. Students learn to collaborate artistically with directors and other designers, project manager, and work under a budget to bring their artistic vision to life. This class can be taken multiple times for credit, with the approval of the instructors.

Prerequisite: Technical Theatre 2 or Technical Theatre 3

VISUAL ARTS CLASSES

VISUAL ARTS LEVEL 1

Visual Art 1

0.5 credit

This one-semester course is for the student who has a casual interest in art or are art lovers looking forward to building a portfolio throughout their upper school years. Students work on building skills and confidence in the art-making process through exploration of artwork from diverse cultures around the world using a variety of materials, techniques, and experiences. Quick exercises and projects focus on the elements of line, shape, value, color, and composition as well as related art vocabulary. Student choice is encouraged in each assignment to make connections with artists and artwork from different time periods and regions.

Visual Art 2

0.5 credit

This one-semester introductory painting and drawing course develops art concepts and problem-solving skills in drawing from observation. Students explore colors in light and shadow with a variety of materials, including drawing media and acrylic paints. Students are encouraged to explore self-expression through mixed media work and collage to connect with artists and styles to inform their own work. *Although most students in the class will have taken Visual Art 1, Visual Art 1 is not a prerequisite for sophomores, juniors, or seniors who would like to begin taking Visual Art.*

Visual Art 3

0.5 credit

Students in this one-semester class continue to develop their skills in painting and drawing from observation while building a portfolio of art pieces suitable for art school applications. Subject matter includes portraits, figures, and landscapes. Students also enhance their creative problem solving with more open-ended themes that challenge each person to find their own solutions. Students develop, enhance, broaden, and deepen their portfolio in preparation for more advanced courses.

Prerequisite: Visual Art 2 or instructor permission, based on portfolio review

Visual Art 4

0.5 credit

Visual Art 4 emphasizes self-directed learning, encouraging students to develop personal themes and individual goals, and manage long-term projects. Through independent studio work, critiques, and reflective writing, students refine technical skills, deepen conceptual thinking, and build a cohesive body of work. Instruction focuses on artistic process, experimentation, and professional studio habits, preparing students for the expectations of AP Studio Art and college-level visual arts programs.

Prerequisite: Visual Art 2 or 3; or instructor permission, based on portfolio review

AP Studio Art

1.0 credit

AP Studio Art is a rigorous, college-level course designed for highly motivated visual art students who are ready to develop a sustained body of work. Through guided inquiry, critical analysis, and intensive studio practice, students explore materials,

techniques, and concepts to investigate a personal artistic theme or question. Emphasis is placed on idea development, experimentation, revision, craftsmanship, and reflective writing. Students produce a cohesive portfolio that demonstrates skill, process, and conceptual understanding in preparation for submission to the AP Studio Art exam and for college-level portfolio review.

Prerequisite: Visual Art 2 or 3; or instructor permission, based on portfolio review.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

DIGITAL ART (VISUAL MEDIA)

Digital Art 1: Foundations of Digital Art

0.5 credit

This one-semester course is offered both fall and spring semesters to all upper school students. As an introductory digital art class, students will learn elements of art, design thinking, problem-solving, graphic design, digital drawing, photography, and video. Students will utilize the Adobe Creative Suite for major projects but will have access to additional applications. Additionally, this course offers opportunities for project management and collaboration, exploration of influential artists, and design trends we see in the world today.

Digital Art 2: Intermediate Digital Art Programs and Concepts

0.5 credit

In this one-semester course, students will build on their prior knowledge of the Adobe Creative Suite, focusing on using Digital Art programs to create narratives and tell stories. The class will cover a range of topics including animation, graphic design, experimental photo editing, on-location photo/video shooting, film editing, and digital drawing. Students will use programs such as Adobe Photoshop, Animate, Premiere, After Effects, and InDesign. Additionally, this course offers opportunities for increased freedom and student-centered learning, with the goal of having each student bring their own passions into the classroom to explore their own unique artistic voice. Students will begin exploring the impact of artificial intelligence and digital art on society.

Prerequisite: Digital Art 1 or instructor permission, based on portfolio review

Digital Art 3: Advanced Digital Art Concepts and Program Mastery

0.5 credit

This one-semester course focuses on developing mastery of digital art programs, with a strong emphasis on artistic concepts and theory. Students will explore topics essential to today's digital artists, including cutting-edge technology, copyright and fair use issues, NFTs, selling artwork, documentary ethics, and the influence of artificial intelligence and digital arts on society. Students will also enjoy a great freedom of choice in exploring topics of interest to them, using their artistic voice to shape a cohesive portfolio that demonstrates both program mastery and conceptual thought. By the end of the course, students will be encouraged to select a program of their choosing to focus on and explore in an in-depth preparation for their capstone course.

Prerequisite: Digital Art 2 or instructor permission, based on portfolio review

Digital Art 4: Capstone

0.5 credit

The Digital Art Capstone course allows students to select an area or program of interest and spend a semester engaged in the development of a significant project. Students will lead the development of their own project and ideas, using the teacher and classmates as resources along the way. Capstone project examples could range from creating an extended film or animation, designing a brand, a photography portfolio, making an artist book, or working in series. This project will culminate in a public presentation, and students will leave the course with an artist website and portfolio intended to be submitted to prospective colleges or art show opportunities. This course may be repeated for credit with instructor permission.

Prerequisite: Digital Art 3

WOODWORKING CLASSES

Woodworking

0.5 credit

This high school woodworking course introduces students to the art and craft of creating functional and artistic pieces from wood. Students design and build a variety of projects—including furniture, turned bowls, and smaller handcrafted items—while developing skills in measuring, planning, and material selection. The class provides hands-on experience with basic hand tools, precision measuring tools, and larger shop machines, with a strong emphasis on proper technique and shop safety. Throughout the course, students learn to follow the complete woodworking process from concept and design to construction and finishing, gaining confidence, problem-solving skills, and pride in creating their own original pieces.

ENGLISH

Graduation Requirement: *All SPSG students must take four full years of English, successfully complete their senior capstone project (a research paper, annotated bibliography, and oral presentation), and write and deliver a senior speech to a school-wide audience to earn a diploma. AP English classes in grades 11 and 12, as well as English 12 electives, are offered in coordination with St. Paul's School and are coeducational.*

All upper school English classes place an emphasis on the skills of critical reading, critical writing, research and information literacy. The writing process is central to the Department's philosophy of reflection, revision, and growth. Through a collaborative writing workshop, students learn how to give and receive peer feedback and self-assess to develop their personal voice. Students write in a variety of modes in their upper school English classes, including personal and creative writing as well as formal argumentative essays. The course texts vary at each grade level and often allow for the element of student choice as a way of cultivating independent thinking and a joy of reading.

English 9

1.0 credit

Students begin the upper school English program with wide exposure to literary genres, including fiction, poetry, myth, nonfiction, drama, graphic novels and contemporary news sources. Through exploration of these genres, students learn to make connections across texts by identifying archetypes and motifs. Students build their vocabulary, grammar, and literary analysis skills through various text-based assignments and assessments, ranging from personal narratives to thesis-driven argumentative writing. Students are introduced to the writing workshop model of self- and peer-review and revision. A central goal of English 9 is skill-building, including the development of critical reading and writing and language fluency. Students in English 9 read Arthur Miller's *The Crucible*, Mark Haddon's *The Curious Incident of the Dog in the Night*, Shakespeare's *Romeo and Juliet*, Trevor Noah's *Born a Crime*, and Wilson's *Ms. Marvel—No Normal*.

English 9 Honors

1.0 credit

Students begin this course with an examination of writing craft, including the use of point-of-view, voice, and narrative structure. Students explore the same motifs and historical eras as in English 9; however, assignments are more rigorous, discussion is more complex, and there are additional opportunities for independent learning. In addition to some of the texts studied in English 9, students in Honors English 9 also read Celeste Ng's *Everything I Never Told You*, Wes Moore's *The Other Wes Moore*, Shakespeare's *Romeo & Juliet*, and Toni Morrison's *The Bluest Eye*.

English 10

1.0 credit

English 10 emphasizes the development of critical reading and writing skills through a thematic focus on “community, belonging, and exile” in works from various historical periods. The summer reading selection lays a foundation for the course themes and essential questions which are reinforced through the course texts which range in genre from drama, to fiction, to the graphic novel. The Writing Workshop model continues, including the introduction of a formal literary research paper and continued work with vocabulary and grammar. Course texts include Shakespeare's *The Merchant of Venice*, Zora Neale Hurston's *Their Eyes Were Watching God*, August Wilson's *Fences*, and Tommy Orange's *There, There*. Students in English 10 complete a capstone writing assessment at the end of the year which incorporates the reading, writing, and research skills they have developed.

English 10 Honors

1.0 credit

Students explore the same motifs and genres as those in English 10. Using enrichment reading and paired texts, students in Honors 10 are introduced to new narrative styles and forms, such as magical realism, and literary themes involving ethics and philosophy. The focus on writing workshop continues, alternating between analytical and creative or personal assignments and comparative analysis. Students in Honors 10 learn to access, read, and engage with literary criticism and to critically compile research sources. In all genres of writing, students strive to develop their clarity, focus, independent thinking and personal voice. In addition to some of the texts read in English 10, students in English 10 Honors also read Art Spiegelman's *Maus*, Fitzgerald's *The Great Gatsby*, and Friedrich Dürrenmatt's *The Visit*.

English 11

1.0 credit

This course highlights a variety of contemporary and classic literature which explores the themes of individual and collective identity, systemic power, and social justice. Through texts such as Chinua Achebe's *Things Fall Apart*, Mary Shelley's *Frankenstein*, Shakespeare's *The Tempest*, and Rivers Solomon's *The Deep*, English 11 emphasizes the sociocultural conditions out of which literary texts emerge and the tensions which arise between and among those stories. English 11 culminates in the development of an independent research paper based on one or more course texts.

AP English Language and Composition

1.0 credit

Students in this course read an array of nonfiction selections with an emphasis on stylistic conventions, grammar and usage rules, and contextual vocabulary. Students develop additional skills in composing analytical, argumentative, personal, and

creative pieces through a rigorous writing workshop approach designed to prepare students for the AP English Language exam at the end of the year. Texts include John Green's *The Anthropocene Reviewed* and *The Literature of Composition*.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

English 12

1.0 credit

Students in all sections of English 12 are required to complete a capstone research paper and oral presentation that is due in March. This project is a study of an independent research question of the student's own choosing. Students are required to take one first-semester English elective and one second-semester English elective, unless they are taking AP English 12, which is a full-year course.

AP English Literature and Composition

1.0 credit

The focus of Advanced Placement English is world literature, with an emphasis on the "classics of today and tomorrow." Students study a variety of genres, with an emphasis on poetry and fiction. Students explore the literary movements that impacted these works and various critical approaches to literature, including archetypal and psychoanalytic criticism and cultural studies. This advanced course demands extensive reading and writing and significant student participation in seminar-style class discussions. In preparation for the AP Literature exam, students learn how to analyze a text at the sentence-level and discuss the ways in which an author's use of language generates and intersects with theme. Critical writing is a significant element of the course, as students compose at least one essay or analytical paper for each major work of literature, including timed essays in preparation for the AP exam. One of the goals of AP Literature is to read closely for both form and meaning and to articulate the relationship between an author's stylistic choices and the meaning of the work as a whole. One of the essential questions for the course is "What makes a work of literature a classic?" Texts include Virginia Woolf's *To The Lighthouse*, Toni Morrison's *Beloved*, and Shakespeare's *Hamlet*. Students are also required to complete a capstone research paper and oral presentation that is due in March. This project is a study of an independent research question of the student's own choosing.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

ENGLISH 12 ELECTIVES

Please note that the department will select and teach electives each year from among those listed below based on student interest and faculty expertise.

Afrofuturism through Literature and Film

0.5 credit

Afrofuturism is about examining the past, present, and future and imagining a world of better living conditions for people of African descent. This course will evaluate the intersectionality of race, politics, and gender with technology and art. Because Afrofuturism connects the African diaspora with a forgotten history, students will explore the concepts of fantasy, magical realism, and technology through a historical lens. Along with viewing short films, reading short stories and analyzing Beyonce's *Lemonade*, students will explore literature by Octavia Butler.

Black Contemporary Literature

0.5 credit

What does it mean to love and how do we love? Poets and songwriters have filled books and airwaves with that question. In 1964, Marvin Gaye anthemically crooned "how sweet it is to be loved by you." What does love look like in black contemporary literature? What are its myriad forms and expressions? The aim of this course is to examine contemporary black love as it is

expressed in familial, romantic, fraternal, and cultural ways. The course will also examine the absence of love towards black Americans and the impacts of that absence; significantly, racism.

Why love? If we hold that the “greatest of all things is love,” then why not love? Literature can be many things: a means through which art, culture, history, and politics are created, shaped, and reshaped. But above all, literature is a means through which we make sense of our world and therefore ourselves. What is more vital than exploring one of the most important emotions that connects us to ourselves and to the world in which we live? Love! Students will analyze what love looks like through works by authors and artists who have thought deeply about this four-letter word. Authors we will encounter include bell hooks, Toni Morrison, Bernardine Evaristo, Jesamyn Ward, Ta-Nehisi Coates, Glory Edim, Alice Walker, Kacen Callender, Britt Bennett, Bolu Babalolai, Audre Lorde, and Sara Collins.

Coming of Age: A Literary Journey into Adulthood

0.5 credit

In this course, we will read fiction and nonfiction texts with characters who are growing into adulthood in varied, entertaining, and insightful ways. We will discuss the social, emotional, environmental, and physical factors that shape a young person’s development into the adult who they will ultimately become. Classes will include reading discussions, literary and film analysis, and a personal narrative writing unit. Texts include Fitzgerald’s *The Great Gatsby*, Zimora’s *Solito*, and Sarah Mai’s *Freshman Year*.

Contemporary British Literature

0.5 credit

In this course, students will explore some of the key writers, themes, literary forms and techniques in modern and contemporary British fiction as well as the relevant historical, theoretical, and cultural issues these figures and their works raise. Possible texts and authors include EM Forster’s *A Room With a View*, Ian McEwan’s *Atonement*, Natasha Brown’s *Assembly*, and Sunjeev Sahota’s *China Room*. Selections may also include short fiction by Zadie Smith, Hilary Mantel, Ali Smith, Hanif Kureishi, Kazuo Ishiguro, and Salman Rushdie.

Contemporary East Asian Authors

0.5 credit

This elective is designed to introduce students to a variety of East Asian authors offering a unique perspective to the contemporary literature landscape. Through novels like *The Leavers* by Lisa Ko, *If You Leave Me* by Crystal Hana Kim, and *Severance* by Ling Ma, students will delve deep into the experiences of immigrants in America, citizens recovering from war, and the everyday experience of Asian Americans. Contemporary Asian poets like Li Young-Lee, Chen Chen, Ocean Vuong, and Paul Tran will be among many other poets studied in class.

Contemporary Women’s Literature

0.5 credit

This elective is designed to introduce students to contemporary novelists, poets, and essayists—who happen to be women. The topics covered in this course are varied, and they are presented in a variety of genre, perspective, and style. This course will challenge and support students in continuing their evolution into active, original thinkers with powerful insights. The novels, poems, and essays we will study students to engage in empathetic reading and creative and analytical writing. The texts will serve as models to write their own work using the styles and techniques employed by the authors read in class. One of the texts included is *A Spark of Light* by Jodi Picoult.

Creative Writing Sampler

0.5 credit

Students will sharpen their creative writing and analytical skills by exploring contemporary fiction, creative nonfiction, poetry and screenwriting and then applying the strategies they learn in the works they study to their own poems, stories, narrative and plays. Students will be exposed to a variety of forms, allowing them to develop their voice, generate drafts, and understand how literary masters use these same techniques in classic and contemporary literature. Students will participate in craft discussions and traditional workshops, encouraging them to provide thoughtful and critical feedback.

Dystopian Literature

0.5 credit

This course considers how dystopian science fiction, fantasy, and other speculative genres envision the constructs of life in a radically altered civilization. We will examine contemporary novels which depict life in a post-apocalyptic world.

Questions we will consider include: Who/what is the arbiter of justice and social justice? How are resources distributed across society? What are the metrics used to define “family” and “home”? Texts may include Margaret Atwood’s *The Handmaid’s Tale*, and Jessamine Chan’s *The School for Good Mothers*.

Exile and Belonging: Introduction to Postcolonial Literature

0.5 credit

Introduction to Postcolonial Literature examines how literary texts depict the experiences and effects of Western colonization in Africa, Asia, and the Caribbean. Our central focus in this course will be on the problem of “home”: What and where is home for those who have been under colonial rule? Who claims and controls the homeland? Who belongs and who is exiled as “other”?

This course will introduce students to the key terms and concepts which frame postcolonial studies, such as cultural imperialism, nationhood, hegemony, diaspora, hybridity, and mimicry. We will begin with Edward Said’s text, *Orientalism*, which will lay the foundations for our study of works of literary fiction and nonfiction, including *Midnight’s Children* by Salman Rushdie, *The Reluctant Fundamentalist* by Mohsin Hamid, and *A Small Place* by Jamaica Kincaid. In addition to the core texts, we will study a variety of poems, essays, and films which represent the struggle for political, economic, and cultural liberation.

Food and Culture

0.5 credit

Read! Watch! Discuss! Eat! Write! Students will explore food writing across the genres of memoir, documentary, personal essay, narrative cookbooks, and poetry. Texts will focus on the art of storytelling through food and culture and how the food we eat, and share is a direct reflection of our families and communities. Texts will include contemporary essays, short stories and one full-length memoir. Students are encouraged to bring an open mind and an appetite for learning about food, its origins, and what it says about our global and personal communities.

Global Literature

0.5 credit

This senior elective course examines 20th century literature by authors from around the world. Students study the authors’ country of origin and the works of literature in their cultural/historical contexts in order to discuss and write critically about these works within a framework of cultural diversity. Topics addressed in this course are the devastating effects of totalitarian regimes, communism, assimilation, gender, and patriarchal societies. Countries explored include Cambodia, Nigeria, India, and China. Readings may include *In the Shadow of the Banyan*, *The Thing Around Your Neck*, *Fasting, Feasting*, and *Balzac and the Little Chinese Seamstress*.

Gothic Literature

0.5 credit

This course investigates the genre’s eerie landscapes, psychological intensity, and deep social undercurrents—moving beyond castles and ghosts to examine the ways horror, memory, trauma, and the supernatural have been used to explore identity, history, and human experience.

We will dive into Toni Morrison’s *Beloved*, a lyrical and harrowing tale of haunting, motherhood, and the legacy of slavery, and Octavia Butler’s *Kindred*, a genre-defying novel that blends science fiction and historical horror to confront the brutal realities of American history. In addition to these core texts, students will read a curated collection of classic and contemporary Gothic short stories, examining themes such as madness, isolation, the grotesque, and the uncanny.

Through close reading, analytical writing, creative projects, and discussion, students will explore how Gothic tropes are reimagined to confront societal fears and personal trauma. This course is ideal for students who enjoy dark themes, literary depth, and examining how stories reflect—and disturb—the world around us.

Literature and the Arts

0.5 credit

This elective integrates the Arts into the study of literature to deepen students' understanding of the text, to challenge students' understanding of themselves and of others, and to foster sophisticated observation, comprehension, reflection, and analysis of both art and literature. All genres of literature, primarily from the 20th and 21st century, are paired with various art forms. For example, Emily Dickinson's poetry is paired with Martha Graham's ballet *Letter to the World*.

Thornton Wilder's *Our Town* is paired with Norman Rockwell paintings. Toni Morrison's *Song of Solomon* is paired with African American painting and photography from the Smithsonian's Oh, Freedom! Website and African American quilts involving pattern and Biblical symbolism. Students are assessed on their understanding of the literary works in the course and of the art as it supports our study of literature. Students also create their own artwork as a culminating creative project to showcase their understanding of the literature.

Magical Realism in Latinx Literature

0.5 credit

What is it like to write and read stories in which the boundaries between the real and the imagined are blurred? To speak truths from within systems that seek to silence truth-tellers? In this course, we will consider Latinx writers' use of magical realism to depict, celebrate, and represent truth within systems that seek to subdue it.

Texts will include Caribbean Fragoza's *Eat the Hand That Feeds You*, Gabriel Garcia Marquez's *Chronicle of a Death Foretold*, Silvia Moreno-Garcia's *Mexican Gothic*, selected short stories and poems by Jorge Luis Borges, Clarice Lispector, Julia Alvarez, Julio Cortazar, Sandra Cisneros, and others.

Reading and Writing Memoir

0.5 credit

In this class, students will read memoirs that highlight distinct voices and narrate powerful stories. Through experiencing these texts and pursuing our own personal writing, we will consider how storytelling and truth intersect to create memoir. Students will develop their own storytelling voices through class exercises designed to generate and organize story ideas, cultivate memories, gather thematic threads, and use sensory language and narrative strategies to craft potent prose.

Texts will include Malala Yousafzai's *I Am Malala*, Maya Angelou's *I Know Why the Caged Bird Sings*, Carmen Maria Machado's *In the Dream House*, and selected poems and essays.

Short Story

0.5 credit

Neil Gaiman wrote that "short stories are tiny windows into other worlds and other minds and other dreams. They are journeys you can make to the far side of the universe and still be back in time for dinner." In this course, we will explore short stories that open up "windows into other worlds" while also working collectively to deepen our understanding of how individual lives and stories intersect and shape one another. Students will have opportunities to explore, practice, and improve their analytical and creative writing skills through the writing process and workshops. In addition, students will engage in a project to bring our stories to life with new meaning by incorporating other media like video, audio, performance, technology to tell or retell great short stories with a 21st-century appeal. We will study short stories from all around the world, from classical to contemporary, and from novellas to flash fiction. Some texts may include Cisneros' *The House on Mango Street*, Gyasi's *Homegoing*, James Joyce's *The Dubliners*, and selected stories by Ron Hansen, Richard Powers, Greg Hrbek, Karen Russell, and others.

Speculative Literature 0.5 credit

What does genres like science fiction, fantasy, horror, super heroism, and utopian/dystopian literature have in common? They all feature speculation through alternative and imagined worlds with otherworldly characters and settings. Yet the conflicts, symbols, and themes point to everyday experiences and writers who want to represent and shed light on real-world issues and challenges.

This course will examine historical, cultural and literary representations of conjuring and witchcraft through the guiding questions: "How is a "witch" defined and by whom?"; "How do images of witches change over time and differ across cultures?"

“How is the label, ‘witch,’ a form of marginalization and how is it reappropriated as a form of personal expression and political resistance?”

We will begin the course with archetypal representations of witches in fairy tales and children’s literature. We will then transition to the infamous Salem Witch Trials of 1692 and examine how the politics of race and gender intersected

with moralistic definitions of “good” and “evil.” Course texts may include contemporary and classical literary voices like Oyeyemi, Chesnutt, Conde, Miller, Rhys, Shakespeare, Tennyson, Rosetti, and Rowling. Alongside the course readings, we will view films and television productions such as *The Little Mermaid*, *The Wizard of Oz*, *Wicked*, *The Lion, the Witch, and the Wardrobe*, *The Wizards of Waverly Place*, and *Hocus Pocus*.

World Literature of the 20th & 21st Centuries

0.5 credit

This course is an introduction to major works of world literature written in the 20th and 21st centuries. Focusing mainly on works of literature that take the experience of the broader world as their theme, this course will explore the varied artistic modes in which great writers have situated themselves in the world, helping us to understand the deep roots of today's intertwined global cultures. Possible core texts and authors include *The Norton Anthology of World Literature*, Chinua Achebe's *Things Fall Apart*, and Marjane Satrapi's *Persepolis*.

HEALTH AND WELLNESS AND PHYSICAL EDUCATION

Graduation Requirement: A comprehensive and developmentally appropriate health and wellness curriculum is taught through advisory, assemblies, First Year Seminar in 9th grade: PLUS (Preparing for Life in the upper school) class, Second Year Seminar in 10th grade: Health classes.

First Year Seminar in Grade 9: PLUS (Preparing for Life in the Upper School)

PLUS combines health topics with Life Skills and is taught by the school counselor. Because 9th grade is a transition year, not only academically but also socially, emotionally and cognitively, PLUS topics and interactive discussions allow students to build knowledge and skills to become confident and empowered learners and young women. The curriculum focuses on specific content areas such as healthy relationships, assertiveness, leadership, goal-setting, decision-making, identity development, and self-confidence. The course is graded pass/fail.

Second Year Seminar in Grade 10: Health and Wellness

Health classes meet weekly and explore a variety of age-appropriate topics such as adolescent development, body image, respect for all, safety in relationships, drug and alcohol prevention, and social networking. These classes are interactive and reflective in nature and seek to cultivate student voice, self-respect, and respect for others.

Team Manager

Students may apply to be a manager of a team to earn one sports point. Students wishing to be a manager for a V or JV level team should submit their request in writing to the athletic director. Selection is made based on availability, seniority, knowledge of the sport, and previous participation in the sport.

It is expected that the manager play a strong support role to the head coach. If for any reason, the manager is not fulfilling the duties as outlined, the manager will not earn the PE point.

To earn the point, students must attend all home and away games as well as two practices each week to assist with any and all duties the head coach requires. These duties include:

- Gameday preparation
- Uniform Distribution and Collection
- Social media support – provide AD with team pictures
- Score Reporting
- Gameday clock management
- Greeting visiting team
- Video-taping games and practices
- Maintain team communication
- Equipment Management – balls, water, med kit

Additionally, students should engage in 30-40 minutes of physical activity during practice including but not limited to:

- Warm-up with team
- Conditioning activity with team
- Assist with retrieving balls, timing runs, moving equipment
- Movement during down time in practice i.e.: walking laps
- The role is open in the following sports:
- Field Hockey (V and JV), Volleyball (V and JV), Cross Country, Indoor and Outdoor Track, Soccer (V and JV), Basketball (V and JV), Lacrosse (V and JV), Softball (V).

HISTORY AND SOCIAL SCIENCES

Graduation Requirement: All students are required to take at least three years of history/social science in the upper school, including Modern World and United States History. After sophomore year, students can choose from a variety of electives and AP courses to complete their requirement. AP History classes in grades 11 and 12, as well as History electives, are offered in coordination with St. Paul's School and are coeducational.

GRADE 9

Modern World History

1.0 credit

This is a broad survey of world history from 1450 through the end of the Cold War. Students examine the beginnings of modernization in Europe, the spread of colonial rule, and the responses to imperialism in India, Africa, Asia, and North and South America. Students explore the causes and consequences of revolutions and the development of global conflicts in the twentieth century. The course promotes a strong understanding of global geography and emphasizes the development of reading, writing, and research skills. Students have opportunities to work collaboratively and independently on a variety of projects and activities, including papers, presentations, skits, and art. Each unit concludes with an assessment and may include several smaller assessments during the unit. Various types of assessments are utilized, including multiple choice and short answer questions, document-based essay questions, comparative essays, timelines, and research-based projects. Some assessments may be performance-based, such as debates and simulations. The text is *Modern World History: Patterns of Interaction*, by Roger Beck et. al. Additional readings are provided as handouts or as online resources.

Modern World History Honors

1.0 credit

Students in the honors section read additional primary and secondary sources and are required to conduct more detailed research and comprehensive analysis. Honors students write frequent analytical essays and are expected to demonstrate comprehension of longer reading assignments.

GRADE 10

United States History

1.0 credit

This survey course examines the period from Colonial America to World War Two, with an emphasis on political, social, and economic continuities and changes. Units are organized chronologically and emphasize the development of critical reading and thinking skills. Students have opportunities to work independently and collaboratively on a variety of projects and activities, including research papers, essays, and presentations. Students are expected to analyze, interpret, and evaluate evidence to form defensible opinions, make judgments, and evaluate the significance of point of view in historical argumentation. Student learning is assessed in a variety of ways, including multiple choice and short answer tests, charts, class presentations and research papers.

AP United States History

1.0 credit

This course is aligned with the revised College Board standards for AP United States History and proceeds according to time periods, themes, and key concepts that have been developed by the College Board. Major emphasis is placed on in-depth analysis of historical themes and acquisition of factual knowledge. Students develop college-level reading and writing skills as they engage with a wide variety of documents, including primary documents, the textbook, and other secondary sources such as maps, graphs and charts, and political cartoons. Students are assessed regularly using a variety of methods designed to prepare them for success on the AP exam, including multiple choice and short answer responses, analytical essays, and research papers.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

HISTORY AND SOCIAL SCIENCE ELECTIVES (GRADES 11 AND 12)

All SPSPG history electives are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School. "SP" next to a class indicates a coordinated class taught at St. Paul's School. Please note that the department will select and teach electives each year from among those listed below based on student interest and faculty expertise.

Global Art History: History of the World Cultural Perspective

0.5 credit

This course uses global art as the primary source material for exploring world history. The course blends chronological and thematic approaches to concentrate on global art during the modern era, beginning roughly with art and societies in the 14th and 15th centuries. The course neither requires nor assumes that students have some prior background in the discipline. In learning about the history of art in diverse cultures, students will refine their abilities to look at art, analyze it, and talk and write about it from critical perspectives, while also having opportunities to explore their own values, assumptions, and creative capabilities.

Civil Rights and the Constitution

0.5 credit

This course examines the evolving relationship between civil rights movements and the United States Constitution, with particular emphasis on the Bill of Rights and the ongoing struggle to achieve a "more perfect union." Students will explore how demands for equality and justice—echoing Frederick Douglass's assertion that "power concedes nothing without a demand"—have shaped constitutional interpretation and public policy from the failures of Reconstruction through the Double V Campaign and into the landmark Civil Rights and Voting Rights Acts of the 1960s. The course also considers contemporary civil rights issues, including women's rights and LGBTQ+ legislation, highlighting the continued evolution of constitutional protections in the modern era. Throughout the course, students strengthen their research and historical writing skills by engaging in the research cycle, and analyzing primary and secondary documents through sourcing, contextualization, and evidence-based argumentation. Guided by essential questions about identity, power, resistance, and democracy, the course challenges students to analyze how ideas become actions and how historical context deepens our understanding of struggles for human right in the United States and beyond.

The Cold War Honors

0.5 credit

Students in this course explore the nature of the Cold War, the factors that led to the end of the Cold War, and the characteristics of the post-Cold War world. The course is designed to provide a global perspective while allowing students to explore the causes and consequences of global shifts in individual regions and states. Students have the opportunity to compare and contrast events in East Asia, for example, with those in Latin America, Oceania, South and central Asia. Course materials are drawn from a variety of primary and secondary sources and students engage in individual and collaborative research on a variety of topics.

History of the Atlantic World

0.5 credit

This course examines the complex relationships and interactions between the United States, Africa, and Latin America as they develop from the 16th century through to the present day. The course is focused on broad topics that relate to the political, social, economic and cultural changes that occur within and among the participants in the Atlantic World.

Students read a variety of sources and perspectives and have opportunities to engage in original historical research and writing. Assessments include periodic tests and quizzes, as well as writing assignments and both collaborative and individual project opportunities.

History of Immigration in America

0.5 credit

The History of Immigration in America is a semester course that examines the patterns, rates of assimilation of various groups, and the evolution of government policy. Stories of exclusion and achievement are an important element of the class. Readings of both primary and secondary works as well as significant writing are an important method of teaching in this course.

History of Modern East Asia

0.5 credit

This course surveys the history of political, economic, social, and cultural changes across China, Japan, and Korea from the nineteenth century to the present. By examining the countries' distinctive identities and their interactions with the rest of the world, students consider the tensions faced by the countries over power, resources, imperialism, and the competing ideas of modernization. Incorporating historical documents, memoirs, documentaries, films, and material culture in the course, students investigate how these countries established their national identities and eventually became key players of the contemporary world order. Students will have ample opportunities to participate in meaningful research, critical writing, independent or collaborative projects and presentations.

History of Russia in Global Context

0.5 credit

This course will explore the history of the Russian state and its peoples from the Mongols through contemporary times. Students will read a variety of secondary and primary sources in order to gain an understanding of the political, economic, social and cultural developments that characterize Russia, the Soviet Union, and its component parts, including the Eastern Europe.

Ideology and Order: History of Political Thought Honors

0.5 credit

This introduction to the history of political thought surveys major political philosophers and theories from Ancient Greece to the 20th century. With an emphasis on reading, reflective writing, and discussion, students will focus on historical approaches to essential questions about topics such as human nature, the common good, order, justice, power, rights, and the relationship between the individual and the state, and examine ideologies and forms of government such as popular sovereignty, classical conservatism and liberalism, socialism, and democracy.

Issues in International Diplomacy

0.5 credit

This course introduces students to the concepts, methods and institutions that underlie the international order in the modern world, as well as forces of change that challenge that order. Students explore the practice of diplomacy in a variety of historical and present-day situations and engage in debates and simulations reflecting important issues. Students identify the foreign policy goals of various state actors as well as analyze the methods used to reach those goals. Course materials include a variety of secondary and primary resources and students conduct meaningful research on a consistent basis.

Latin American Studies

0.5 credit

This course provides an interdisciplinary approach to the study of Latin America and the Caribbean. Students explore the history of the region up to the present day using a variety of primary and secondary sources, including art, history and music. Students may choose a particular country, region, or discipline to explore in greater depth through individual research projects. Emphasis is placed on the twentieth and twenty-first centuries and students will have ample opportunities to design projects and avenues of exploration and analysis.

Revolution and Decolonization

0.5 credit

Starting with the American Revolution, this course will provide a comparative study of revolutions and the role they have played in decolonization movements between the 18th century and the present. Specifically, the role of revolutions in bringing about the end of European colonial rule will be explored through three historical phases: decolonization of the Americas between 1776 and 1826, decolonization efforts in Africa and Asia between 1914 and 1975, and the collapse and fragmentation of the Soviet Union and its sphere of influence between 1985 and 1991.

Sociology

0.5 credit

This course introduces the field of sociology, in which students learn to utilize the specific methods of the discipline to analyze human society and institutions. Units are arranged around topics such as collective behavior, group interaction, social status, social roles, subcultures, social change, and demography. Students work collaboratively and independently on a variety of projects and presentations that explore and analyze topics of their choice. Assessments include tests of basic vocabulary and content knowledge as well as analytical writing assignments, projects, and presentations.

US History After 1945

0.5 credit

US History After 1945 is a semester survey course of the United States that studies significant issues and events with regard to foreign policy, domestic policy, economic developments, social trends and cultural changes in this country since the Second World War. Particular attention is devoted to the Cold War and the Modern Civil Rights Movement. Harvard Case Study Projects, significant reading of both primary and secondary texts, and a research paper will be important elements of this class.

Women's History

0.5 credit

The Women's History elective explores the roles and contributions of women in the United States from the nineteenth century to the twenty-first century through political, economic, social, and cultural history. The course examines women's experiences and history from multiple perspectives, using a wide range of source material. Students also continue to practice and strengthen historical thinking and writing skills. Through collaborative and hands-on projects and writing assignments, students conduct primary source research and work together to create their own understanding of women's history in the United States and women's contributions and significance to world events today.

World History into the 20th Century Honors

0.5 credit

World History into the 21st Century, Honors 2: This second semester course begins with the end of the Cold War and examines the political, economic and social changes that accompany the formation of a new world order from approximately 1989 until the present day. The first semester course is not a prerequisite, but the approach will continue to provide a global perspective while allowing students to explore the causes and consequences of global shifts in individual regions and states. Students will have opportunities to direct their own research and emphasis will be placed on developing strong historical writing skills.

African American History (SP)

0.5 credit

Students in this course investigate African American history that is centered on Black perspectives and voices, with the goal of learning through Black History, not simply about Black History. The course explores Black history in the United States, from the colonial period through the contemporary period, providing depth and perspective into America as it was and is. Instruction is inquiry based and promotes the development of critical reading and historical thinking skills including source analysis, contextualization, and argumentation. Students engage with a wide variety of primary and secondary sources, including written texts, art, music and other types of expression. Assessments include periodic tests and quizzes, as well as writing assignments, presentations, and debates. A final capstone project provides students with the opportunity to devise an essential question, conduct research, and create an original work.

Constitutional Issues (SP)

0.5 credit

This course introduces students to constitutional decision-making made every day in the U.S. judicial system. It examines constitutional provisions concerning the separation of powers, federalism, and fundamental rights through a combination of readings, court opinions, lectures, and class discussions. Upon completing the course, students are familiar with the structure of the constitution; rights, powers, and responsibilities delineated by the U.S. Constitution; modes of constitutional interpretation; major rulings of the Supreme Court; and current and potential issues facing the Court.

Through this course, students gain a more complete understanding of the significance of the Constitution in our everyday lives.

Psychology Honors (SP)

1.0 credit

This course offers an in-depth introduction to the scientific study of behavior and mental processes. Students explore major areas of psychology—biological, cognitive, developmental, personality, social, and abnormal—while examining both classic studies and contemporary research. As an honors-level class, students are expected to engage in advanced analysis, critical thinking, and independent inquiry. They apply psychological theories to real-world situations and develop skills in research, data interpretation, academic writing, and ethical reasoning.

Assessments include essays, presentations, research projects, and exams. This course is designed to challenge students and provide a strong foundation for further study in psychology, social sciences, health sciences, or related fields. Students recommended for the course should have a B+ or higher in previous social studies courses, strong reading comprehension and writing skills, as well as independent study habits, consistent preparation, organization, and maturity suited to a fast-paced course.

AP AND IB HISTORY AND SOCIAL SCIENCE COURSES

All AP History and Social Science courses are year-long, coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School.

Please note, students in an AP class must sit for the AP exam in order to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

AP European History

1.0 credit

This course for juniors and seniors is an in-depth survey of European history from the Renaissance to the present, with instruction designed to prepare students for the AP European History Exam in the spring. College level reading and writing skills are developed as students engage with a wide variety of primary and secondary sources and explore the changes and continuities in European society, political and economic structures, and Europe's role in the world. Students also engage in intense study of cultural and intellectual institutions and their development. Class activities include discussions, collaborative projects, as well as individual research and presentations. Assessments are comprised of AP-style multiple choice tests and a variety of analytical essay responses to questions that have appeared on AP exams, in addition to review materials prepared by students in a variety of media.

AP Macroeconomics

1.0 credit

This course introduces students to fundamental national and global economic systems. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. Students study the tools of macroeconomic decision-making and apply macroeconomic theory to determine the expected outcomes of policy decisions.

AP Psychology

1.0 credit

This course begins with the 1879 “birth” of Psychology as the study of consciousness and follows its evolution to today's definition: the scientific study of behavior and the mind. This theoretically diverse and complex science examines everything from the methods that are used to collect and interpret psychological data, to the complexities of the brain and the physiological bases of behavior, to contemporary explanations of personality and treatments of psychological disorders. Students practice daily critical thinking skills as they learn psychological concepts and apply a healthy dose of skepticism as they read research findings. Assessments are designed to prepare students for the AP Exam in the spring and include multiple choice tests, analytical essays, and summaries of research findings and critical reviews.

AP US Government and Politics

1.0 credit

By studying the foundations and structure of the US national government, students explore how the US government plays out in the lives of Americans via civil liberties and rights, political ideologies, government policy, and political participation. Students analyze the political philosophies that influenced the creation of the American federalism and learn about the workings of the three branches of the US government (legislative, executive, and judicial). There will be a particular focus on founding documents (Constitution, Declaration of Independence) and how they influence American politics. Significant time is devoted to understanding the impact of major Supreme Court decisions, as well as writing and data analysis in preparation for the AP test in the spring.

AP World History: Modern

1.0 credit

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students develop college-level reading and writing skills as they engage with a wide variety of source documents, including textbooks, primary documents, other secondary sources, maps, graphs, and charts. Assessments are designed to measure content mastery as well as critical thinking and analytical writing skills.

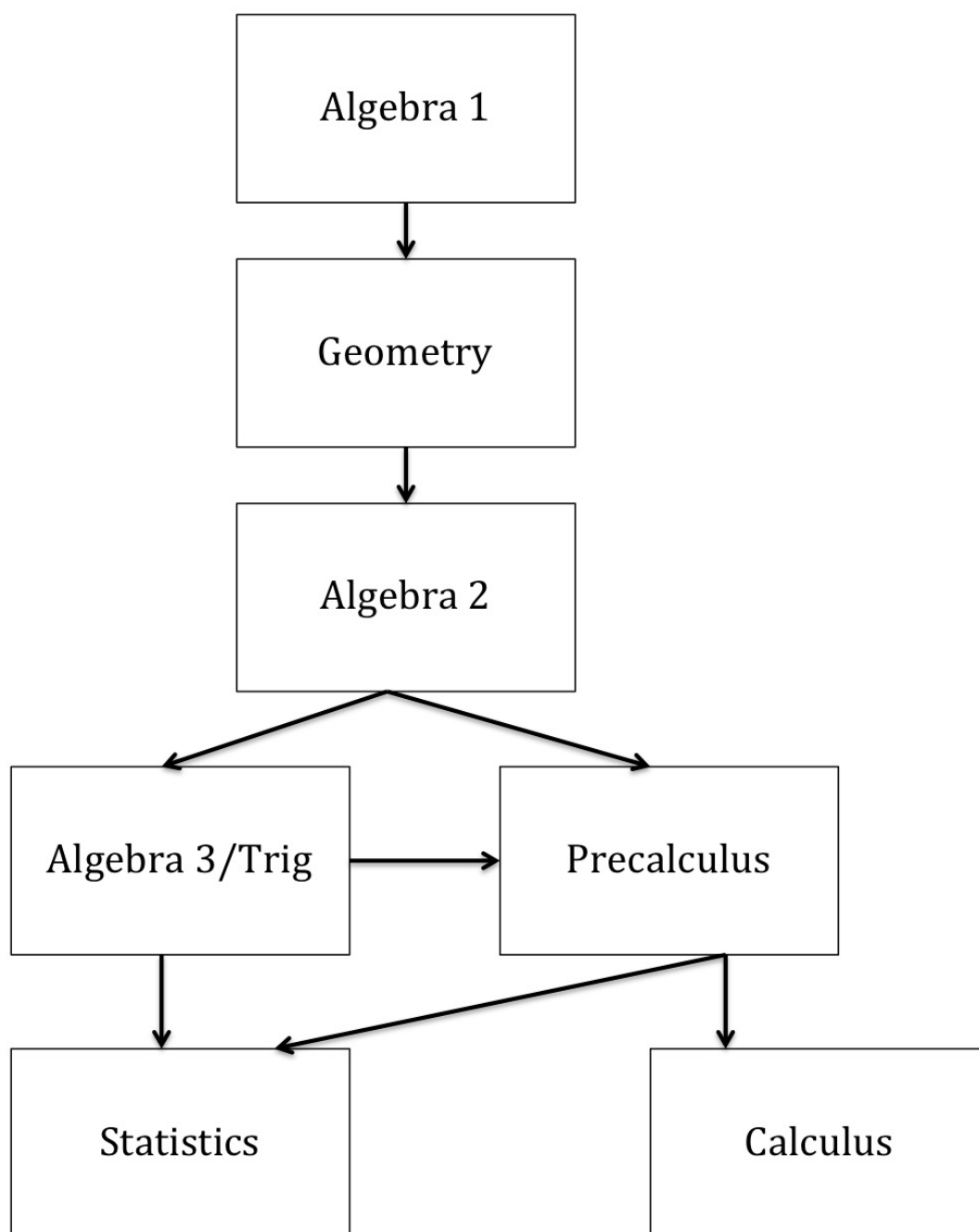
LEARNING SERVICES

STEPPiNG (Student Transition and Educational Preparation Program in Ninth Grade)

This study skills course is designed to assist students needing additional support in developing the study and organization skills necessary for success in the upper school. STEPPiNG includes activities intended to supplement, reinforce, and practice skills taught in other courses. The course emphasizes reading and writing skills, strategies for comprehension, and vocabulary development. In addition, students focus on organization of work, workspace, and time management skills. The intention of the course is to equip the student with skills needed to achieve her maximum potential at SPSC.

MATHEMATICS

Graduation Requirement: SPSG requires graduates to complete four years of mathematics, including the successful completion of Algebra 2. All students must have demonstrated mastery of Algebra 1 in Middle School or Grade 9 before beginning Geometry. AP Math classes in grades 11 and 12, as well Algebra 3/Trig and Statistics, are offered in coordination with St. Paul's School and are coeducational.



Courses are offered at the Standard and Honors Level Through Precalculus. Calculus and Statistics have an AP level . Student placement is determined through a combination of performance and teacher recommendations.

Algebra 1

1.0 credit

This course emphasizes the mastery of core algebraic fundamentals through an extensive study of operations and properties of real numbers, functions, linear equations, inequalities, systems of equations, polynomials, quadratic equations, and radical expressions. The goal of this course is to strengthen basic math skills and develop the concepts and problem-solving skills necessary for algebraic thinking. Upon completion, students should be able to apply the above concepts to solve practical problems.

Geometry

1.0 credit

This course presents key geometric terms and concepts beginning with points, lines, and planes and ending with the study of three-dimensional objects. Topics include parallelograms, triangles, circles, area, volume, Euclidean techniques, coordinate geometry, proofs, and transformations. Students apply the knowledge they have acquired to authentic situations with an emphasis on the STEAM areas of science, technology, engineering, and art. Students explore dynamic geometry through the use of online drawing tools and other technology resources that provide opportunities to review, practice, and apply knowledge.

Geometry Honors

1.0 credit

This course analyzes characteristics and properties of two- and three-dimensional figures in space, requiring students to make conjectures and formulate mathematical proofs using both classical Euclidean techniques and other representational systems such as coordinate systems and transformations. Students then apply their new knowledge to a wide range of authentic situations, emphasizing the STEAM areas of science, technology, engineering, and art, as well as pure mathematics. Varied types of assessments allow students to demonstrate their developing skills in reasoning abstractly, critiquing the arguments of others, modeling with mathematics, problem-solving, and using appropriate tools strategically, including computer-based sketch tools.

Algebra 2

1.0 credit

This course reviews and expands the basic content studied in Algebra 1. Students are introduced to more advanced algebra topics, including imaginary and complex numbers, rational exponents, and inverse and polynomial functions. Problem-solving strategies and efficient, effective use of the graphing calculator are skills that are woven throughout the course. Because algebraic thinking is found in almost every sphere of modern life, a thorough grounding in the abstract and applicative aspects of Algebra 2 is essential.

Algebra 2 Honors

1.0 credit

This course quickly reviews Algebra 1 topics, enriching and expanding on them. New topics include imaginary and complex numbers; piecewise functions; absolute value functions; rational exponents; inverse, rational and polynomial functions. The major concepts of a function, its domain, its range, and transformations of functions appear as threads linking all the functions studied throughout the course. Students tackle the rich variety of abstract concepts and applications available in the Algebra 2 curriculum and learn to solve problems that require higher-level abstract thinking and applications in new situations.

Algebra 3/Trigonometry

1.0 credit

This course is for students who have completed Geometry and Algebra 2. It provides a comprehensive review of algebra topics and a complete study of trigonometric functions and their inverses. Trigonometry topics include trig equations, identities, graphs, and the laws of sines and cosines. Students learn to apply and adapt a selection of strategies and algorithms to solve problems using both traditional and technological tools.

Precalculus

1.0 credit

For students who have completed Algebra 2, this course is challenging but moderately paced. Topics include trigonometry, basic analytic geometry, and elementary and transcendental functions, with an emphasis on domain and range of functions, complex

numbers, and basic algebraic concepts that are fundamental to success in calculus. This course requires higher-level abstract thinking, and, whenever possible, students study functions from all four perspectives: verbally, analytically, graphically, and numerically. The course is designed to prepare the students for future course work in mathematics such as calculus and statistics.

Precalculus Honors

1.0 credit

This course is challenging, intensive, and fast-paced and provides a mathematically sound preparation for students who intend to study calculus or Advanced Placement Calculus. Advanced mathematics topics are discussed using a theoretical approach enhanced by technology. Topics include trigonometry, basic analytic geometry, elementary and transcendental functions, complex numbers, and basic algebraic concepts used in calculus.

Calculus

1.0 credit

Students who wish to enroll in this course must have successfully completed precalculus. This course is designed to be a moderately paced introduction to differential and integral calculus. Throughout the course, students build relationships that tie together functions, limits, derivatives, and integrals. Students will gain a basic understanding of rates of change and accumulated change using analytical, graphical, numerical, and verbal models to represent real-world problems.

Students will use graphing calculators extensively to enhance their understanding of these concepts.

AP Calculus (AB)

1.0 credit

This course follows the study of precalculus and is intended to provide students with a deep and rich understanding of differential and integral calculus. Throughout the course, students build the relationships that tie together functions, limits, derivatives, and integrals. Computations are always studied in the context of their applications. Whenever possible, students study functions from all four perspectives: verbally, analytically, graphically, and numerically. All students complete the course by taking the AP Calculus (AB) exam in the spring.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

AP Calculus (BC)

1.0 credit

Students who have completed AP Calculus (AB) continue their study of calculus in this rigorous course. Equivalent to a second semester university calculus course, this class focuses primarily on advanced techniques of integration, the study of infinite series, and the exploration of parametric, vector, and polar functions. Enrichment in this course includes challenging problems that provide students with the opportunity to think deeply about mathematics in search of elusive answers. The students complete this course by taking the AP Calculus (BC) exam in the spring.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

Multivariable Calculus and Differential Equations (One Schoolhouse)

After covering some advanced topics in the calculus of a single variable, Multivariable Calculus and Differential Equations explores topics that are studied in a typical college-level Calculus III course, including vectors and vector-valued functions, curves and surfaces in space, partial derivatives and gradients, multiple integration, and line and surface integrals. The course's final unit introduces differential equations, including exact first-order equations, second-order homogeneous and nonhomogeneous linear equations, and series solutions. Built on a foundation of sophisticated problem solving, the course also features discussions, projects, and exploratory activities that help students develop their advanced math skills in a collaborative and creative way.

Prerequisite: Successful completion of AP Calculus BC or equivalent

Statistics

1.0 credit

This course is designed for juniors and seniors who have a solid fundamental understanding of algebra skills. It can be a primary mathematics course for seniors or an elective (second math) course for juniors and seniors. This class introduces the practice of statistics, with emphasis on the application of statistical procedures to analyze and produce data and to draw statistical inference from the data. Students use technology extensively to provide visualizations of statistical theory and practice. The course focuses on the relevance of statistical reasoning to such fields as medicine, education, environmental science, business, psychology, and sports, to name a few.

The course may be offered online through One Schoolhouse. Should that be the case, students are asked to meet with the Director of Curriculum and Instruction about enrollment.

AP Statistics

1.0 credit

This course is designed for seniors as a primary mathematics course or for juniors and seniors as an elective (second math) course. It focuses on the study of data and statistical reasoning, divided into four main topics: data analysis, experimental design, probability, and statistical inference. The students who take this fast-paced course should have a sound working knowledge of the graphical and algebraic concepts learned in Algebra 2, as well as solid writing and critical analysis skills. Through a variety of projects, students apply the analytical methods they learn in class to real-world scenarios by collecting and analyzing data and presenting their results. Technology is used extensively in this class to enhance the understanding of statistical analysis and to provide dynamic visualizations of statistical theory and practice. All students complete this course by taking the AP Statistics Exam in the spring.

The course may be offered online through One Schoolhouse. Should that be the case, students are asked to meet with the Director of Curriculum and Instruction about enrollment.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

RELIGIOUS STUDIES

Graduation Requirement: *One full credit, including World Religions in Grade 10 and at least one semester-long elective course, taken during Grade 11 or 12. Religious Studies electives are offered in coordination with St. Paul's School and are coeducational.*

GRADE 10

World Religions

This required, tenth grade course is an introduction to six of the world's religious traditions: Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam. Students focus on the history of each tradition and explore that history through traditional and modern media. In addition to introducing the academic study of the world's religions, the course will also explore the challenges of religious diversity today.

RELIGIOUS STUDIES ELECTIVES (GRADES 11 AND 12)

Please note that the department will select and teach electives each year from among those listed below based on student interest and faculty expertise.

Applied Ethics

0.5 credit

In this course, students learn various ethical theories, consider and construct one's personal worldview while exploring ethics in medicine, business, law, as well as personal and societal decision-making. Students also reflect on the role that moral and religious philosophy informs and shapes ethical thinking and behavior.

The Holocaust

0.5 credit

This course addresses the events and conditions that led to one of the most well-documented genocides of the twentieth century, the murder of six million Jewish men, women, and children in Europe. The course weaves together religion, politics, science, and history to develop a deeper understanding of how and why this particular genocide happened.

Special emphasis is placed on the following topics: the role of religion in the historical persecution of Jews and the growth of political anti-Semitism during the 1930's; the role of religious leaders during the Holocaust; how religious beliefs motivated some to shield and hide Jews at great personal risk to themselves; some of the ethical and moral dilemmas raised during and after the Holocaust; Judaism and Christianity in a post-Holocaust world; and how the Holocaust led to a reevaluation of faith among Jews and the eventual creation of the State of Israel. The course concludes with a field trip to the U.S. Memorial Holocaust Museum in Washington D.C. Texts include *A History of the Holocaust* by Yehuda Bauer and *The Holocaust and the Christian World*, edited by Carol Rittner.

A Life Well Lived

0.5 credit

Let's face it, we all want to enjoy the good life. Finding this can be confusing, especially when life gets hard. Maybe the goal should shift to living a meaningful life. So how do we do that? Students in the Life Well Lived course will come to consider, critique, and synthesize some of the world's great religious and secular traditions, as well as contemporary writings. Students engage with primary and secondary texts and other sources. Together, we practice habits of discussion, reflection, and action in a respectful, honest, and diverse community of learners. We examine both the opportunities and pitfalls of pursuing the good life, as we think more deeply about each of our own lives.

Religion in Politics

0.5 credit

This course explores how religious beliefs and traditions influence political discourse, the way controversial issues are framed, and of course the way Americans vote. Students explore these topics by examining the political and religious discourse on the following themes: separation of Church and State, immigration reform, capital punishment, birth control and reproductive rights,

and LGBT rights. Special emphasis is placed on religious texts and prominent theologians from various Christian traditions, as well as Jewish traditions. By the end of the course students will have gained a greater appreciation for how and why religious beliefs and traditions play such a prominent role in American political discourse.

Social Justice and The Prophets

0.5 credit

Just as the Prophets were called upon to bring back the people to God's message in times of oppression, we are also called to act in the name of justice, peace, and love. One of the ways we can do this is through social justice, one of the main pillars of our beliefs as an Episcopal school. As stated by the National Association of Episcopal Schools (NAES), "Episcopal schools ground their commitment to diversity, inclusion, justice and equity...to strive for justice and peace among all people, and respect the dignity of every human being." With this as our framework, students will work to challenge stereotypes, create awareness, become active participants of positive social change, and build a community of understanding. Students will examine social inequalities and representation, and in the spring, students will study past and present movements, as well as the role of activism. This elective encourages students to critically examine social inequalities and movements, develop independent research skills, and cultivate an area of interest in which they can continue to advocate for even after their time at St. Paul's.

Women in the Bible

0.5 credit

This course examines the portrayal and roles of women within the literature and culture of both the Hebrew and Christian Scriptures. Special emphasis is placed on patriarchal societies, the culture of ancient Israel, the role of women in public vs private spheres, and how the Biblical tradition portrays women as mothers, warriors, victims, heroines, and so much more. The class concludes with the changing role of women in current religious traditions.

Faith, Hope, and the Human Encounter (SP)

0.5 credit

This interdisciplinary religious studies elective explores how individuals seek meaning, resilience, and moral responsibility in the face of suffering and uncertainty. Through selected works by Martin Buber, Jürgen Moltmann, and Elie Wiesel, students examine themes of relationship, hope, justice, and the ethical challenges of human existence.

Blending philosophy, literature, and theology in an academic and inclusive context, the course encourages critical analysis, reflective writing, and seminar discussion. Students will engage enduring questions about empathy, protest, and the power of hope, while developing skills in close reading, argumentation, and thoughtful dialogue. (Coordinated course taught at SP)

Philosophy (SP)

0.5 credit

This religious studies elective will introduce students to the history of philosophy, its most important thinkers, and trends in philosophical thought. Students are invited into dialogue with philosophers and philosophical texts and art of the past and present, practicing critical thought, investigating different forms of philosophy (fictional and non-fictional literature, theater, film, etc.) and learning to build philosophical questions and answers, which are at the heart of religious searching. Additionally, and most importantly, students will come to understand that philosophy is not a set of inert ideas or doctrines, but living and vivid worldviews that drive human action and creativity. (Coordinated course taught at SP)

Religion and Film (SP)

0.5 credit

Religion and film are two significant parts of modern life and culture. Both reflect the spirit of their cultural context (Zeitgeist) as well as comment on pressing questions and concerns, offering guidance on how one ought to live life. Religion and Film builds upon the base level of Religious Studies knowledge gained in 10th grade World Religions, adding depth and demonstrating the variety of authentic expressions of religious experience. We will begin with a general introduction to film studies, building a base of theory that will enable students to confidently offer nuanced and justified interpretations of film. Next, we will progress by investigating individual films for what they suggest about the nature of religion, culture, ethics, and the Good. The films are intentionally chosen to represent a wide variety of themes (morality, pluralism, evil, theodicy, crises of faith), religions (Christianity, Judaism, Islam, Buddhism, Shinto, Hinduism), and genres (drama, comedy, action/adventure, horror,

documentary). The course will conclude with a close examination of recent films and what they reveal about religion in our culture today. (Coordinated course taught at SP)

Sacred Activism: Faith and Social Justice (SP)

0.5 credit

This course explores the powerful intersection of spirituality and activism by examining religious leaders who have fought for justice throughout history. From Mahatma Gandhi and Dorothy Day to Dr. Martin Luther King Jr. and contemporary faith-based organizers, this course delves into how diverse religious traditions inspire movements for human rights, racial equity, economic justice, and environmental stewardship. This course will focus on the ways in which diverse religions traditions conceive of and practically respond to the critical issues in the building of a just society. We will also seek to engage sources from Christianity, Islam, Buddhism, Judaism, and other religious traditions, ranging from selections from their foundational texts to the writings by contemporary religious activists and thinkers who have shaped the social and spiritual landscapes of our country and the entire world. (Coordinated course taught at SP)

SCIENCE

Graduation Requirement: All SPSG students are required to complete three full years of science, including Biology, Chemistry, and Physics. AP Science classes in grades 11 and 12, as well as Science electives, are offered in coordination with St. Paul's School and are coeducational.

GRADE 9

9th and 10th Grade Computer Science Fundamentals Course

This Computer Science Fundamentals class is required for all 9th and 10th grade students. It is part of First Year Seminar and Second Year Seminar. In this course, students learn foundational computational thinking principles including abstract models and algorithmic thinking. They are taught to find solutions and to analyze and represent data in various ways. Also, students learn how to use models and coding to facilitate problem-solving and understand how sequencing and automation are used. Through this course students gain an understanding of how technologies work, specifically, building an understanding of the principles behind the internet, applications, data management and privacy, and global digital citizenship. For more information about the skill sets to be implemented, please [click here](#). This course was developed using the Code.org AP Discoveries curricula, as well as other resources. Students explore the curricula with the dual intent of developing their self-paced learning skills and their computational thinking skills.

****For the class of 2030 and after,** Biology or Biology Honors is required for all SPSG students and students complete the Biology requirement in grade nine.

Biology

1.0 credit

The 9th grade science course introduces students to the major ideas that explain the natural world, beginning with the formation of the universe and progressing through the foundations of biology. Students explore how the universe began and evolved, how stars and elements formed, and how Earth developed as a system capable of supporting life.

Building on this knowledge, students study core biology concepts, such as cell structure and function, photosynthesis and cellular respiration, genetics and inheritance, evolution by natural selection, and the organization of life from cells to ecosystems. Throughout the course, emphasis is placed on scientific inquiry, data analysis, modeling, and the use of evidence to support explanations.

Biology Honors

1.0 credit

The 9th grade honors science course introduces students to the major ideas that explain the natural world, beginning with the formation of the universe and progressing through the foundations of biology. Students explore how the universe began and evolved, how stars and elements formed, and how Earth developed as a system capable of supporting life.

Building on this knowledge, students study core biology concepts, such as cell structure and function, photosynthesis and cellular respiration, genetics and inheritance, evolution by natural selection, and the organization of life from cells to ecosystems. Throughout the course, emphasis is placed on scientific inquiry, data analysis, modeling, and the use of evidence to support explanations. The faster pace of the Biology Honors course allows students to go to greater depth in studying the nature of biological systems on planet Earth.

****For the class of 2029 and before,** Physics or Physics Honors was required for all SPSG students and students completed the Physics requirement in grade nine.

GRADE 10

9th and 10th Grade Computer Science Fundamentals Course

This Computer Science Fundamentals class is required for all 9th and 10th grade students. It is part of First Year Seminar and Second Year Seminar. In this course, students learn foundational computational thinking principles including abstract models and algorithmic thinking. They are taught to find solutions and to analyze and represent data in various ways. Also, students learn how to use models and coding to facilitate problem-solving and understand how sequencing and automation are used. Through this course students gain an understanding of how technologies work, specifically, building an understanding of the principles behind the internet, applications, data management and privacy, and global digital citizenship. For more information about the skill sets to be implemented, please [click here](#). This course was developed using the Code.org AP Discoveries curricula, as well as other resources. Students explore the curricula with the dual intent of developing their self-paced learning skills and their computational thinking skills.

Chemistry

1.0 credit

The 10th grade Chemistry course is an inquiry-based laboratory course that introduces students to the fundamental principles governing matter and chemical change, with a strong emphasis on real-world applications in environmental science. Students develop skills in scientific inquiry through observation, experimentation, data analysis, and evidence-based reasoning. Core topics include atomic structure, chemical properties and reactivity, and bonding. Quantitative reasoning is emphasized through scientific measurement, chemical quantities, and stoichiometric relationships. Throughout the course, laboratory investigations and case studies connect chemistry to issues such as pollution, resource use, and sustainability. This course prepares students for advanced science coursework while fostering scientific literacy and environmental responsibility.

Chemistry Honors

1.0 credit

Honors Chemistry is an advanced, inquiry-based, laboratory-intensive course that examines the fundamental principles governing matter and chemical change through real-world and environmental applications. Students engage in advanced scientific inquiry, designing experiments, analyzing complex data sets, and communicating conclusions using formal scientific conventions. Core topics include atomic structure, bonding, chemical reactions and stoichiometry, and acid and base chemistry. Quantitative problem solving is emphasized through extensive work with scientific measurement, chemical quantities, and stoichiometry. Laboratory investigations reflect AP-style practices, including error analysis and formal lab reporting. This course is designed for students seeking a strong foundation for AP Chemistry and other advanced science courses.

GRADE 11

****For the class of 2030 and after,** Physics, AP Physics 1, or AP Physics C is required for all SPSG students and students complete the Physics requirement in grade eleven.

Physics

1.0 credit

The Standard Physics course is an algebra-based course blending core physics principles of mechanics, energy, oscillations and waves, and electricity with hands-on engineering practices like design, problem-solving, modelling, and prototyping to apply science to real-world challenges. This is a hands-on course where students develop models of the physical world through experimentation while applying these models to design solutions to problems. This course focuses on the development of foundational skills needed in STEM fields and beyond, including analytical thinking, the scientific method, the design cycle, collaboration, and problem-solving.

AP Physics 1

1.0 credit

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems related to kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, oscillations, and fluids. This course devotes a significant amount of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Prerequisite: Students must be enrolled in Algebra 2 or a higher-level math course concurrently for AP Physics 1.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

AP Physics C: Mechanics

1.0 credit

AP Physics C: Mechanics is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems related to kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, and oscillations. This course devotes a significant amount of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Prerequisite: Students must be enrolled in Calculus or a higher-level math course concurrently for AP Physics C: Mechanics.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

*****For the class of 2029 and before,** Biology or Biology Honors is required for all SPSP students and students complete the Biology requirement in grade eleven.

Biology

1.0 credit

This course examines the major themes in biology from a guided inquiry-based approach. Major themes include the chemistry of life, DNA, cells and cell processes, genetics, ecology, evolution, and physiology. Inquiry-based laboratory experiences teach students how scientific research is conducted. These experiences include activities such as hypothesis development, experimental design, and data collection and analysis. Students are assessed in a variety of ways, including exams, quizzes, pair share, laboratory reports, projects, and presentations.

Biology Honors

1.0 credit

This course examines the major themes in biology from a guided inquiry-based approach. Topics include macromolecules and the chemistry of life, DNA structure and function, cells and cell processes, genetics, ecology, evolution, and physiology. This course challenges students in their understanding of the mechanisms that drive living organisms and the environments in which they live. Guided inquiry-based laboratory learning prepares the students for advanced studies in the sciences, engaging students in hypothesis development, experimental design, and data collection and analysis.

Students are assessed using a variety of methods including exams, quizzes, laboratory reports, laboratory poster presentations, and projects.

SCIENCE ELECTIVES (GRADES 11 AND 12)

Please note that all SPSG science electives are coordinated courses, open to students at SPSG and the boys' school. The department will select and teach electives each year from among those listed below based on student interest and faculty expertise.

Anatomy I (SP)

0.5 credit

In Semester 1 of Anatomy and Physiology, students build a foundational understanding of human anatomy by first exploring body orientation and an introduction to major body systems, establishing the vocabulary and directional terminology needed for further study. The course then moves into the endocrine system, highlighting hormonal and nervous system regulation before transitioning to the integumentary and musculoskeletal systems, where students examine skin structure, muscle mechanics, and skeletal organization. The semester concludes with an integrated look at nutrition, digestion, and excretory functions, giving students a systems-level view of how the body processes and removes materials essential for maintaining life.

Anatomy II (SP)

0.5 credit

In Semester 2 of Anatomy and Physiology, the course shifts into the microscopic and regulatory aspects of human biology, beginning with biochemistry, cells, and tissues to help students understand the cellular architecture that underlies all organ systems. Students then explore homeostatic control, continuing the endocrine system's advanced functions and examining the immune system to understand how the body maintains stability and defends itself. Moving from micro to macro, the semester progresses through the nervous and reproductive systems before culminating in a detailed study of the cardiovascular and pulmonary systems.

Astronomy: Exploring the Universe

0.5 credit

We start our exploration of the universe by investigating how ancient people knew so much—and perform our own experiments to replicate their achievements. How did the ancient Scots build temples where light would shine down inside a sacred passage only on the Winter Solstice? How did the ancient Greeks figure out the Earth was round and its circumference? We gain insight into the big questions of the universe: Can humans survive on other planets? Where did our solar system come from? What is the big bang? How do stars live and die? What is a black hole and what would happen if I fell into one? Is there life out there in the cosmos? And, of course, why isn't Pluto a planet anymore?

Observational astronomy is an integral part of the course and some nighttime viewing will be required in lieu of class time.

Beach Science: Coastal Geology

0.5 credit

In this project-based course, students will explore the dynamic processes that shape Earth's coastlines, from crashing waves to shifting sands. Students will collect and analyze data, design solutions to real-world coastal challenges, and learn how scientists and engineers work to protect coastal communities. Students will model erosion, investigate tides, and design sustainable coastal plans. Students will be able to think like a coastal geologist—asking questions, solving problems, and applying science to protect our planet's most valuable edges.

Creative Electronics: Imagine, Design, and Build

0.5 credit

Our entire modern way of life relies on solid state electronics. Circuits are used just about everywhere. But how do they work? In this semester course, we explore the fundamentals of circuitry using a hands-on approach. We study the basic components of circuits—electricity, breadboarding, switches, programming, transistors, and soldering. Students will use engineering design principles to design and build their own devices. We will be building and programming circuits every day. Students have choice in selecting their capstone project.

Engineering 1 (SP)

0.5 credit

The first semester of engineering is focused on the engineering design process. Students are introduced to engineering through a variety of engineering disciplines empowering them to develop solutions to various challenges. The work will involve mathematical analysis, hands-on construction of individual designs, design testing, CAD modeling with Autodesk Fusion, and 3D printing.

Engineering 2 (SP)

0.5 credit

The second semester of engineering is focused on modeling and prototyping of design solutions. Students will be given a design challenge requiring them to develop a scaled model of their solution using measurements taken of individuals and the room space their solution will be replicating along with creating CAD models of the products used in the design solution. Students will work with robotics focusing on basic line coding and hands-on construction as they work to overcome multiple design challenges.

Food Chemistry

0.5 credit

This semester course challenges students to take on the role of a food scientist as they investigate science concepts relating to food science concepts and lab practices. You will need an apron! Students learn about the fundamental and relevant chemistry of carbohydrates, proteins, lipids, and trans fats. There are projects on chocolate and the issues of cocoa production, food production and packaging, sustainability and land use for food, how food chemicals interact with your senses and pleasure and memory centers of the brain, the marvel of eggs, fishing versus aquaponics, organic versus intensive animal and arable production, and food storage methods. Projects relate to cultural diversity of foods and major holiday meals (Thanksgiving, midwinter holidays, or Easter). Students explore areas of interest and visit with local producers and packaging specialists.

Prerequisites: Chemistry or Chemistry Honors

Forensic Science: Foundations of Forensic Science

0.5 credit

Semester one introduces students to the fundamental principles and practices of modern forensic investigation. This semester builds the analytical and observational skills required for more advanced forensic work. Topics covered include an introduction to forensics, the crime scene and crime scene team, manner and cause of death, hair and fibers, and fingerprints. Skills include critical thinking and problem formulation, professionalism including preparedness, integrity and effective communication, proper evidence collection and scientific reasoning, and microscope use to analyze data. This course will include a trip to the Baltimore City Forensics Lab. The Semester will culminate with a project where students will apply the skills learned to solve a crime. (Open to rising 12th graders, no prerequisites.)

Forensic Science: Advanced Forensic Analysis (SP)

1.0 credit

Building on the foundation foundational skills from semester 1, this course emphasizes lab-based investigation and advanced analytical methods. Students continue applying scientific techniques to evaluate forensic evidence and justify their conclusions. Topics covered include DNA analysis, serology and blood spatter analysis, ballistics and firearms analysis, and toxicology. Skills include scientific analysis of biological, chemical, and physical evidence, construction of reasonable and defensible conclusions, and the application of forensic techniques to authentic scenarios. The Semester will culminate with a project where students will apply the skills learned in semester 1 and semester 2 to solve a crime.

Prerequisites: Forensic Science: Foundations of Forensic Science in the same year

Marine Biology

0.5 credit

Marine Biology takes you on a deep dive into the amazing life found in our oceans. You'll explore five major groups—marine plants and algae, invertebrates, fishes, marine mammals, and marine reptiles—and learn how they survive and interact in different ocean ecosystems. This class is hands-on and project-based, so you'll learn by doing labs, investigations, and design

challenges instead of just taking notes. You'll build food webs, compare cool adaptations, and see how issues like pollution and climate change affect ocean life. Along the way, you'll step into the role of a marine scientist, working with real data and creating solutions to real-world problems. If you're curious about the ocean, enjoy interactive projects, and want a science class that feels different from the usual routine, this course is for you.

Organic Chemistry

0.5 credit

In Organic Chemistry, students explore the diversity of carbon-based "organic" molecules and their various applications in our everyday lives. Students will ask the following questions, among others: "How can our noses detect molecular structures?" "Why was purple dye an expensive sign of royalty, but is now cheap and abundant?" "How can modifying a small portion of a molecule turn an ordinary painkiller into an addictive drug?" Students develop understandings of functional groups, reaction mechanism, and chemical synthesis to answer these questions. Along the way, students learn important foundational concepts that underpin future studies in chemistry, biology, or medicine.

Sports Medicine

0.5 credit

Introduction to Sports Medicine is a one-semester course offered as a science elective. This interdisciplinary class provides students with a real-world context for applying concepts from human anatomy, physiology, and health science while exploring an engaging career pathway in the medical field. Throughout the semester, students examine a wide range of sports medicine topics, including sports psychology, principles of conditioning and rehabilitation, the role of nutrition in athletics, and common health conditions that affect athletes. They also study basic kinesiology, common athletic injuries and the initial care associated with them, and strategies for preventing such injuries. In addition, the course emphasizes the proper use of anatomical and medical terminology and introduces students to orthopedic injury pathologies, imaging techniques used to diagnose these injuries, and the treatment and rehabilitation guidelines commonly followed by medical professionals.

The course includes hands-on laboratory modules that allow students to practice some of the fundamental skills utilized by rehabilitation specialists. To demonstrate their understanding, students complete a culminating project in which they select a specific injury to analyze, treat, and design an appropriate rehabilitation plan for, integrating both the scientific concepts and practical techniques learned throughout the course.

Survival Science: The Science That Could Keep You Alive

0.5 credit

What should you do if you find yourself stuck in the wilderness and need to survive until help arrives? What scientific principles can you rely on to keep yourself alive and increase your chances of being found? And what practical skills will you need along the way? This semester-long course invites students to explore the science of survival in a hands-on, engaging environment. Together, the class will examine essential concepts such as the importance of proper planning and preparation, including what supplies are most critical to bring on any outdoor adventure. Students will learn about the significance of potable drinking water and sanitation, key considerations when building an effective shelter, and various methods for finding and storing food. The course will also introduce basic first aid and other practical skills that could prove invaluable in situations where modern conveniences are unavailable. Throughout the semester, students will apply scientific reasoning to real-world survival scenarios, building both confidence and competence in their ability to respond to unexpected challenges.

AP SCIENCE COURSES (GRADE 11 OR 12)

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

AP Biology

1.0 credit

This course is designed to engage students in the study of biology at the college level. Students study topics such as cell and molecular biology, genetics, organismal biology, ecology, and evolution. Classes are taught through hands-on learning, class discussion, lecture, and independent research. Laboratory experiences utilize open inquiry methods in which students design their own research, engage critical thinking skills and problem-solving skills, and develop their curiosity for further study of a particular topic. Students engage in research design, basic laboratory skills used in a modern biology laboratory, mathematics, and statistics. The curriculum is synchronous with the College Board AP curriculum and culminates with the AP Biology Exam.

AP Chemistry

1.0 credit

The course explores first-year chemistry topics in greater depth and covers atomic structure, molecular structure and VSEPR theory, intermolecular forces, oxidation-reduction reactions, chemical kinetics and measuring rate of reaction, thermodynamics, equilibrium, acid-base and buffer chemistry, electrochemistry, and free energy. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore the following 9 units: atomic structure, molecular structure, intermolecular forces, chemical reactions, chemical kinetics, thermodynamics, equilibrium, acid-base chemistry, and applications of thermodynamics. This course requires that 25% of the instructional time provides students with opportunities to engage in laboratory investigations.

AP Environmental Science

1.0 credit

AP Environmental Science is an interdisciplinary, college-level course that explores the scientific principles, concepts, and methodologies necessary to understand the interrelationships of the natural world. Students investigate ecological systems, energy flow, biodiversity, and human impacts on the environment through inquiry-based labs, fieldwork, and data analysis. Emphasis is placed on identifying and evaluating environmental problems, examining solutions, and considering sustainability from multiple perspectives. The course integrates biology, chemistry, geology, and social sciences, preparing students to think critically about global environmental challenges and to propose evidence-based solutions.

AP Physics 1

1.0 credit

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems related to kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, oscillations, and fluids. This course devotes a significant amount of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Prerequisite: Students must be enrolled in Algebra 2 or a higher-level math course concurrently for AP Physics 1.

AP Physics C: Mechanics

1.0 credit

This course is a calculus-based introductory college-level physics course. Students cultivate their understanding of physics by developing models of physical phenomena through inquiry-based investigations. Students build their understanding of physical models as they explore and solve problems related to kinematics, forces, work, energy, and power, linear momentum, torque and rotational dynamics, and oscillations. This course devotes a significant amount of instructional time to hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.

Prerequisite: Students must be enrolled in Calculus or a higher-level math course concurrently for AP Physics C: Mechanics.

WORLD LANGUAGES & CULTURES

Graduation Requirement: *Students must successfully complete three consecutive years of one language in the upper school. Exceptions may be made only by the upper school Head, in conjunction with the Learning Specialist. Please note that all SPSC World Languages & Cultures classes are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School, to maximize opportunities for students. Chinese, French, and Spanish are taught at St. Paul's School for Girls and German, Japanese, and Spanish are taught at St. Paul's School. Students at both schools may choose to take any of the five languages offered on our shared campus. To extend their experience, students are encouraged to take advantage of the many cultural events, travel and exchange opportunities available as a part of the programs in each language.*

CHINESE

Chinese 1

1.0 credit

This introductory course acquaints students with Mandarin Chinese. Students learn standard Mandarin pronunciation, tones, and grammatical structures through engaging and interactive class activities and interviews with international students from China. Students introduce themselves and interact with these native speakers using basic language skills. In addition, students participate in creative tasks and projects, such as writing and performing skits and dialogues and making videos. Students practice the fundamental language skills of listening, speaking, reading, and writing, and begin typing Chinese characters through the pinyin system. Chinese cultural topics integrated into each unit enhance students' understanding of China, as well as Chinese culture, society, and customs. Quizzes, tests, projects, and presentations assess all skill areas as well as cultural understanding.

Chinese 2

1.0 credit

This advanced introductory course continues and extends students' language ability from Chinese 1. Students gain broader knowledge of vocabulary and grammatical structures through creative and interactive class activities. Students continue to apply their fundamental language skills through skits, interviews, and making videos. Chinese cultural topics include holidays, cuisine, ancient and modern arts, and the environment. Students engage in longer and more meaningful dialogue with each other. Quizzes, tests, projects, and presentations assess all skill areas as well as cultural understanding.

Chinese 3

1.0 credit

This intermediate level course, conducted in Chinese, continues to emphasize the skills developed in previous studies. In addition, students incorporate more in-depth cultural, community, modern society, and global topics into their language study. Students interact with a broad range of authentic Chinese-language materials and continue to strengthen their language skills through narrative writing and project-based learning.

Chinese 4

1.0 credit

This intermediate high-level course includes discussions of current events, assignments on topics such as cultural identity, family traditions, careers, environmental protections and social media/technology influences. Students are expected to compare their own cultures to the Chinese culture. Students are exposed to various authentic materials including Chinese news, blogs, TV shows and movies. Students are assessed through individual interviews, projects and readings and writing assessments.

Chinese 5

1.0 credit

Upon completion of the Chinese 4 course, students are evaluated individually to assess placement into Chinese 5. This advanced level course offers students the opportunity to perfect their narrative writing skills as well as engage in more sophisticated conversational Chinese. Students are expected to communicate mostly in the target language during all classroom discussions. Assessments include all skill areas as well as cultural understandings.

AP Chinese

1.0 credit

AP Chinese is available to students who qualify and are recommended by the Chinese instructor. AP Chinese is currently offered through One Schoolhouse.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

FRENCH

French 1

1.0 credit

This introductory course assumes no prior knowledge of French. Students acquire the sound system as well as the necessary vocabulary and grammatical structures needed to accomplish basic real-life tasks including making introductions; describing the personality, nationality, physical description and professions of friends and family members; and describing basic school life, schedules and hobbies. Students learn the present and near future tenses including the use of essential irregular verbs: être, avoir, aller, prendre, boire, and faire. Students become acquainted with Francophone geography, significant people, and places in the Francophone world. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes and significant, polished pieces of writing.

French 2

1.0 credit

French 2 reviews and helps students gain greater mastery of the key elements of French 1 and expands vocabulary to allow students to discuss themes including holidays and celebrations, clothing, travel, housing, cuisine, and basic health and hygiene. The grammatical focus will be to expose students to an array of essential irregular verbs (savoir, connaître, pouvoir, vouloir, devoir, venir, devenir), and to develop skills to discuss events in the past using the passé composé in contrast to the imparfait. Students learn about significant holidays and cultural events in the Francophone world, Francophone fashions, popular Francophone travel destinations, culturally significant foods, and cultural differences in housing and living situations in the Francophone world. Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes and significant, polished pieces of writing.

French 2 Honors

1.0 credit

French 2 Honors is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening. Students should have a solid grasp of conjugation of regular -ER verbs and common irregular of être, avoir, aller, prendre, boire, and faire. Students should feel comfortable engaging in short unscripted conversations with peers and writing paragraph-length texts on familiar topics without access to digital resources. This course expands vocabulary to allow students to discuss themes including holidays and celebrations, clothing, travel, housing, cuisine, and basic health and hygiene. Students learn the essential irregular verbs (savoir, connaître, pouvoir, vouloir, devoir, venir, devenir), the passé composé in contrast to the imparfait, reflexive verbs and more advanced grammatical topics such as object pronoun use. Students learn about significant holidays and cultural events in the Francophone world, Francophone fashions, popular Francophone travel destinations, culturally significant foods, and cultural differences in housing and living situations in the Francophone world. Students in the honors sequence are expected to demonstrate a high degree of self-motivation to review previous material and study new vocabulary and grammatical forms outside the classroom.

Students participate in short presentations and skits. Listening proficiency is assessed by graded dictation and multiple-choice listening assessments. Students demonstrate their reading and writing skills through vocabulary and grammar quizzes, as well as more substantive written assessments that integrate vocabulary and grammar. Students will also produce significant, polished pieces of writing and prepare for individual speaking assessments. Students in the honors sequence will be expected to complete more advanced cultural projects that require extensive preparation outside of class.

French 3

1.0 credit

This intermediate course, conducted in French, further develops and builds students' ability to understand and express themselves both orally and in writing. The course covers past tense narration in greater depth, enabling students to use all major time frames successfully. Students learn the subjunctive and other moods to express abstract concepts such as doubt, possibilities, and suppositions. Students practice listening, reading, speaking, and writing daily, and collaborate in small groups on a regular basis. Representative topics include the everyday life and leisure activities of young people in France; the history,

customs, and heritage of Francophone countries, and the media, current events, and social problems. Short films and audio pieces form the basis for discussions and debates. Students are assessed on all skills using homework, quizzes, tests, and projects.

French 3 Honors

1.0 credit

This is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening. Placement into the honors track is based on student performance and teacher recommendation. Reading short stories and performing orally on a variety of topics will enhance their ability to use the language. They will also complete extended speaking, reading, writing, listening and cultural exploration that will allow them to apply all their skills for a rich, personalized experience in French.

French 4

1.0 credit

Conducted in French, this advanced course reinforces concepts covered in French 3 and introduces the remaining major grammatical structures. Students further develop their language skills in the context of comparing unique cultural products, perspectives, and practice with their own experiences. Students explore themes such as racism, personal identity, social issues in Francophone countries and the media. By engaging with authentic French language media resources, students connect with other disciplines, their local community, and other parts of the world. Quizzes, tests, writing prompts, projects, debates, dialogues, and presentations assess language skills as well as cultural understanding.

French 4 Honors

1.0 credit

This advanced course acts as a prerequisite to a preparation for seamless entry into the AP French Language and Culture course and the IB program. Students continue working on the advanced writing, speaking, listening, and reading skills, as well as the grammar and vocabulary relevant to the themes and format of the AP and IB exam. Students will learn to integrate context, personal experience, communication tools and cultural information to communicate fully in French and apply their skills for a complete experience of French.

French 5 / 5 Honors / AP French

1.0 credit

This advanced course develops and refines students' ability to use French in a variety of formal and informal contexts and provides preparation for the Advanced Placement Exam in French Language and culture. Students understand and produce French in interpretive, presentational, and interpersonal modes. Students investigate and compare different Francophone communities from around the world. Themes addressed include Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

Students enhance their understanding of complex grammatical structures and expand their working vocabulary. Students practice listening, reading, speaking, and writing daily and complete exercises modeled on the format of the AP exam. They work independently on a frequent basis with French language sources they find outside of class. Students in this course take the AP French Language and Culture exam in May.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

Advanced French

1.0 credit

This course is a post AP/IB seminar course in which students explore topics of their own choice under the guidance of the teacher. The class will combine a presentation of topics such as Francophone literature, movies, cartoons or plays that will help students identify, describe and analyze information relevant to a research topic of their choice. During the second part of the course, each student will plan, develop and independently undertake a research project with the advice and guidance of the teacher. The topic of study may be anything of interest to the student, within the program and will be developed out of newspaper articles, movies, novels, news programs, etc. Topics of research can be but are not limited to topics such as "The

influence of TV shows on Francophone culture, Relationship between Francophone literature and Francophone culture, The expression of social justice in the French written novels etc. The four major themes explored in the course will be, Modernity, Voyages, Society and Environment. Students are expected to present their progress to the teacher regularly and their final work at the end of the school year. The final work will include a 20-minute oral presentation and discussion and a 20-page academic paper that includes title page, table of content, thesis, research methodology, conclusions, notes and bibliography.

GERMAN

St. Paul's upper school offers German from level 1 through 4. Students in levels 3 and 4 may qualify to participate in Honors courses. In the first two years, students are introduced to a wide range of vocabulary and the essentials of German grammar. Via varied forms of language acquisition (i.e. presentations, games, coordinated reading activities, etc.) students begin to formulate a strong, structural knowledge of the language. In years three and four, students continue to expand their vocabulary while also honing their grammar skills and adding complex structures to their repertoire. The goal of these courses is to master advanced intermediate-level proficiency in the speaking, reading, and writing of the German language.

Throughout the German program, students are immersed in the culture of the German-speaking world. Speaking and listening skills are emphasized every year, but during the last two years in particular, students also learn to express themselves in a variety of writing formats. German level 4 classes are conducted entirely in the German language. Additionally, Students participate in numerous German events (Oktoberfest, Weihnachtsfete) and language competitions during the year. Many students participate in the school's biannual exchange to Münster, Germany. Students can be prepared to take the AP Language and Culture exam.

JAPANESE

The St. Paul's Schools offer a full gamut of Japanese from levels 1–7, including AP Japanese for qualified students. Japanese levels 1–4 emphasize speaking, listening, reading, and writing to master basic oral communication skills with continued exposure to Japanese custom and culture. Classes are conducted in Japanese and students are graded for their efforts to communicate in the language. Students focus on new vocabulary, grammar, and culture. Students learn between 60 and 100 new Kanji characters in levels 1 and 2, increasing the number of Kanji characters with each successive year. Japanese 5 and 6 further develop the four language skills and continue to deepen students' knowledge of Japanese culture and society.

Readings are more extensive and complex. Students are encouraged to hone their skills through creative projects and discussions. Japanese 7 is an independent study course based upon the student's interest.

SPANISH

Spanish 1

1.0 credit

This introductory course assumes no prior knowledge of Spanish. Through communicative activities, students acquire the sound system as well as the necessary vocabulary and grammatical structures needed to accomplish basic real-life tasks such as greetings, using numbers, and describing themselves and others. Students will be able to describe, compare daily activities, school routines, eating habits, places where they live, and likes and dislikes. Proficiency is emphasized as students learn to ask and answer questions, make plans, participate in dialogues, make oral presentations, and write short narratives and emails. Students become acquainted with Spanish-speaking cultures and cultural practices through listening, reading, and writing authentic audiovisual resources.

Spanish 2 / 2 Honors

1.0 credit

This early intermediate course reinforces and builds on the content, skills and cultural understanding covered in Spanish 1. Through a communicative approach, this course teaches students strategies for describing themselves, interacting about the past, influencing others, and making plans for the future. Students are introduced to new concepts such as the past tenses (the preterit and the imperfect) and commands. Through authentic resources such as videos, articles, paintings, stories and poetry, students deepen their understanding of cultural products, practices and perspectives of Spanish-speaking communities. They explore topics such as daily routines, schools, clothes, getting around in a city, childhood experiences, celebrations and holidays, cooking, sports and the arts. Students hone their proficiency through daily paired and group activities. Spanish 2 Honors is an accelerated course for self-motivated students demonstrating strong ability in their reading, writing, speaking, and listening skills. Spanish 2 Honors students will cover a broader range of grammatical concepts, including the present perfect tense and formal and informal commands. Placement into the honors track is based on evidence of student performance in the classroom and teacher recommendation.

Spanish 3 / 3 Honors

1.0 credit

This intermediate course develops and builds upon the language skills and cultural understandings gained in Spanish 2. Conducted primarily in Spanish, this course reinforces and introduces the complex grammatical structures necessary to interact with detail in the past tenses, give and interpret opinions, influence others, make conjectures and imagine the future. Students discover multiple perspectives while exploring topics such as the natural environment, sports competitions, health, art, relationships, community service, work, building the future, myths of the past and the historical impact of encounters among cultures and peoples in Latin America and the Spanish-speaking world. Internet-based digital exercises and authentic Spanish-language media help students practice their language skills in real-life contexts.

Students further hone their proficiency through daily paired and group activities. Quizzes, tests, writing prompts, projects, dialogues and presentations assess all skills as well as cultural understanding. Spanish 3 Honors is an accelerated course for self-motivated students demonstrating strong ability reading, writing, speaking and listening skills. In addition, Spanish 3 Honors students begin to read and interpret literature such as short stories and poems from the Spanish-speaking world. Placement into the honors track is based on evidence of student performance in the classroom, teacher recommendation and/or a test.

Spanish 4 / 4 Honors

1.0 credit

Conducted in Spanish, this advanced course reinforces concepts covered in Spanish 3 and introduces the remaining major grammatical structures. Students further develop their language skills in the context of comparing unique cultural products, perspectives, and practices with their own experiences. Students explore themes such as Global Challenges, Science and Technology, and Personal and Public Identities. By engaging with authentic Spanish-language media resources, students connect with other disciplines, their local community, and the world. Spanish 4 Honors acts as a prerequisite to and preparation for seamless entry into the AP Spanish Language and Culture course. Students begin working towards mastering the advanced writing, speaking, listening, and reading skills, as well as the grammar and vocabulary relevant to the themes and format of the AP exam. Placement into the honors track is based on evidence of student performance in the classroom and the teacher's recommendation.

Spanish 5 / 5 Honors

1.0 credit

This advanced course is conducted in Spanish and explores a variety of themes through Latin American, Spanish and Latinx literature and art. Students will analyze important works that encompass genres ranging from poetry, plays, novels, short stories, textile art, visual and performing arts. Students will develop oral and written communicative skills through discussions, creative projects and writing exercises. Students will regularly engage in cross-cultural conversations and self-reflection that connects their culture with that of others from the Spanish-speaking world. This is not a grammar-based course however, students will put into practice the advanced grammatical strategies they have acquired in previous courses and will increase their range of vocabulary.

AP Spanish: Language and Culture

1.0 credit

This advanced course is designed for students who have successfully completed Spanish 4 Honors. Students who have successfully completed Spanish 4, and demonstrate strong motivation, may enroll in this course with teacher recommendation or testing. This course develops and refines students' ability to use Spanish in a variety of formal and informal contexts and provides preparation for the Advanced Placement Exam in Spanish Language and Culture. Students investigate and compare how Spanish-speaking countries and communities from around the world address unit themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

Students reinforce their understanding of complex grammatical structures and expand their working vocabulary. In addition, students hone their ability to research in Spanish. Authentic Spanish-language media and Hispanic literature form the basis of student-produced cultural presentations, formal interpersonal writing, dialogues, and persuasive essays. Students practice listening, reading, speaking, and writing daily, and complete exercises modeled on the format of the AP exam. They work independently on a frequent basis with Spanish sources they find outside of class. Students in this course take the AP Spanish Language and Culture exam in May.

Note: Students in an AP class must sit for the AP exam to receive AP designation and credit on their transcript. A passing AP score is 3 or higher.

Advanced Spanish Independent Study

1.0 credit

This is a post AP/IB seminar course in which students explore topics of their own choice under the guidance of the teacher. The class will combine a presentation of topics such as Latin American, Spanish and Latinx literature, movies, plays, visual and performing arts that will help students identify, describe and analyze information relevant to a research topic of their choice. During the second part of the course, each student will plan, develop and independently undertake a thesis that they will take from inception to fruition. The topic of study may be anything of interest to the student and will be developed out of current events, movies, novels, art, popular culture and social justice movements. Students are expected to present their progress to the teacher regularly to prepare for their final project.

INNOVATION DEPARTMENT AND SIGNATURE PROGRAMS

Please note that some SPSG Innovation electives are coordinated courses, open to students at St. Paul's School for Girls and at St. Paul's School. "SP" next to a class indicates a coordinated class taught at St. Paul's School. AP classes in grades 11 and 12 are offered in coordination with St. Paul's School. The department will select and teach electives each year from among those listed below based on student interest and faculty expertise.

AP Business with Personal Finance

1.0 credit

AP Business is an advanced, college-level course designed to introduce juniors and seniors to the principles and practices that drive modern organizations. The curriculum emphasizes core business disciplines, including management, marketing, finance, accounting, and entrepreneurship, while integrating economic concepts and ethical decision-making. Students engage in case studies, simulations, and project-based learning to develop analytical, strategic, and leadership skills. The course also explores global business trends, the role of technology in commerce, and the impact of economic and social factors on organizational success. By the end of the course, students will be prepared to apply business concepts to real-world scenarios and pursue further study in business, economics, or related fields.

Design Thinking

0.5 credit

Design Thinking is a creative approach to problem solving, community collaboration and innovation. The class teaches students to examine each step of the five areas in the design thinking process so that they enhance their skills as empathizers, visual and strategic thinkers, reflectors and storytellers through a mixture of readings, discussions and collaborative hands-on, human-centered projects to solve real world problems. The projects students design are firmly rooted in students' individual passions as well as what they uncover, through careful research, as being needed for the improvement of their community. At certain phases of their project design, students engage in prototype development, multiple feedback loops and then the final fabrication of concrete solutions. Students apply what they have learned to projects within their communities, beginning locally and expanding outward globally.

Digital Media Marketing

0.5 credit

This is a project-based course designed to introduce students to how digital media marketing works. Students will explore how advertising is branded, the psychology of targeted marketing, and how different online platforms make money from digital advertising. Then, students will take a deeper dive into the algorithms of marketing and how they are used to target customers and explore the ethical considerations for responsible digital marketing practices. Students will build their innovative and creative skills through real world experience and hear from experts to explore business and marketing careers.

Global Innovation Lab

1.0 credit

Global Innovation Lab is a year-long, collaborative, project-based course available to SPSG juniors and seniors. Using the Sustainable Development Goals (SDGs) as the course's primary resource, students engage in understanding relevant and pressing global concerns, while also exploring practical solutions. Projects include group and individual research for each sustainable development goal, and a culminating 2nd semester individual project focused on advancing one of the SDGs. As part of the course, students learn the technical skills needed to complete each portion of their projects, alongside learning how to design solutions for diverse cultures, needs, and circumstances.

Global Leadership Lab

1.0 credit

"We are determined to take the bold and transformative steps which are urgently needed to shift the world on to a sustainable and resilient path."—Transforming our world: the 2030 Agenda for Sustainable Development United Nations Resolution adopted by the General Assembly on Sept. 25, 2015

Global Leadership Lab is a year-long elective class for senior students who have previously enrolled in and successfully completed the Global Innovation Lab elective and wish to continue their studies and research on the Sustainable Development Goals. Students continue researching the individual projects they started in the GIL, while also seeking collaborative opportunities with local and global organizations as well as TSPS community, including students, faculty, and staff. Students lead in promoting the value of integrating the SDGs in all aspects of school life and community, embracing the five pillars of the United Nations Charter as their anchor: people, planet, prosperity, peace, and partnership. This course challenges its students to demonstrate ways in which the SDGs are foundational tenets of our community, tied to our mission statement and our commitment to global connections. Through individual and school-wide initiatives, students learn the power of collaborative partnerships and importantly, the imperative that we connect the SDGs to our broader world.

Entrepreneurship in Business

0.5 credit

In this semester course, students use design thinking to develop a problem to solve, conduct market research, and develop a business plan and investor pitch to submit to the World Series of Innovation. They can learn firsthand from local social entrepreneurship business leaders in the Baltimore area. Students use rapid prototyping to participate in a challenge to redevelop existing products. They select an entrepreneurial innovation or innovative company and research the timeline of this innovation, and the impact of this innovation on its field, consumers, and the world.

Tech Innovation in Business

0.5 credit

In this semester course, students take on simulated leadership roles of a business and work through how to make decisions about ethical issues that a business is undergoing due to technological innovation. They research the top 5 trends in technological innovation to impact business, understand these trends, and choose one to debate why this trend is the most impactful to business. Students learn about how blockchain technology works and how it is applied to the current landscape of cryptocurrencies and use a simulation to understand volatility and how currencies are valued. They read from a variety of Futurists and Leadership non-fiction books to discuss how it relates to their own perspectives and to the future trends in technology innovation and business. Students also participate in online discussions about current events occurring in the tech and entrepreneurship sector.

Second Year Seminar in Grade 10

Second Year Seminar is a year-long co-curricular course dedicated to the development of real-world skills that are both timeless and immediately applicable. Students are exposed to concepts ranging from financial literacy and career exploration to philanthropy, servant leadership, civil discourse, and public speaking with the goal of preparing them for life beyond SPSSG. The career exploration seminar culminates in Sophomore Shadow Day, which allows each student to travel off campus to shadow a professional in a field of interest. Seminar workshops are led by a team of faculty, staff, and administrators. The course meets once per week and is not graded.

THE SPIRITUS SCHOLARS PROGRAM

Scholars who Present, Inquire, Research, Innovate, Test, Utilize, and Solve

The SPIRITUS program promotes individualized learning paths and processes by providing a unique opportunity for students to engage in an exploratory, inquiry-based research endeavor of their own design over two-years. The program fosters intellectual growth, collaboration, and leadership by allowing students to pursue personal passions, from entrepreneurship to environmental science, from social justice to sociology, from physics to philosophy, and from medicine to management. SPIRITUS Scholars seek to redefine the broad application of a “Scholar’s” reach; as such, it is not girded to one definition of what it means to be a Scholar. Under the guidance of the program director, faculty advisors and off-campus mentors, students pose questions, pursue answers, and develop connections and opportunities for life beyond SPSG.

The SPIRITUS program is open to Juniors and Seniors with an appetite for open-ended research, personalized coursework, an innovative mindset, and real-world experience. Students must demonstrate an acumen for both self-directed learning and a willingness to work with others in a supportive, collaborative setting. There are three components to the student application: an online application, a faculty recommendation, and an in-person interview with the SPIRITUS advisory committee during the spring of their sophomore year. Research questions need not be fully developed at the time, though students are expected to articulate why this program is of interest to them, and what they hope to gain from such an experience.

In the first year of the program, Scholars are introduced to and equipped with research skills and methods through a semester-long seminar, Research Methods Seminar, which focuses on inquiry-based learning, building a robust cohort, and developing mastery of a host of skills that will serve Scholars and their project development in multiple ways. Once a viable question or hypothesis has been developed, the juniors work individually with the SPIRITUS program director and a peer partner to identify mentors and curate a customized syllabus. Opportunities may include interviews, site visits, enrollment in enrichment MOOCs (Massive Open Online Course), participation in related workshops and speaker series, and more.

The culminating piece of the Scholars experience is the successful presentation of a capstone project, demonstrating a mission, vision, and measurable, tangible results.

Credit/Grading: SPIRITUS Scholars are accepted into the program with the understanding that it enhances their learning and personal experience. The two-year program is a graded course, with quarterly and semester grades. Successful completion of the program results in a designation on the student’s transcript. Students participating in the program receive an elective credit for the successful completion of each phase of the program.

Completed and Current Projects Include:

- ““Bettering Baltimore: A Documentary on the Effects of Gentrification on Baltimore City Residents”
- “Remember the Arts: Traumatic Memory Loss and Art Therapy”
- “PLAY Better: Educating and Empowering Athletes to Prevent Overuse Injuries”
- “The Face Behind Your Food: A Photodocumentary Exploring the Lives of Migrant Workers”
- “Know Your HAIritage: Advocating for the Fair Trade of Hair”

ADDITIONAL ACADEMIC REQUIREMENTS

Graduation Requirement: Successful completion of the SAT Prep course is required during sophomore year.

SAT PREP

All sophomores are required to take one of the following SAT preparation options taught by Capital Educators: a 1-month winter course, a 1-month spring course, or an intensive one-week summer course. All options include the same number of hours, as well as the administration of a Diagnostic SAT. Sophomores and juniors are encouraged to participate in additional special events such as an introduction to the PSAT and a general review session.

TECHNOLOGY AT SPSG

Upper School Technology

In upper school, students explore web 2.0 applications, ethical use issues, and publishing tools throughout the curriculum. Students complete all coursework by adhering to our Artificial Intelligence Policy found in the Student Handbook. In addition to SPSG's technology offerings, students may take computer science courses online through One Schoolhouse.

1:1 Laptop Program

The 1:1 Laptop Program in the upper school brings increased opportunities for exploration, collaboration, and long-term technology-based projects by requiring a laptop for each student. Faculty incorporate technology at all levels to provide a robust and relevant classroom environment and to facilitate project-based and collaborative learning, to develop global perspectives, and to promote interdisciplinary thinking. Students use technology to take ownership of their learning by comparing perspectives, drawing connections, articulating the relevance of their studies, and developing creative solutions to authentic problems. Examples of essential skills integrated into upper school classes include interacting and collaborating with peers on papers; Skyping with peers from SPSG's global partner schools; evaluating, selecting, and organizing resources; designing persuasive presentations; and producing original work. All SPSG classes use Canvas, a learning management system that allows students and teachers to collaborate and share resources and assignments through class and group webpages.

Recognizing that safe and effective use of technology are critical skills for students in the 21st century, SPSG emphasizes and models Internet safety and digital literacy throughout its academic and advisory programs.

THE LEARNING COMMONS

The Learning Commons inspires students to become lifelong learners and innovative thinkers who demonstrate intellectual curiosity, ask compelling questions, and are adept at evaluating information from multiple perspectives to develop original ideas and work. It is a vibrant hub of learning at the center of our academic wing where community members can browse new books, settle into a comfortable chair to read a magazine, research a wide variety of topics through the robust collection of databases, or gather in a quiet room to collaborate on a group project. Programs such as community summer reading, author visits, and book discussions promote a love of reading and encourage students to pursue a passion.

The Director of Library Media Services works in partnership with classroom teachers to embed information literacy skills throughout the curriculum and to support students as they progress through a carefully planned scope and sequence of age-appropriate research papers in core subject areas. Throughout their upper school experience, students learn to plan effective approaches to research, to refine information searches for better results, to track sources effectively and ethically, to compare and contrast scholarly perspectives, and to organize and synthesize research to communicate their own ideas persuasively.

ONE SCHOOLHOUSE

St. Paul's School for Girls' membership in the One Schoolhouse consortium allows our students to pursue a passion, exchange ideas with students from girls' schools across the nation, and develop independent study habits, thus preparing girls for leadership in today's complex world. One Schoolhouse offers a safe and supportive environment in which girls can take such a healthy academic risk.

SPSG's partnership with the One Schoolhouse expands opportunities for SPSG students to take a range of courses. SPSG offers full credit for One Schoolhouse classes and includes One Schoolhouse classes directly on our transcripts.

One Schoolhouse Mission Statement

One Schoolhouse's mission is to "empower learning and transform education." They do this by "leading through innovation; inspiring learners; and partnering with schools and organizations".

Guided by current research on how girls learn best, One Schoolhouse believes in and has dedicated itself to:

- Connection - Emphasize connection among participants;
- Collaboration - Incorporate collaboration into the learning experience;
- Creativity - Inspire and reward creativity;
- Application - Engage in real-world problems and applications while having students probe the social and ethical dynamics that define and stretch our global society

Application and Tuition

Each year, SPSG is pleased to provide financial assistance for a group of students to take a One Schoolhouse class. Financial assistance will be divided among the most highly qualified students, based on record, interest, application, and work ethic. Preference is given for classes that SPSG does not offer, but students may also apply for a class that is already offered at SPSG to alleviate a schedule conflict or to try an online class. Students may apply for funding to take a One Schoolhouse class during the course registration process. Students interested in a One Schoolhouse class should speak with the Director of Curriculum and Instruction.

One Schoolhouse Courses

Please visit One Schoolhouse's website for credit approved courses for the upcoming school year: oneschoolhouse.org