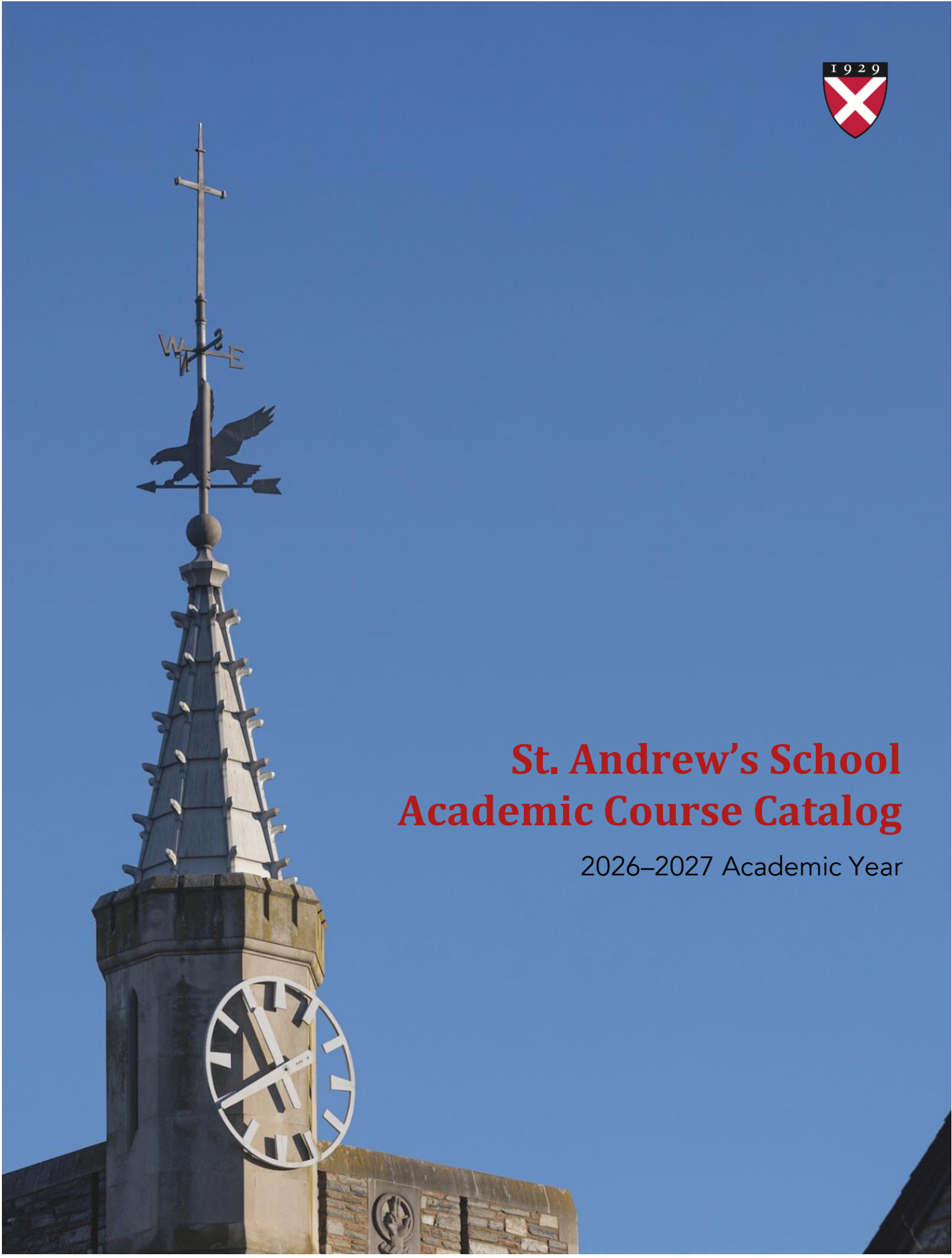




St. Andrew's School Academic Course Catalog

2026–2027 Academic Year

Table of Contents

Course Planning at St. Andrew's	3
Graduation Requirements	4
Departmental Course Offerings	5
English Course Offerings	5
Science Course Offerings	8
Mathematics Course Offerings	12
History Course Offerings	16
Classical/Modern Languages Course Offerings	20
Arts Course Offerings	25
Religion and Philosophy Course Offerings	31
Health and Wellness Course Offerings	33
Example Course Pathways	34
Course Request Worksheet	35
Graduation Requirements Checklist.....	36
Four-Year Course Planning Worksheet	37

Course Planning at St. Andrew's

St. Andrew's encourages students to engage their interests as they build a stimulating, well-rounded, liberal arts course plan. Planning your course of study at St. Andrew's is about shaping your goals and passions, and as you make course requests, you'll work with teachers, advisors, and parents to balance your individual interests and needs with the requirements of our academic program.

This guide offers details about graduation requirements, course offerings, and the shape of the daily and semester schedule; it will help you fit your course requests with the requirements of our academic program.

All course plans should be discussed and reviewed by parents, advisors, academic advisors, teachers, and college counselors, where appropriate. The academic advisors and Academic Committee will give final approval to each student's course requests.

KEY STEPS OF THE COURSE REQUEST PROCESS

Please read through the maximum and minimum courseloads for each form year and Graduation Requirements for each department.

Use the Four-Year Course Planning Worksheet to map out your likely courses over the next several years, then use the Course Request Worksheet to identify your requests for next year's classes.

Your advisor, academic advisor, and parents must approve your courses requests.

When you have identified the courses you wish to request, complete the online version of your Course Request with your academic advisor, using Blackbaud.

MINIMUM & MAXIMUM COURSELOADS PER YEAR

The minimum courseload for students is five academic courses in a single semester. In the senior (Form VI) year, courses designated as Advanced Study Studio Art may count as one of these five academic courses.

The maximum courseload for students in any Form is six academic courses in a single semester.

Graduation Requirements

ENGLISH

- Four years
- One yearlong, full-credit course per year and completion of the senior course, English 4

MATHEMATICS

- Four years
- One yearlong, full-credit course per year in III and IV Form
- Option for VI Form year: two semester-long, half-credit courses

All non-elective math course placements are determined by the Math Department. Returning student placement is based on student mastery and teacher recommendation. New student placement is determined by placement exams. The Math Department notifies students of math placement.

SCIENCE

- Three years
- One yearlong, full-credit course in each of the following three disciplines: biology, physics, and chemistry

Placement in the Honors track for IV Form Physics and V Form Chemistry is determined by the Science Department and based on student mastery. It is possible to move on/off the Honors track between IV and V Form. The Science Department will notify you of your placement.

HISTORY

- Two and one-half years for students entering in III Form: one yearlong, full-credit course in U.S. History, plus three semester-long, half-credit courses in History, one of which must be Advanced Study Research Seminar.
- One and one-half years for students entering in IV or V Form: three semester-long, half-credit courses in History, one of which must be Advanced Study Research Seminar (for those who have not taken U.S. History at their former school, one of these semester-long, half-credit courses must have a significant U.S. History focus).

CLASSICAL/MODERN LANGUAGES

- For incoming III Form students, three years of the same classical or modern language, non-native to the student, taken at St. Andrew's.
- For incoming IV Form students, two years at St. Andrew's, or through the third level of the same modern or classical language, non-native to the student—whichever is more advanced.
- For incoming V Form students, one year at St. Andrew's, or through the third level of a classical or modern language, non-native to the student—whichever is more advanced.

At least three consecutive years of one language is strongly recommended.

ARTS

- One and one-half years for students entering in the III Form
- One semester for students entering in the IV or V Form
- In III Form year, two semester-long, half-credit courses including one visual arts course and one performing arts course
- In IV, V, or VI Form year, one semester-long, half-credit course or approved extracurricular involvement in a performing ensemble
- Students taking Computer Science in their III Form year may postpone their visual arts course to a later year

Admission to some arts courses is by audition or by permission of the instructor.

RELIGION AND PHILOSOPHY

- One and one-half years
- One year-long, full-credit course in Religious Thought in the IV Form year
- One semester-long, half-credit course in the V or VI Form year

HEALTH AND WELLNESS

- One semester-long, half-credit course in the IV Form year

Departmental Course Offerings

English Course Offerings

Yearlong Courses

English 1

For students in Form III.

What does it mean to be an active reader? What does it mean to communicate effectively and authentically? In English 1, students read a variety of genres and authors, with emphasis on American literature. Many of the texts explore the search for voice and the construction of a narrative, exploring questions about identity and agency. Through guided and independent daily reading, students hone close reading skills. They learn how to notice and interpret an author's choices by attending closely to language, structure, and style; how to consider the questions a text raises; and how to use evidence to support claims and arguments.

Daily class centers on student-centered discussion; students learn how to contribute, build, and push their thinking in collaboration with their peers around the table. Writing assignments are frequent and primarily analytical in nature: students develop the ability to craft a written analysis of a text; they learn to explore diction, imagery, character, and meaning in their writing. Particular attention is placed on locating and analyzing relevant evidence from the text to substantiate well-articulated claims. Students work throughout the year on the important elements of clean and clear writing: paragraph structure, grammar, and punctuation. Assessments include in-class and independent essays, short paragraph responses, graded in-class discussions, and group presentations. Every student becomes a critical part of the class dialogue through frequent and thoughtful contributions.

Course texts have included:

- Kenneth Cadow, *Gather*
- Souvankham Thammavongsa, *How to Pronounce Knife*
- Julie Otsuka, *When the Emperor Was Divine*
- J.D. Salinger, *The Catcher in the Rye*
- American Primitive: Poetry by Mary Oliver
- William Shakespeare, *Othello*
- F. Scott Fitzgerald, *The Great Gatsby*
- Zora Neale Hurston, *Their Eyes Were Watching God*

English 2

For students in Form IV.

In this course, second-year students explore how literature from a variety of traditions illuminates and gives meaning to the human experience. In reading a diverse group of texts, students consider ways these texts present perspectives on place and culture, identity and belief. Through class discussions and writing assignments, students focus on the power of effective argument, and through the year learn how to craft their own.

Building on the habits of close textual analysis developed in English Literature I, this course examines linguistic patterns and choices an author makes in a text and introduces students to the language of argument. Students pursue questions such as:

- What does an argument look like?
- What is the difference between observation and a claim?

- What constitutes evidence?
- What makes certain arguments stronger than others?
- How do we adjudicate between positions or conflicting arguments presented in the text?
- How do we deal with ambiguity and do justice to the complexity of the text?
- Students also examine how a work of fiction, in and of itself, articulates an argument.

Discussions about argument translate directly into the teaching of writing, considered specifically as a process: in order to generate ideas and craft a logical and persuasive argument, students must commit to the process of developing, drafting, and revising their essays. Students write frequent journals and short exploratory essays and learn to develop these pieces into more polished papers of three to four pages. By the end of the year, students are expected to be able to write grammatically clean, clear, and effective prose. The culminating project of the year is an oral exhibition: students write a longer paper on *Pride and Prejudice* that they subsequently assess and critique in a 30-minute oral exhibition with a peer and their teacher.

Course texts have included:

- Jesmyn Ward, *Salvage the Bones*
- William Shakespeare, *A Midsummer Night's Dream*
- Jane Austen, *Pride and Prejudice*
- Short fiction and essays by Jhumpa Lahiri
- Sonnets by Spenser, Drayton, Shakespeare, Donne, Shelley, Rilke, Cummings, William Carlos Williams, Gwendolyn Brooks, Seamus Heaney, and Billy Collins.

Advanced Study English Literature 3

For students in Form V.

This course for third-year students canvasses a range of literary genres, including poetry, plays, novellas, and novels. Students continue to develop their skills of close textual analysis and build on their familiarity with the conventions of literary argument. They work on longer, more sustained and sophisticated analytical arguments in their writing assignments about literature and, in the latter half of the year, begin developing their own paper topics.

The culminating project of the year is the Junior Exhibition: students read an assigned novella on their own, devise a central question about the text that serves as their paper topic, and write a seven- to eight-page paper that they subsequently assess and critique in a 30-minute oral exhibition with their teacher. Course texts have included:

- Tim O'Brien, *The Things They Carried*
- Cormac McCarthy, *All the Pretty Horses*
- Nella Larsen, *Passing*
- Mary Shelley, *Frankenstein*
- Selected poetry and personal essays

Advanced Study English Literature 4

For students in Form VI.

This course is an intensive, introduction to advanced forms of literary study. It challenges fourth-year students to become more independent, insightful readers and more forceful, artful writers with confident, critical voices. Through careful study of narrative structure, form, and style, students learn to discern and articulate authors' methods of making meaning. In this course, all VI Formers study Toni Morrison's *Beloved* as a central text, as well as one or two other texts, introducing students to the kind of focused analysis and comparative study that occurs in college literature courses.

The centerpiece of the course is the Senior Exhibition. Each student chooses a work of literature from a short list of exhibition books to study carefully. Through rereading, forming critical questions, and writing and rewriting, students develop a critical argument and work to clarify, complicate and polish the argument over the course of the project.

Although the drafting process involves frequent meetings with the instructor, the project is essentially independent and culminates in a 45-minute oral exhibition in which students assess, discuss, and refine their papers in a critique with at least two members of the English Department. The Senior Exhibition is a challenging and exciting project that prepares students to think and work independently, to refine and explore sophisticated concepts, to revise and rework thoughts into polished prose, and to self-assess in the interest of improvement.

In addition to *Beloved*, course texts for AS English Literature 4 have included:

- Junot Diaz, *The Brief Wondrous Life of Oscar Wao*
- Mariana Enriquez, *Things We Lost in the Fire*
- Julian Barnes, *The Sense of an Ending*
- Samuel Beckett, *Waiting for Godot*
- Ta-Nehisi Coates, *Between the World and Me*

Exhibition texts for AS English Literature 4 recently have included:

- Isabel Allende, *The House of the Spirits*
- Colum McCann, *Transatlantic*
- James Baldwin, *Giovanni's Room*
- Roberto Bolano, *By Night in Chile*
- Julian Barnes, *The Sense of an Ending*
- Kate Chopin, *The Awakening*
- Nella Larsen, *Quicksand*
- Virginia Woolf, *To the Lighthouse*

Advanced Study English: Humanities—History, Literature, and the Contested Past

Elective for students in Form VI, taken in lieu of English 4.

This interdisciplinary course examines how novelists, poets and historians have wrestled with and made sense of the past, and their own relation to it. Structured around a series of case studies at the intersection of literature, history and memory, Humanities explores the relationship between the documented past and the imagined one. We study novels and poems deeply shaped by the social and cultural moments from which they emerged and consider how an understanding of the historical circumstances that produced a work of literature can inform our reading of it. We also examine how writers of fiction have used history as source, inspiration and charge. Can the imaginative work of literature actually help us more fully understand the “real” past? What responsibility does the novelist have to history? In addition, we consider how the construction of a narrative—the storytelling—of a novelist differs from that of a historian. What might each learn from the other? In the first semester, we pursue these questions through Toni Morrison’s *Beloved* (1987) and primary and secondary historical sources on slavery, race, and abolition; and either Tom Stoppard’s play, *Arcadia* (1993), examining the poetry and landscape architecture of the Romantic movement, chaos theory, and fractal mathematics, or another play that we have the opportunity to see in a theatre. Students take Humanities in place of Advanced Study English 4; it fulfills all of the requirements of English 4, and students complete the Senior Exhibition Project in Humanities, with an interdisciplinary component to the project.

Semester-long Electives

Creative Writing

Through class discussion of both contemporary examples and student work, students are introduced to strategies and techniques used in the composition of original verse and fiction. Students will explore tone, voice, diction, theme, and style in a given text, with the goal of becoming attuned to the nuances and rhythms of language. Writing assignments will allow students to develop both the confidence and the ability to write creatively and precisely in a variety of

forms and styles. The course is designed so that students may take Creative Writing more than once, if they want to continue to hone their craft.

Senior Tutorials

Senior tutorials are mini courses focused on critical thinking and writing; they replace Advanced Study English 4 for seniors in the fourth quarter. Created by faculty members from across our academic departments, tutorials explore a range of disciplines and topics, but the unifying elements of the tutorials include small class size (six or fewer students), student-led discussion and inquiry, and weekly writing assignments. The tutorial model of teaching centers on student writing; discussion of weekly student writing is a central component of the class. Similar to college seminars, tutorials meet just twice weekly and therefore emphasize student independence and a significant amount of reading, writing, and independent study outside of class.

Science Course Offerings

Yearlong Courses

Biology

For students in Form III. Biology may also be taken by new Form IV students.

As the Science Department's foundational course, Biology is designed to introduce students to our extraordinary campus while building scientific skills they will use throughout our curriculum. In addition, this course teaches students how to understand evolution, ecology, genetics, cell biology and molecular biology. Particular emphasis is placed upon systematic observation and the formation and testing of scientific hypotheses. Students learn to be skeptical and to construct scientific explanations that are detailed, logical, and supported by evidence. The course also seeks to stimulate student appreciation for the natural world. The culminating experience of the scientific skills curriculum is a "Curiosity Quest" in which each student explores some aspect of biology that interests them. This exploration is a hands-on study that involves collecting, analyzing and presenting data. Areas of primary conceptual focus include:

- Introductory Evolution
- Ecology, Biodiversity, and Human Impacts on the Environment
- Population Sampling and Data Analysis
- Metabolism, Cellular Respiration, and Photosynthesis
- Cellular Processes and Genetics
- Advanced Topics in Evolution
- Curiosity Quest

Physics

For students in Form IV.

In Physics, students discover the fundamental laws that govern nature through the process of holistic inquiry—using carefully curated experiments and logical reasoning to determine when assumptions can and can't be made. The class is taught using [Modeling Instruction](#) pedagogy, a research-based approach developed at Arizona State University. Students organize their knowledge according to a series of physical models which can be used to analyze and explain increasingly complex phenomena using diagrammatic, mathematical, graphical, and pictorial representations. By the end of this course, students understand the fundamental principles of Newton's Laws, kinetics, dynamics and conservation principles including under what constraints they can be applied. Multi-step reasoning and problem-solving skills are emphasized.

Honors Physics

Note: Requires department chair approval.

This rigorous curriculum covers Newtonian mechanics and conservation principles. It is inspired by the [Modeling Instruction](#) pedagogy — a unique and research-based approach to teaching physics. This approach guides students through experiments and conceptual constructions that require authentic scientific thinking and practice. Rather than asking students to memorize a catalogue of facts and equations, coursework is organized around a series of physical models students use to explain and predict the effects of interactions of matter. Each student is called on to develop his or her abilities to analyze, infer, evaluate, synthesize and reason quantitatively from the results of his or her experimental work. Laboratories involve extensive use of computer-interfaced instrumentation.

Chemistry

For students in Form V.

Chemistry is designed to provide students with a concept-driven and laboratory-centered introduction to chemical principles. Students will develop a deep understanding of matter, atomic structure, chemical bonding, chemical reactions, and quantitative problem solving. Emphasis is placed on scientific inquiry, data analysis, mathematical reasoning, and effective communication, helping students build both conceptual understanding and practical laboratory skills. Throughout the course, students investigate essential questions that guide scientific thinking: how chemists collect and analyze data, apply mathematical models, design and interpret experiments, and use digital tools to communicate findings. Students regularly engage in laboratory experiments, data analysis, and scientific writing to strengthen their understanding and gain confidence in applying scientific concepts. By the end of the course, students will be able to explain chemical phenomena, interpret experimental results, and apply quantitative problem-solving strategies to real-world situations.

Honors Chemistry

Note: Requires department chair approval.

Honors Chemistry strives to identify and quantify macroscopic patterns of material behavior and to construct submicroscopic (i.e., atomic scale) theories to explain them. We achieve this by building on the foundation of concepts, computational techniques, and laboratory practices students learn in Honors Physics to support their study of chemistry. The course begins with an introduction to descriptive and analytical chemistry through several weeks of laboratory work. Students here become familiar with important chemical properties and tools for uncovering patterns of chemical behavior and the laws that govern them. Laboratory work remains the central focus of the course as it recreates the empirical lines of evidence and creative reasoning from which modern chemical theory evolved during the 19th and 20th centuries. Students are challenged to construct their knowledge from their own experiments and collaborative discussions that utilize both their prior and new knowledge.

Advanced Study Biology

Requires instructor permission.

The aim of this advanced biology course is to more closely examine a range of topics in biology, with a thematic emphasis on the unity of life and life's molecular basis. Topics that recur throughout the year include:

- evolution
- the structure-function relationship
- the importance of energy
- the role of information

In addition to its factual content, the course stresses rigorous scientific analysis and reasoning. Many lab investigations are student-designed and involve long-term, open-ended inquiry. Several labs cover material that overlaps with the College Board's Advanced Placement recommendations.

Advanced Study Chemistry

Requires instructor permission.

This course offers students an opportunity to continue their study of chemistry at an advanced level by further exploring topics in physical and organic chemistry. The course is laboratory-centered with structured experiments that extend the students' experience with analytical techniques and instrumentation, followed by open-ended projects that develop students' research skills.

Advanced Study Physics: Calculus-Based

Corequisite: Advanced Study Calculus AB or Advanced Study Calculus BC. Requires instructor permission.

This course covers a calculus-based college-level physics curriculum, and includes explorations of mechanics, energy, and entropy. This course assumes a deep curiosity about physics and willingness to work on the part of the students. The course approaches the above topics by focusing on matter and its interactions at the atomic scale through students' creation and application of models. Toward this end, students learn V-Python, a powerful object-oriented computer-programming language that they use to model real physical systems. Students are prepared to sit for the Advanced Placement Physics examination, Level C, Mechanics.

Advanced Study Environmental Science

Requires instructor permission.

This college-level course is intended to foster awareness and appreciation of the natural world, the interdependencies that exist within it, and human impacts and interactions with it. You will explore the natural environment and resources of the School and surrounding areas while becoming acquainted with the principles and methods used to examine environmental issues. AS Environmental Science will expand on the skills and knowledge introduced in biology, chemistry, and physics. Topics include:

- Sustainability
- Ecology & Biodiversity
- Species & Population dynamics
- Water resources
- Agricultural resources
- Energy (renewable and nonrenewable resources)
- Human Health
- Climate change
- Air, Water, & Solid Pollution
- Economics, Politics, & Ethics

The course includes visiting speakers, supplemental readings, investigations and labs drawn from college curricula, and an independent project. An overnight camping trip to Assateague Island will expose you to the natural beauty of the world and the impacts of course topics on the barrier island.

Semester-long Electives

AS Microbiology

Open to V & VI Form Students

This course will build on the Cellular Biology course but is also appropriate as a standalone course for students with some background in biology and chemistry whose interests include the study of microbes or who simply have an interest in microbiology. This course introduces the basic principles of microbiology, examining the microbes that inhabit our planet, and their impact on the biosphere. This course explores this impact through multiple areas of microbiology. Students will assess the influence of microbiology and 21st-century challenges and opportunities that arise from our changing relationship with, and understanding of, microbes. Through lectures, case studies, in-class

group work, laboratory exercises, and homework projects, students will probe the science of microbes and the social issues and concerns relevant to the field of microbiology including emerging infectious disease, antibiotic resistance, the anti-vaccine movement, microbial communities, biofilms, and food production. Students will demonstrate their mastery of these concepts through quizzes, lab reports, a term project working to identify an unknown organism, and a final examination.

Cellular Biology

Open to V & VI Form Students

This course will introduce and explore basic concepts and theories of cell biology with an emphasis on its application in understanding human health. Topics include an introduction to cell theory, the chemical composition of cells, cellular functions and cell signaling, reproduction, and genetics. Each of these topics will be explored through course readings, lectures/demonstrations, discussions, and laboratory exercises, and will culminate in a course project to evaluate an unknown human disease. Students will demonstrate their mastery of cell biology concepts through quizzes, lab reports, and a final examination. This course may be taken either as a standalone semester course or as a foundation for the AS Microbiology course.

Engineering

Open to V & VI Form Students, and IV Form Students with instructor permission

The goal of Introduction to Engineering is to provide an introduction to design thinking and a variety of engineering disciplines. The course will be broken into six parts that include: design thinking, experimental design, mechanical advantage, structural engineering, aeronautical engineering, and a culminating independent design project. In each part of the course, students will learn the basic principles associated with the subject and conduct hands-on projects using the principles learned. Students will leave the course with a greater appreciation of engineering problems and solutions.

Solar Physics

Prerequisite: Physics

The goal of this course is to introduce students to the science behind obtaining energy for human uses from the radiation generated by the Sun. The course will focus on fundamental concepts, basic physical principles, and practical applications. We will first establish why solar energy is so important. We'll then study how the Sun generates radiation, how much of that radiation reaches the surface of Earth, and, finally, how much of that is useful to us. A summary of how electrons in solids move, transfer energy and absorb light will allow us to link the absorption of light by solids to thermal and electrical energy generation. Creation of our own small, demonstration solar-driven devices will conclude the course.

Nuclear Physics & Ethics

Prerequisite: Physics and one semester of Chemistry. Note: Also satisfies the semester-long Religion & Philosophy elective requirement.

This semester-long course introduces students to fundamental nuclear physics, giving them the scientific knowledge needed in order to then tackle difficult ethical questions regarding its applications. After exploring decay processes on a subatomic level, this course reviews how radioactive materials are used in abundance in industry and medicine. We then explore the human cost of technological development, and — by introducing utilitarianism, duty ethics, and virtue ethics — grapple with questions raised in nuclear medicine, particularly in cases involving children and pregnancy. The course moves on to nuclear power and the design, operation, and safety features of modern reactor design. Students will grapple with ethical decision-making around nuclear power versus fossil fuels, deciding the location of a nuclear plant, mining for uranium, and safe handling of radioactive waste. Finally, we will consider nuclear warfare: the development, testing, and design of atomic bombs as well as their human and environmental impacts. Students will consider the experience of the scientists involved in the Manhattan Project, through which the weapons dropped on Hiroshima and Nagasaki were developed, and — through considerations of Just War Theory and Deterrence — contemplate whether the usage of nuclear weapons in warfare can ever be justified.

Advanced Study Astronomy

Corequisite: Chemistry. Prerequisite: Physics AND one semester of Biology

This advanced course focuses on not just what we know about the Universe but also how we know it. By combining quantitative and conceptual astrophysics principles, we can learn a great deal about distant objects solely by examining the light we receive from them. Astronomy students begin by investigating the nature of electromagnetic radiation and atomic structure to understand the tools astrophysicists use to learn about the cosmos. We then use these tools to forge an understanding of the solar system's features and formation, the methods for exoplanet discovery and the search for distant, habitable worlds, and the formation and evolution of stars and galaxies. Students complete multiple independent research projects within these units that require them to delve into real peer-reviewed scientific research and present an overview of their specific, chosen topic.

Mathematics Course Offerings

Yearlong Courses

ALGEBRA AND GEOMETRY

Algebra

In this class, students move beyond the straightforward application of algorithms and are pushed to use abstract reasoning and creativity to solve problems they have not explicitly seen before. Students adopt the view that *math is thinking*. When thinkers do not see the answer to a problem, they want to make sense of the situation then consider as many possible solution strategies. Students enter the course with a variety of backgrounds in algebra and are equally challenged in applying and synthesizing their knowledge as they collaborate with peers in class and puzzle through solutions. Students will study a wide-range of topics, including modeling linear and quadratic equations, graphing and solving problems with absolute value and radical expressions, solving systems of equations, using inequalities to model scenarios, simplifying algebraic expressions, solving shared-work problems. Students will also expand their resilience and communication skills, while solidifying their skills in algebra and making connections to geometry applications.

Geometry

Prerequisite: Algebra

This course develops the skills required for more advanced mathematics, with an emphasis on the in-depth study of traditional topics of geometric proof, as well as the study of the Pythagorean Theorem, triangles, circles, quadrilaterals, coordinate geometry, polygons, optimization, parabolas and transformations. Students are expected to have a mastery of algebra and a facility with investigative and collaborative problem-solving approaches.

Honors Geometry

This course develops the skills required for more advanced mathematics, with an emphasis on the in-depth study of traditional topics of geometric proof, as well as the study of the Pythagorean Theorem, triangles, circles, coordinate geometry, polygons, optimization, parabolas, transformations, parametric equations and vectors. Students are expected to have a mastery of algebra and a facility with investigative and collaborative problem-solving approaches.

Algebra 2

Algebra II is designed to help students prepare for more advanced mathematics courses by strengthening their skills and conceptual understanding beyond basic algebra. Students will approach problems using a discovery-based method and will learn to investigate the problems, communicate their findings, and validate their results. Whenever

appropriate problems will be designed that model real-world situations and students' life experiences. Students will study a wide range of topics including function review, quadratics, polynomial functions, exponential growth and decay, and systems of equations.

PRE-CALCULUS AND CALCULUS

Precalculus

Prerequisite: Geometry

This course expands upon the skills and themes introduced in Geometry. While students consider the properties and applications of each of the major trigonometric function families in isolation, significant time is also dedicated to the study of function composition and transformations. Special emphasis is placed on using functions to model real-world phenomena.

Honors Precalculus

Prerequisite: Honors Geometry or instructor permission

This course expands upon the skills and themes introduced in Honors Geometry. A major theme of the course is to uncover laws of trigonometry by deploying the skills developed in geometry to study the properties of triangles. Students also study circles, three-dimensional vectors, matrices, circular motion, quadrilaterals, exponential functions and parametric descriptions of curves.

Calculus

Prerequisite: Precalculus

This course is a study of the concepts and skills of calculus. An emphasis on the applications of calculus allows students the opportunity to investigate and collaborate on projects. While this course provides students with a sound understanding of calculus, it is not intended to prepare students for the Advanced Placement Calculus AB examination.

Advanced Study Differential Calculus

Prerequisite: Honors Precalculus

AS Differential Calculus begins with a review of topics in trigonometry, progresses to a study of a variety of topics drawn from discrete mathematics and analysis, and culminates in a comprehensive treatment of differential calculus and its applications. Students study the continuity and differentiability of functions, derivative rules, curvature, optimization, related rates, and the three-dimensional position, velocity and acceleration of particles.

Advanced Study Calculus AB

Prerequisite: Precalculus

This course covers differential and integral calculus, with an emphasis on applications drawn from the physical, biological and social sciences. After completing this course, students may elect to review independently for and take the Advanced Placement Calculus AB examination.

Advanced Study Calculus BC

Prerequisite: AS Differential Calculus

This course continues the study of calculus begun in AS Differential Calculus. Students study integral calculus and its applications, as well as polynomial series approximations. After completing this course, students may elect to review independently for and take the Advanced Placement Calculus BC examination.

Advanced Study Multivariable Calculus

Prerequisite: AS Calculus BC

This course extends the foundational concepts of single-variable calculus to functions of multiple variables, focusing on spatial visualization and higher-dimensional analysis. Students will investigate partial derivatives, gradients, and optimization techniques to understand how complex systems change across multiple inputs. The curriculum covers the evaluation of multiple integrals and explores vector calculus, including line and surface integrals.

ADVANCED TOPICS

Advanced Topics Tutorial in Mathematics

Prerequisite: AS Calculus BC

Advanced Topics Tutorial in Mathematics is a course designed for students who have completed Advanced Study in Multivariable Calculus. Recent topics have included cryptography, linear algebra, differential equations, discrete logic, and proving Euclidean geometry from scratch. Topics can vary each year based on student and faculty interest.

Semester-long Electives

COMPUTER SCIENCE

Intro to Computer Science

Note: If a III Form student wishes to take Computer Science, they may postpone one Visual Arts course to a later year.

An introductory course aimed at presenting the mechanisms that power the digital world by initiating students in the problem-solving skills associated with designing computer code. This course is suitable for students with no programming background as well as those with familiarity and experience. Discussion and writing topics include history and functionality of the internet, ethics of digital citizenship, and current concepts pulled from recent headlines. Classroom activities balance between collaborative coding projects and discussions and debates on current events in the digital world.

Object Oriented Programming in Java

Prerequisite: Intro to Computer Science or instructor permission

This course refines the student's programming ability while introducing the concept of object-oriented programming. Increasingly, larger and more complex projects bolster the student's ability to craft working components while simultaneously promote project and time management skills as well as instill confidence in the student's developing ability. This course roughly follows the AP Computer Science A syllabus with tangents to allow for further exploration in project-based learning. Students completing this course will have basic preparation to take the AP test.

Data Structures and Design in Java

Prerequisite: Object Oriented Programming in Java or instructor permission

This course continues and advances the study of the Java programming language as well as the concepts of object-oriented programming covered in Object Oriented Programming in Java (JAVA1). Students refine their understanding of inheritance, interfaces, and additional Java structures utilizing project work to apply those techniques and problem-solving skills towards programming challenges. While not an AP prep course, students are thoroughly exposed to the type of questions asked on

Computer Science A tests and should be well prepared to take the spring exam. Students should have completed either the Java 1 course or demonstrated, through testing, a capability and experience with programming. It is strongly advised that students with casual, self-taught programming skills not skip the Java 1 course.

Microcontroller Programming and Robotics

Prerequisite: Intro to Computer Science or instructor permission

This course develops a student's ability to program microcontrollers and other embedded devices. This specific type of programming is essential for developing products and devices that physically interact with the environment through sensors, actuators, and information display. Students will engage in electronic development skills including circuit design, implementation via breadboarding and soldering, and product deployment. As a final project, students will design and contribute a collaborative project build to aid the school community.

STATISTICS AND ECONOMICS

Advanced Study Statistics

Prerequisite: Precalculus

This course is a non-calculus-based introduction to statistics that focuses on four major themes: exploring and analyzing data, planning studies and collecting data, mathematical modeling, and testing hypotheses through statistical inference. After completing this course, students may elect to review independently for and take the Advanced Placement Statistics examination.

Applied Mathematics I: Fair Distribution

Corequisite: Precalculus

Math can often be seen as incredibly important and somewhat useless. This course will focus on the real-world applications of the mathematics you have been learning all of your life, focusing on the question of “what is fair?” A basic definition of fairness might be that “everyone gets what they need”, but how do we test this definition mathematically? What role does mathematics play in the needs of the individual, the community, and the world? What are the social justice implications of living in a world that is not mathematically fair? These are some of the many questions we will discuss in this course. Topics include:

- Combinations and Permutations
- Probability
- Expected Value
- Casino Gaming
- Distribution of Wealth (inheritance)
- Voting Techniques
- Gerrymandering

Applied Mathematics II: Efficiency

Corequisite: Precalculus

Math can often be seen as incredibly important and somewhat useless. This course will focus on the real-world applications of the mathematics you have been learning all of your life, focusing around making our world a more efficient place. A basic definition of efficiency might be to “achieve a goal with the least amount of effort or wasted resources.” How should a company schedule meeting times when multiple people have to be in multiple meetings? What is the optimal route for a school bus to take when picking up students for school? Where should cell phone companies build their towers so that everyone gets a signal? These are some of the many questions we will discuss in this course. Completion of Applied Mathematics I: Fair Distribution is not required to take this course.

Advanced Study Mathematical Economics

Corequisite: Calculus AB or Calculus BC

A basic understanding of economics is fast becoming a requirement for effective citizenship in a modern democracy. This course aims to provide students the necessary tools to understand and participate in discussions of economic policy. In any authentic economics curriculum students study decision-making: they learn to recognize the myriad

constraints in life—not only those of budget and how to spend one’s money, but also those of time and how to spend one’s life—and then study how to maximize various goods in the face of those constraints. This is not a course in finance. Stocks and bonds are largely just an example of a particular marketplace. Their role in macroeconomic policy is important to understand, but the real focus of the course will be the study of scarcity in general. Heavy emphasis will be placed on the application of mathematical techniques drawn from algebra, calculus and statistics. Some new techniques will be introduced, but much of the focus will be on the application of previously studied concepts.

History Course Offerings

Yearlong Courses

U.S. History: Research Challenges

Required for students in Form III.

This yearlong course serves not only as an in-depth survey of American history, but also an introduction to the discipline of history itself. Both individually and in collaboration with their peers, students do the work of historians, using primary sources to explore authentic historical questions and develop arguments (written and oral) about the past from their close reading and analysis of the original evidence. This approach encourages students to think deeply and historically, to ask questions and interpret evidence, to write clearly and persuasively. Students will leave the course with a stronger understanding of American history but also with a skill set that prepares them for future study in history. Course readings come primarily from a primary source reader developed by the History Department, supplemented by scholarly journal articles, excerpts from monographs, and other texts such as the *Narrative of the Life of Frederick Douglass, an American Slave*.

Semester-long Electives

Note: Form IV students may occasionally, with permission of the Department Chair, take a semester-long elective in history, typically taken in the second semester.

Civic Studies

This course will explore the rights and responsibilities of citizenship (broadly defined) in the 21st century. In addition to examining the basic structures and processes of American government and politics, the course will explore notions of the common good in a complex, pluralistic, and often contentious society. In addition to more traditional academic readings, students will be expected to pay attention to and discuss current events, regularly applying their learning to the world around them. Aside from traditional essays, assessments may include opinion pieces, policy proposals, debates, and/or projects.

Global Studies

This course is designed around a series of contemporary case studies of conflicts, tensions, developments, and complications. Students will be asked to combine an understanding of these current events with relevant historical nature drawn from historical readings and previous historical study. The goal for this class will be to help students further develop the context, critical thinking, and full appreciation for what it means to be an engaged global citizen. The nature of the case studies will vary year to year depending on factors such as election cycles, emerging trends across nations, international conflicts, and the important debates of the day. Points of consistency in this class will be an appreciation for the complexity of our modern world, the connection between our past and our present, and an emphasis on how to clearly and civilly explore one’s thoughts in discussion, debate, writing, and research.

Latin American History

This course endeavors to introduce students to the history of Latin America via both primary and secondary sources. Despite being a major trading partner of and the closest geographic region to the United States, Latin America is usually one of the least studied areas of the world. While a great deal of this course will follow chronological progression, we will also track themes that thread through the experience of the region over time and transcend modern international borders, such as colonialism, independence and neo-colonialism; democracy and dictatorship; development and exploitation; and revolution and response. In addition, we will explore the distinct histories of many of the nations of Latin America, thereby gaining an appreciation for how they fit into the current global and regional systems, as well as for their individual and unique experiences.

Mapping the Past: History and GIS

In 1804, President Thomas Jefferson sent Meriwether Lewis and William Clark to traverse and document the newly acquired Louisiana Purchase, resulting in the creation of about 140 maps depicting the territory. Not only do these maps present the geography of space in the West, but they also portray notions of land, nature, sovereignty, and empire that were reflective of their historical moment and goals, and have subsequently shaped ideas of the West, indigenous people, and American exceptionalism.

Using maps and cartography as our guide, this course will encourage students to reflect on the following questions: How do maps depict physical, social, and imaginative spaces? How have maps been used to reflect and shape experiences and perceptions of the world? What decisions do mapmakers wrestle with as they try to convey the current or historical world? The first half of the course will examine historical moments in the history of the United States, focusing on themes of empire, disease and urban blight, and migration. Students will reflect on historical literature, maps, and other primary sources in essays, before transitioning in the second half of the course to the production of their own maps using ArcGIS software. This will culminate in a map of their own creation on an independent project in line with the themes of the course, drawing on primary and secondary sources.

Advanced Study History: American Social Reform Movements

This course will examine American social reform movements that have sought to create substantive changes in their societies. Examining these movements, and the historical moments from which they emerged, we will consider numerous larger historical questions of how change—social, political, and economic—happens in society. In the course of our study, we will pay particular attention to issues of race, ethnicity, gender, sexuality, religion, class, and power, examining how these issues can both unite and divide efforts for social change. We will also study how participation in social movements shapes the identities of the individuals involved in them. While the focus of the course is historical, in understanding how and why some efforts to create change in society have succeeded while others have failed, we also may begin to see how we might work to achieve change in our own society. Topics may include utopian societies, abolition, women's suffrage, eugenics, the civil rights and black power movements, women's liberation, the conservative movement, and the environmental movement. The course approaches this history with extensive reading in primary sources (including literature, film, art and music), immersing students in the ideas, tactics and challenges of these movements. Articles and chapters from secondary scholarship supplement these readings, allowing us to consider and respond to the arguments historians have made about the movements we study.

Advanced Study History: Coming of Age: America in the Early Atomic Era

This course examines the American identity in contemporary history. It has been argued that the 1950s were a decade marked by renewed prosperity, social conformity, and political consensus. Our exploration begins once WWII ends and a new era dawns. We will examine America's new role in the world as an emerging superpower and its relationship with former ally the Soviet Union. Closer to home, a sense of national pride led to a cultural and economic boom. This helped define the nation's identity. Likewise, it has been argued that the 1960s were a decade of turbulence, protest and political disillusionment. With continued military operations in Southeast Asia, unease and anxiety around civil rights at home, and a slowly eroding trust in the government, the nation questioned what it meant

to live in a free and democratic society. During these decades, we witnessed some of the most compelling, most memorable and most controversial events in American history. Using an array of primary and secondary sources, our studies will allow us to hear from the history makers in these moments, while also allowing us the advantage of historical hindsight. Emphasis is placed on critical reading of these sources and written work that requires careful analysis, independent thought, and compelling argumentation. Some of the texts we will explore include David Halberstam's *The Fifties*; William Whyte's "The Decline of the Protestant Ethic"; J. Edgar Hoover's "Who Are the Communist"; Norman Podhoretz's "The Know Nothing Bohemians"; Robert F. Kennedy's *Thirteen Days*; and Betty Friedan's *The Feminine Mystique*.

Advanced Study History: Democracy, Power and Empire: Athens in the Fifth Century BCE

What were the origins of the great Peloponnesian War, the twenty-seven-year conflict between the city-states of Athens and Sparta? What were the foundations of Athenian democracy, and how did it become a symbol of Athenian exceptionalism? What is the nature of power, and how did it facilitate the concomitant development of democracy and empire? This course will explore these questions and more through a careful study of Thucydides' *History of the Peloponnesian War*. In addition, we will draw on other primary source materials — historical, literary, and philosophical — to contextualize the key ideas, moments, and themes in Thucydides' *History*, as well as to understand the socio-political world of fifth-century Athens. We will also learn about the city and archaeology of Athens itself: its topography, public spaces, sacred temples, and intellectual climate. Finally, we will consider the dynamic relationship between past and present. What lessons can be drawn from studying ancient texts and juxtaposing them with our notions of war, peace, leadership, and international relations?

Advanced Study History: Empire of Liberty?—The United States in the World

In 1790, George Washington wrote, "The establishment of our new Government seemed to be the last great experiment, for promoting human happiness." Since its inception, then, many Americans have conceived of their national project in grandiose terms and have sought to promote their notions of human happiness on a wider scale. Shortly after the Louisiana Purchase, for example, Thomas Jefferson described the United States as an "empire of liberty." This seemingly contradictory turn of phrase—the empire of liberty—lies at the heart of this course, which will explore the complex relationship between the American ideals of freedom and democracy, and the actions taken by the United States in Latin America, Asia, and the Middle East. How have American values shaped—and been shaped by—world affairs? The course will be structured around a series of case studies spanning the nineteenth and twentieth centuries (with perhaps some attention paid to the twenty-first), and students can expect to read widely in primary and secondary source materials.

Advanced Study History: The History of American Conservatism

In the summer of 2015, most political pundits—even conservative ones—gave Donald Trump virtually no chance of winning the Republican presidential nomination. Trump defied their predictions and would, over the next decade, go on to establish himself as a consequential figure in American political history, but his astonishing rise to power raises a question: How did we get here? This course will examine the long and winding history of conservative politics and thought in the United States, beginning with the pro-business conservatism of the early twentieth century and culminating with Trump's populist ascendance in the twenty-first. To better understand the various strains of conservative thought and the impact of conservatism on American life, students will read widely in primary source material as well as secondary scholarship. They will also examine contemporary political media to consider the relevance of the past in the present.

Advanced Study History: Modern Africa

What were the political, economic, and cultural impacts of colonization, nationalism, and globalization in the African continent? How have people in Africa crafted and negotiated diverse identities throughout the 19th to 21st centuries? What role has Africa played in larger Black cultural movements like negritude, womanism, and decolonization. These

questions will guide students' inquiry into the history of Africa from colonization to the present. This course will balance cultural, social, political, and economic historical lenses and the extensive history of the continent through case-studies to understand the lasting legacy of colonialism. Students will engage with scholarly research and primary sources in discussions and analytical writing to unpack historical moments like the Mau Mau Rebellion, the Rwandan Genocide, the Pan-African conferences, and the African debt crisis.

Advanced Study History: The Modern Middle East

How did the people of the Middle East negotiate their various identities under the pressure of modernization? How did the involvement of outside powers shape the region? What can recent history teach us about paths toward a more stable and prosperous Middle East? This course introduces students to the political, religious, and social history of the Middle East from the late 19th century to the present day. We will examine the late Ottoman Empire, the colonial period, the establishment of nation-states, the Israeli-Palestinian conflict, the rise of political Islam, the Iranian revolution, and the Arab Spring of 2011. Through work with both primary and secondary sources, we will consider issues of colonization, nationalism, religious and ethnic identity, security and physical resources.

Advanced Study History: A World at War

The dawn of the 20th Century was filled with great promise. Innovation and industrialization redefined society and suggested that progress would be bountiful for individuals and nations alike. Soon after the turn of the century, however, greed, corruption and arrogance made waste of this promise and ushered a somewhat reluctant world into war not once, but twice. In this course, we will look at the reasons the wars started, the way they were fought, and the way these wars were ended. To best understand the first half of a century marred by catastrophe and loss, we must also carefully study genocide. We will try to understand the motivations behind these events, as well as the international response. Our examination will require us to dig deep to better understand nationalism, militarism, fascism, communism, republicanism and other "isms" at play. Students will work to gain a better understanding of each war's unique narrative. In short, we will examine the causes and consequences of the world wars. Discussion questions include: When should a country go to war? How should a nation best apply the lessons from the past? How should a nation respond to a country it has identified as its enemy? Emphasis is placed on critical reading of primary and secondary sources and written work that requires research, careful analysis, independent thought, and compelling argumentation. Some of the texts we will explore include Adolf Hitler's *Mein Kampf*, Modris Eksteins' *Rites of Spring*, and Vera Brittain's *Chronicle of Youth*.

Advanced Study History: Revolutions

What is a revolution? How does a revolution differ from a rebellion, a reform movement, or simply a momentary disruption in history? This course examines revolutions as transformative moments that fundamentally reshape societies, systems of power, and ways of thinking. Students will explore political, social, economic, religious, and intellectual revolutions across different time periods and regions of the world. The course begins by interrogating the definition of "revolution," asking how historians identify revolutionary change and, eventually, considering why certain revolutions succeed while others fail. Students will study several foundational and conceptual revolutions that set the stage for modern global change. Topics of study may include the Agricultural Revolution, the Industrial Revolution, the Reformation, the Scientific Revolution, the Enlightenment, and/or the French or Haitian Revolutions. These case studies will allow students to deepen their understanding of what makes a "revolution", compare causes, methods, ideologies, and outcomes, and to consider how revolutionary ideas travel across borders and evolve over time. In the second half of the course, students will conduct a research project on a revolution of their choosing. Through close reading, discussion, and research, students will develop their historical thinking skills while grappling with enduring questions about power, resistance, ideology, and change.

Advanced Study History: 1492 and the Creation of the Modern World

In the introduction to *1493: Uncovering the New World Columbus Created*, Charles C. Mann argues that “Columbus’s voyage did not mark the discovery of a New World. It marked the creation of the new world in which we live now.” This course builds on Mann’s thesis by examining how medieval global networks, European expansion, and the Columbian Exchange reshaped societies across the Atlantic and beyond. Students will trace the roots of Atlantic exploration by analyzing patterns of trade, power, and ideas in Europe, Africa, and Asia before 1492. Drawing on examples from the Silk Road, Marco Polo’s travels, and the Mongol Empire, they will explore how earlier empires and trade networks reshaped global connections and created conditions that later enabled European exploration and expansion. Using Haiti as a case study, the course analyzes how exploration, colonization, slavery, resistance, and independence unfolded over time. Students will examine both the immediate consequences of Columbus’s first voyage and the long-term political, economic, social, and environmental transformations that followed. Throughout the course, students will use historical thinking skills to evaluate causation and continuity and change over time, situate events in broader historical contexts, and analyze how historians construct and challenge narratives about the past. By the end of the course, students will understand the Columbian Exchange not as a single moment, but as a transformative global process that continues to shape the modern world.

Advanced Study History: Public History

In this course, students will consider history not merely as a traditional academic discipline, but by exploring the diverse ways in which history is put to work in the world (as the National Council on Public History defines the field). In the first half of the semester, students will examine how public historians bring the past to a broad audience through monuments, memorials, and museums, as well as a variety of media (film, television, podcasts, social media, etc.) through readings, viewings, and essays. If possible, the course will also include field trips to Philadelphia, Washington, D.C., and/or other relevant sites. In the second half of the semester, students will apply their learning by approaching the history of St. Andrew’s School as public historians, with the opportunity to conduct oral histories; curate exhibits; design monuments or markers; develop digital history projects; and/or record podcasts or documentary films.

Advanced Study History: Research Seminar

Note: Must be taken in the junior or senior year and preceded by any other semester-long Advanced Study History elective. All students take this course as a graduation requirement, but the course can be taken more than once for those who are passionate about research and writing.

This course is an immersion in scholarly research. We begin the semester with a brief study of some examples of the best historical writing, examining these historians’ use of evidence and how they have crafted and constructed their arguments, and honing and refining students’ historical research skills. Each student then pursues a major independent study on a topic of their own choosing, deeply grounded in the primary source material, and in conversation with the historiography on that topic. The course culminates with students’ completion of the research paper, which should constitute a meaningful contribution to the scholarly conversation.

Classical/Modern Languages Course Offerings

Classical Languages

LATIN (YEARLONG)

Latin 1

Not available to Form VI.

Latin 1 provides an introduction to the foundational elements of the Latin language. Students begin to develop their ability to read and write in Latin, in addition to gaining an introductory history of the ancient Greek and Roman world. Readings include passages of historical, political, and mythological interest.

Latin 2

In Latin 2, students continue to explore Latin as a language that is read and listened to, that is used to communicate ideas, and that endures beyond the ancient world. Through exercises of interpretive reading, listening, and writing, students actively build their working knowledge of Latin vocabulary, grammar, and syntax. By the end of Latin 2, students are reading unadapted classical and post-classical Latin texts, and they are approaching or have acquired intermediate-level proficiency in reading and listening.

Latin 3

In Latin 3, students begin to read authentic, unadapted works of Latin poetry and prose, while continuing to solidify the foundation of grammar and vocabulary acquired in the first two years of Latin study. Classes are student-centered and discussion based as students not only translate Latin, but also discuss the themes, style, and history of the texts they are reading. Readings will vary from year to year, depending on the interests of the class and instructor; authors may include Ovid, Catullus, Caesar, Nepos, or Eutropius.

Latin 4

Students learn to read Latin poetry through extensive study of the works of classical and post-classical authors. Through close readings and collaborative in-class activities, students explore how Latin poetry works, building both linguistic sensitivity and an aesthetic appreciation for language. Diving deeply into ancient Greek and Roman culture, they explore mythology, ritual, history, politics, art, and reception. A core text is Ovid's epic poem, the *Metamorphoses*, but readings may vary from year to year, depending on the interests of the class and instructor.

Advanced Study Latin: Vergil

Requires instructor permission.

AS Vergil is meant to be an introduction to Vergil's *Aeneid*, a masterpiece of Latin literature that narrates how the Trojan hero Aeneas came to Italy and became the ultimate ancestor of the Roman people. We will read selections of the *Aeneid* in Latin and the whole poem in English translation. Students will write short journals and papers on different aspects of the poem, and they will read scholarly essays and book chapters to deepen their understanding of the literary, historical, and socio-political significance of the *Aeneid*.

Advanced Topics Tutorial in Latin

For students in Form V or higher. Requires instructor permission.

ATT Latin provides an immersive study of one or more Latin authors. Readings will vary from year to year, depending on the interests of the class and instructor; authors may include Ovid, Catullus, Livy, Cicero, Pliny, or Seneca. ATT Latin may also include a Latin prose composition unit, in which students would explore the nuances of Latin, study the styles of various Latin authors, and develop their own writing style in Latin.

GREEK (SEMESTER-LONG ELECTIVE)

Greek 1

Greek 1 is a semester-long, half-credit course that introduces students to basic elements of ancient Attic Greek. Through translating, writing, and reading aloud, students build their knowledge of grammar, syntax, and vocabulary, and they learn about the history and mythology of ancient Greece.

Greek 2

For students in Form V or higher. Requires Greek 1.

Greek 2 continues to introduce the basic elements of classical Greek, the language in which Sophocles, Thucydides, and Plato wrote, and the language from which much modern literary, scientific, and medical terminology is drawn. Emphasis is placed on reading comprehension and building vocabulary, as well as the fundamentals of grammar and

syntax. Readings will vary from year to year, depending on the interests of the class and instructor; authors may include the Gospel of John, selections from Plato's *Symposium*, and Sophocles' *Oedipus Tyrannus*.

Modern Languages

CHINESE (YEARLONG)

Chinese 1

Offers students an introduction to Chinese language and culture. Students develop Chinese listening and speaking skills in everyday situations, and work on building basic reading comprehension and writing skills. Chinese history, art, calligraphy and cuisine are also integrated into the course. Students master a minimum of 300 characters, become familiar with basic sentence patterns and expressions, and are able to converse on such topics as family, hobbies, school life, shopping, weather and transportation.

Chinese 2

This course builds on the skills mastered in Chinese 1. Short plays, poems, songs and online resources supplement the textbook as students develop listening, speaking, reading and writing skills. Students learn approximately 300 characters, as well as more sophisticated sentence patterns. They write and converse on topics such as dining, travel, a doctor's appointment, renting an apartment and other basic survival subjects.

Chinese 3

This course is a continuation of Chinese 2 and aims to consolidate students' knowledge of fundamental grammatical structures of Chinese and increase their abilities to communicate using Chinese in a wide range of situations of daily life. Students are introduced to reading materials of increasing complexity on a variety of topics in traditional and modern Chinese culture. Movies, articles from Chinese newspapers and magazines, internet resources and television programs supplement reading in the text.

Chinese 4

Conducted entirely in Chinese, this intermediate level course strengthens the four language skills of listening, speaking, reading and writing through comparative cultural and social studies. Movies and articles from newspapers and magazines supplement readings in the text.

FRENCH (YEARLONG)

French 1

This is an introductory French course, in which we immerse ourselves as much as possible in the language. We focus on all four linguistic skills: reading, writing, listening, and speaking. Our main learning objectives include the ability to comprehend and respond to basic conversational patterns, understand and use familiar everyday expressions and very basic phrases, knowledge of basic grammatical structures and terminologies, basic proficiency in reading and writing, and knowledge of some significant cultural practices and historical events from the French-speaking world.

French 2

In French 2, we build upon the skills gained in French 1 and continue using contextualized stories but have more emphasis on student output, which is to say speaking and writing. The verb conjugations that students saw and used repeatedly in French 1 will now be presented as explicit conjugations, with assessments including not only comprehension but also production of the language. Students are expected to be able to ask and answer questions in complete sentences on commonplace topics.

French 3

This is an intermediate French course, in which students will be writing short papers, engaging in more sophisticated conversations, and studying some literature and film. At this level, we focus on circumlocution, more advanced grammatical concepts, and self-correction. In addition, students develop reading comprehension techniques that enable them to read unfamiliar texts, and they study introductory phonetics in order to help them learn how to pronounce unfamiliar words. Throughout the entire course and interwoven into the lessons, students learn about significant cultural practices and historical events from the French-speaking world.

French 4

French 4 reviews grammatical concepts as needed but focuses more on analyzing content in the form of several literary works, more sophisticated news items, and some full-length films. At this level, students are expected to be able to sustain spontaneous analytical discussions on a variety of topics, both fiction and non-fiction. Students write regular compositions of 1-3 pages in length with greater responsibility for editing their work and attending to both form and content. Human rights, gender issues, immigration, historical events and literature are among the themes of this course.

Advanced Study French

AS French focuses on content, both literary and current events related, and on reviewing and practicing grammatical concepts as needed by students. At this level, students further develop their writing skills in progressively more independent persuasive essays on topics such as the impact of technology on human relations, housing options for the elderly, immigration, and a variety of literary works and films.

Advanced Topics Tutorial in French

ATT is an advanced French course that is project-based and driven by student interest and research inquiries. Themes will therefore vary each time the course is offered but will require critical cross-cultural engagement with a variety of texts, videos, films, and digital content. Throughout the tutorial, students will work on fine-tuning their French so they can understand and explain complex texts, conduct conversations with a degree of fluency and spontaneity, and develop sophisticated research projects, written and presented in French.

SPANISH (YEARLONG)

Spanish 1

This course is an introductory course taught in the target language using the concept of "comprehensible input". Teaching and learning revolves around the use of stories encountered both on paper and in speech. Students acquire both vocabulary and grammatical structures via constant and targeted practice, seeing and hearing them repeatedly. Initially, each story utilizes the one hundred most-used words in Spanish, and we expand the vocabulary, verbs and grammatical constructions as the year progresses. Increasingly, then, students begin to be able to use these tools in their own language production. While no verb tense or grammar is off limits at any level, the primary targets of input and of a few more traditionally taught units are the present and past tenses. Students read short novels and stories and listen to songs chosen so that they include the vocabulary and grammar to be acquired and yield opportunities for conversation and written expression.

Spanish 2

Spanish 2 reviews and builds upon the concepts presented in Spanish 1. Based around the concept of "comprehensible input," teaching and learning involves the use of stories encountered both in written text and in speech. Students acquire both vocabulary and grammatical structures via constant and targeted practice, seeing and hearing them repeatedly. Increasingly, then, students begin to be able to use these tools in their own language production. While review of the present tense and elementary uses of Spanish are an early focus, the center of the course is the

acquisition of the past tenses. Students read short novels and stories, listen to songs and view video programs that all include targeted vocabulary and grammar and yield opportunities for spoken and written expression.

Spanish 3

Spanish 3 extends and deepens the skills developed in the first two levels of the language. Based around the concept of "comprehensible input", teaching and learning revolves around the use of stories encountered both on paper and in speech. Students acquire both vocabulary and grammatical structures via constant and targeted practice, seeing and hearing them repeatedly. Increasingly, then, students begin to be able to use these tools in their own language production. While no verb tense or grammar is off limits at any level, the primary targets of input and of a few more traditionally taught units are the past, future and perfect tenses, as well as the subjunctive mood in all of its tenses. Students read short novels and stories, listen to songs, and view video programs all chosen so that they include the vocabulary and grammar to be acquired and yield opportunities for discussion and written expression.

Spanish 4

Spanish 4 focuses on a survey of Latin American history through film. Each unit aims to further develop the students' ability to understand spoken Spanish with a variety of native accents, and to increase their vocabulary and grammatical accuracy through daily class discussion and persuasive and analytical essays. Students will engage in debates, major presentations, culminating with a major project-based assessment. The course work will be supplemented by grammar review and reinforcement using *Breaking the Spanish Barrier*.

Advanced Study Spanish

AS Spanish deepens students' understanding of the Spanish-speaking world by exploring how literature, film, art, and current events reflect cultural identities, social issues, and historical contexts. Students strengthen their communication and analytical skills through interactive discussions and projects that connect language to real-world contexts. Grammar is occasionally reviewed according to students' needs, or expanded to support understanding of new structures and concepts.

Advanced Topics Tutorial in Spanish 1

ATT Spanish 1 is a college-level, independent course in which students read, analyze, and discuss history and literature in Spanish. The goal is for students to develop a nuanced and balanced understanding of the Spanish-speaking cultures and countries we study.

Through in-depth discussions of a wide range of narratives, students build a strong grasp of historical context while also appreciating the artistic and cultural expressions that shape each work. Emphasis is placed not only on comprehension, but on critical thinking and meaningful engagement with the texts. Students write analytical essays, make presentations and have one-on-one oral assessments.

Advanced Topics Tutorial in Spanish 2

ATT Spanish 2 is a college-level course that invites students to explore Latin America and Spain through topics of their own choosing. Areas of study may include politics, history, personal narratives, literature, art, and cultural movements, allowing students to pursue their interests while building depth of knowledge.

The course emphasizes not only comprehension, but also critical thinking and thoughtful engagement with a variety of texts and materials. Students develop their analytical skills through essay writing, presentations, and one-on-one oral assessments.

As a culminating experience, students design and complete a final project of their choice, applying the skills and perspectives they have developed throughout the course.

Arts Course Offerings

Yearlong Electives

DANCE:

Advanced Study in Dance: Classical Ballet (Level 6)

For Form V and VI. Prerequisite: Intermediate/Advanced Ballet, plus instructor permission.

The structure of this course is a working model of the professional dance world; students experience what it means to be a professional artist in the field of dance. Students will continue their training in advanced classical ballet technique while discovering other aspects of the profession. Following a three-pronged approach to their dance training, students take a weekly technique class, skills & mastery class, and a choreographically focused class. Advanced Study in Dance: Classical Ballet gives students the structure to pursue their technical and artistic interests in classical ballet while developing specific dance-based projects that allow students the freedom to explore their own interests and self-expression.

Advanced Study in Dance: Contemporary (Level 6)

For Form V and VI. Prerequisite: Intermediate/Advanced Contemporary, plus instructor permission.

The structure of this course is a working model of the professional dance world; students experience what it means to be a professional artist in the field of dance. Students will continue their training in advanced contemporary dance techniques while discovering other aspects of the profession. Following a three-pronged approach to their dance training students take a weekly technique class, skills & mastery class, and a choreographically focused class. Advanced Study in Dance: Contemporary gives students the structure to pursue their technical and artistic interests in dance while developing specific dance-based projects that allow students the freedom to explore their own interests and self-expression.

MUSIC:

Andrean Ensemble

Requires instructor permission. If a Form III student receives permission to take this course, the student must take a Visual Arts course during Form IV, V, or VI.

Our Andrean Ensemble program is designed to challenge students who have previous vocal or choral experience. This course develops the complete singer through instruction in vocal development, sight-reading, ear training, music theory, and choral style. The Andrean Ensemble performs as the School's choral ensemble in the School Chapel, at off-campus events, and special events on campus. The Andrean Ensemble is open to all forms, but students must have instructor approval to join.

Advanced Study Music Theory & Music History

For Form V and VI. Prerequisite: Music Theory.

This year-long course is open to students who have taken Music Theory I or for students who have demonstrated proficiency in reading written music at a high level, including knowledge of all chord and scale types. Students in this class divide their time between the music history seminar and the music theory or composition class. The primary music theory text is Charles Gaudin's Harmonic Practice In Tonal Music. Students who have not successfully taken the prerequisite Music Theory I must obtain permission of the instructor to enroll in this course.

PHOTO & FILM:

Advanced Study Studio Art: Film

For Form VI. Requires Film Studies 1, and one intermediate film course.

The Advanced Study in Film course is a year-long intensive studio class designed for VI Form students. By working on multiple projects from conception to delivery, the students refine their cinematography, production, and editing techniques in a holistic format. Students will utilize advanced lighting and sound techniques and equipment as well as a more developed editing and color grading process. Other major projects may involve exploratory video essays on film and the development of an original script.

Advanced Study Studio Art: Photo

For Form VI. Requires two semesters of a photo class, including Photography 1.

This yearlong course is an intensive studio art (in this case, photography) class designed for VI Form students interested in investigating advanced methods and concepts central to the visual arts. Students concentrate on hands-on studio work with individual faculty in one of the visual arts disciplines (painting, photography, sculpture, or film) and come together for lectures and discussions of contemporary issues in art, practical demonstrations, such as portfolio development, and critiques. Coordinated, thematic assignments stimulate comparative discussions among visual art disciplines as in an advanced collegiate fine arts seminar.

STUDIO ARTS:

Advanced Study Studio Art: Drawing & Painting

For Form VI. Prerequisite: Drawing 1 or Painting 1.

This yearlong course is an intensive studio class designed for VI Form students interested in investigating advanced methods and concepts central to the visual arts. Students concentrate on hands-on studio work with individual faculty in one of the visual arts disciplines (painting, ceramics, photography, or film) and come together for lectures and discussions of contemporary issues in art, practical demonstrations, such as portfolio development, and critiques. Coordinated, thematic assignments stimulate comparative discussions among visual art disciplines as in an advanced fine arts seminar.

Semester-long Electives

DANCE:

Dance Fundamentals

No experience necessary and no required performances! Jumps, turns, stretching, and strength training make this a lively and dynamic class. Dance Fundamentals will help students learn how to control their bodies while increasing flexibility, strength, coordination, agility, and balance. It is the perfect class for the athlete-artist. By pairing the physicality of dance with the creativity of the art form, this class is fantastic cross-training for any athlete trying to take their skills to the next level or the artist looking for new ways to explore and express themselves. Students will explore the foundational aspects of various styles of dance, including hip hop, salsa, swing, the waltz, contemporary, and even TikTok dances. This energetic class puts the fun in fundamentals!

Movement for Athletes

The course is designed for the student-athlete to better prepare themselves for their sport of choice while incorporating the physical and artistic elements of dance. Strength, coordination, balance, flexibility, agility, and stamina will be key elements of this course. Twenty-five to fifty percent of class time will be spent honing sport-

specific skills that are individualized for each student-athlete, and each student will help guide their training with their specific goals. The remainder of class will be collaborative, energetic, creative, and fun group exercises that utilize the unique aspects of various styles of dance concepts to help improve athletic performance. The course will utilize the gym equipment (weights, TRX, kettlebells, etc.), the basketball courts and the dance studio, along with the outdoors (weather permitting) to maximize physical training. Students will learn jumps, turns and tricks, rhythms, and coordinations in various styles of dance. This is a physically demanding course with no previous dance experience necessary.

Intermediate/Advanced Ballet (Levels 3, 4, and 5)

Requires instructor permission.

Building on the foundation of students' previous ballet experience, this course explores more advanced theories of classical ballet technique with a heavy focus on strengthening body mechanics. Students increase their ballet vocabulary and perform more complex and advanced ballet combinations as they continue to refine their use of:

- core control
- movement quality
- body placement
- aesthetic line

Increasing strength, agility, coordination, flexibility and stamina is emphasized. The aim of the course is to develop the discipline to combine the physical demands of ballet with artistic freedom of expression.

Intermediate/Advanced Contemporary (Levels 3, 4, and 5)

Requires instructor permission.

Building on the foundation of students' previous modern dance experience, this course explores more advanced theories of modern and contemporary dance. Movement and creativity are highlighted with an emphasis on personal expression. Students practice floor exercises and center combinations designed to increase their:

- core strength
- flexibility
- use of weight and momentum
- body isolation
- improvisation
- freedom of movement

Utilizing these tools, students develop their own personal styles through self-expression, movement and choreography, and ultimately have the opportunity to create their own choreographic piece.

MUSIC:

Vocal Studies

Are you interested in improving your singing? Vocal Studies is open to all students regardless of prior vocal experience and focuses on building individual vocal technique and choral singing skills. Students learn the basics of healthy singing through performance of a wide range of musical styles, weekly individual voice lessons, sight singing, and theory practice. Students perform with both Andrean Ensemble and Noxontones at Arts Weekend.

Chamber Music

Requires instructor permission for Form III students.

This course is designed for intermediate to advanced members of the Orchestra and/or Jazz Ensemble. Students are placed in groups of three to five members to study repertoire for their particular instrumentation. Typical examples of

chamber music groups include, but are not limited to string quartets, woodwind trios, brass quartets, piano trios, and other common configurations. The focus is on the study of appropriately challenging repertoire with the goal of developing the artistry of collaboration, including interpretation, communication, and unified, polished performances.

Jazz Improvisation

Requires instructor permission for Form III students.

Learn how to play jazz, including reading ensemble parts, learning chords and scales, and how to accompany and solo in various rhythmic styles. This course is designed to support Jazz Combos and studio support for members of the jazz ensembles. This course may be repeated.

Instrumental Music Methods

This course is a studio instrumental music practice course designed to help students in the Orchestra and the Jazz Ensemble to progress in their technique. Comprising individual coaching and structured practice time, the course addresses all techniques and concepts that arise throughout the repertoire of the school's two large performance ensembles. Students document and describe their practice over the course of each semester they are enrolled, and they participate in weekly evening rehearsals and concerts.

Music Theory

Not offered for Form III students.

This course is an introduction to the fundamentals of music, starting with reading notes and rhythm. Students learn the basics of music notation and structure, construct melodies, and work with basic harmony. Regular ear-training exercises as well as music history listening assignments prepare students both to compose their own music and to analyze selected repertoire, ranging from the Baroque through the modern eras.

PHOTO & FILM:

Film Studies 1: Introduction to Film

Introduction to Film is for students who want to experience the creative process of filmmaking. The basic elements and grammar of film are explored including light, color, composition, and editing. Students will complete a series of film and editing projects as they practice their skills. While this course serves as a foundation in the cinematographic and editorial skills required to create a film, it also uncovers the narrative ingredients required to create engaging cinematic stories. Early cinema, current blockbusters, documentaries, and commercials are viewed for inspiration and historical value. Student projects are given ample time in class for shooting and editing.

Film Studies: Cinematography & Lighting

Not offered for Form III students. Prerequisite: Film Studies 1 or instructor permission.

Progressing from Film Studies 1, students explore further techniques in cinematography by developing and practicing with more advanced camera technique, working with filters and controllers, and a wider range of lenses. Students will also be introduced to technical and artistic lighting styles and techniques to further enhance their visual images. Students will complete several works demonstrating proficiency with both camera and lighting.

Film Studies: Post-Production Techniques

Not offered for Form III students. Prerequisite: Film Studies 1 or instructor permission.

The post-production class focuses on everything that happens with footage *after* the shoot. The class will focus on editing, color grading, visual effects, and sound production. Using footage from student and professional shoots, students will learn to edit for continuity and montage, learn to apply visual effects to repair and enhance scenes, and to understand the importance and best techniques of sound design and mixing.

Photography 1

Not offered for Form III students.

This foundational course introduces students to the medium of photography by focusing on camera controls, composition, and storytelling. Starting with the basics, students learn how to utilize a digital SLR camera and edit using Adobe Lightroom and Photoshop. Students hone their photographic voice in an open critique setting and learn to edit their work by compiling a comprehensive final portfolio. A study of historical and contemporary photography complements practical exercise and independent projects. No prior experience is required.

Photography 2: Dark Room

Not offered for Form III students. Prerequisite: Photo 1.

Photography 2 is a course primarily designed around the traditional darkroom and wet lab. Students will learn the art of shooting, processing, and printing black and white film. In addition, other chemical based printing processes such as cyanotype, paper negatives, photograms, and contact printing from enlarged negatives will be explored. This is a fun, hands-on course that gives students the opportunity to see how historical techniques are used in contemporary ways.

STUDIO ARTS:

Visual Arts 1 and Mixed Media

This course is designed to introduce III Form students to the materials, techniques, and language of creating, presenting, and thinking about art, while working in an art studio. The course aims to keep a healthy balance between formal concepts, hands-on skills, critical thinking and exploring the imagination.

Students will study the fundamentals of composition, the elements of art, and principles of design to use as guides throughout the creative process and help them to expand the depths of their work. This will include drawing, painting, working in the 3rd dimension, and mixed media arts. This course is designed to provide students with the necessary skills and practices to perform effectively in any of the succeeding visual arts courses offered at St. Andrew's.

Through experimentation and examining the terms and concepts of visual art and artists, students will be challenged to create imaginative and open responses to the question of, how can they use art to connect visually to the world at large?

Printmaking 1: Screenprinting

The medium of printmaking provides an arena of creativity where photography, drawing, design, collage, and painting collide. While the term printmaking refers to a myriad of techniques, this course will focus on screenprinting. The art of screenprinting, or silkscreening, is a fun way to create posters, cards, t-shirts, or even fine art prints. Foundational concepts of art and elements of design will be taught in this class, and students will have a chance to put their skills to work as they design and produce posters for school events around campus. Artists we will look at include Andy Warhol, Jasper Johns, Robert Rauschenberg, Shepard Fairey, Blexbolex, and Jay Ryan.

Printmaking 2

Not offered for Form III students. Prerequisite: Printmaking 1.

Students in printmaking 2 will advance their print making skills by diving into relief, intaglio, and more advanced screenprinting methods. This course covers a wide range of materials, techniques, and approaches within printmaking, and gives students the opportunity to see firsthand the many options for creating unique and limited-edition prints. Additional topics might include mono-printing and bookmaking.

Drawing 1

Not offered for Form III students.

Students in this course work with a variety of media to create a visual language for describing natural form. Using charcoal, conte, and pastel, students render still-lives, landscapes, and portraits with the goal of creating strong representational images.

Painting 1

Not offered for Form III students.

In Painting 1, students work on still-lives, landscapes, and portraits, and in doing so learn how to use color as a means for describing light and form. Students will work with palette knives and brushes to investigate color theory, composition, and art history.

Drawing 2/Painting 2

Not offered for Form III students. Prerequisite: Drawing 1, Painting 1, or instructor permission.

Students will work with a variety of media that will build upon skills previously acquired in Drawing 1 or Painting 1. The language of value, form, and composition will continue to be explored with assignments involving pencil, watercolor, oil paint, and other media. The ultimate goal of this more intermediate course is for students to develop and advance their studio practice with both drawing and painting.

ART HISTORY

Art History - Survey & Studio

Not offered for Form III Students

Using visual analysis and an understanding of artistic traditions, students will learn to critically examine artistic works of all forms. Students will expand their historical knowledge through the stories the artworks, locations, and time periods reveal. This course will include writing, reading, and a hands-on studio component.

THEATRE:

Intro to Acting & Public Speaking

This course provides a low stakes opportunity to build (or enhance) your skills as a performer and reduce your anxiety as a speaker. Students will expand their expressive range, learn to control nervous fidgeting, and practice key skills for looking confident and polished, all while exploring a few essential fundamentals of acting. The semester concludes with a performance of brief scenes for a small audience.

Acting 2/3

Not offered for Form III students. Prerequisite: Intro to Acting & Public Speaking, or instructor permission

Essentially a continuation of the Acting 1 class, this course delves deeper into the techniques of acting. We focus on script and character analysis as well as performance and improvisation. Some workshop highlights include stage combat, make-up application, and the First Folio technique of performing Shakespeare. Time permitting, students attend at least one professional theatrical production during the semester.

Public Speaking

Not offered for Form III students.

This course focuses on the fundamentals of speaking in public, with a focus on expression and clarity. Assignments include:

- experimenting with famous speeches
- conducting interviews

- persuasive speaking using Monroe's Motivated Sequence
- Shakespearean sonnets
- impromptu speaking

The course also explores techniques for calming and masking the nervous habits often provoked by public performance and makes use of varying venues on campus for presentations.

Religion and Philosophy Course Offerings

Yearlong Courses

History of Religious Thought

In this course, students rigorously examine the claims of great thinkers from Aquinas to Marx, Avicenna to Vivekananda, Maimonides to the Dalai Lama, St. Theresa of Avila to contemporary theologians and philosophers. In dialogue with such scholars and with the Hebrew Bible, the Christian Bible, the Qur'an, the Upanishads and Buddhist Scriptures, students consider differing answers to central religious questions such as:

- Is there a divine? If so, how have people claimed to know the nature of the divine?
- What is religious experience? What, if anything, happens after death?
- Why does suffering exist?
- How shall we act in the world as a result of our views on the divine?

Our studies are informed by classroom visits with imams, rabbis, ministers, and scholars, as well as trips to local places of worship (synagogues, mosques, churches, etc.) and the United States Holocaust Memorial Museum in Washington D.C.

Students write frequent short analytical essays. In conjunction with their work in English Literature 2, they build their understanding of argument, evidence, the difference between an observation and a claim, and how to deal with ambiguity and complexity in an author's writings. To prepare students for their work in Advanced Study history courses and VI Form philosophy and religious studies electives, students examine their own positions in the context of the wider scope of human history and culture, strengthening their ability to identify a writer's rhetorical maneuvers and implicit assumptions. About midway through the course, they write and deliver a ten-minute long talk exploring a religious or philosophical conundrum. For their capstone project, students engage a topic of their choice from the year in greater depth and present it to their classmates.

Semester-long Electives

Applied Ethics

This course introduces students to the basic principles of moral reasoning, with the goal of enabling students to engage independently in critical analysis of contemporary ethical issues. Students practice constructing formal logical arguments, and briefly examine the ethical theories of divine command, virtue (Aristotle), utility (Mill), and duty (Kant). They then use these tools to discuss topics including:

- abortion
- euthanasia
- cloning
- civil rights
- criminal justice

- immigration
- sexual orientation and gender identity
- poverty and welfare
- the environment
- animal rights
- just war theory

Students prepare short position papers on these issues and present their viewpoints in class for discussion and debate.

The Hero's Journey

Since St. Andrew's is a boarding school, you have already begun to start your own individual journey—or as Joseph Campbell would call it, “the hero's journey,” just by making the decision to leave your families, friends, and home to come to the middle of Delaware in the pursuit of knowledge. Similar to the protagonist in many epics, religious texts, and myths, as part of your journey, you will wrestle with the ideas of free will, destiny, and fate as you start to develop your own philosophy based on your own personal experiences. Thus the hero's journey serves as an appropriate metaphor for the individual journey that you must take in your life.

While the hero will often receive gifts, supernatural aid, or the advice from a wise old hermit, in the end the hero will have to find the resources from within in order to overcome the obstacles standing in their path. In life, the monsters and the dragons you must encounter often represent the inner conflict between our irrational desires and the needs of the community. Only through slaying these inner dragons can one progress to the next stage of life and eventually achieve self-realization.

In this class you will also explore the universal patterns that have supported the hero's journey; specifically, the archetypes, symbols, and guides that serve as a roadmap for human development and assist the individual's integration into society. These patterns (archetypes) are found in the ancient myths of Hercules, King Arthur, Thor, and even in the modern-day Disney movies, comics, and Harry Potter books. In short, these myths (stories) help us to understand who we are and what our place is in this world while continuing to inspire, comfort, and provide hope in a world that often feels in peril.

In-class readings to include excerpts from:

- Joseph Campbell, *The Power of Myth*
- *The Red Book*, Carl Jung
- *Ramayana*, an ancient Indian epic poem
- *Epic of Gilgamesh*
- *Idylls of the King* (Arthurian Legend), Lord Tennyson
- *Harry Potter and the Sorcerer's Stone*, J.K. Rowling; and
- *Anthem*, Ayn Rand
- *Star Wars: A New Hope*
- *Whale Rider*
- Disney's *The Lion King*

Nuclear Physics & Ethics

Cross-listed with Science Department. Prerequisite: Physics and one semester of Chemistry.

(A detailed description of this course listed in the Science Department.)

Health and Wellness Course Offerings

Semester-long Courses

Health & Wellness

Required in Form IV

This course, required of all IV Formers in one semester of their sophomore year, offers students a number of areas of focus including sex education, alcohol and drug awareness, mental health issues, and personal development.

Example Course Pathways

English:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
English 1	English 2	English 3	English 4

Mathematics:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
Algebra	Geometry	Precalculus	Calculus or Calculus AB
Honors Geometry	Honors Precalculus	Advanced Study Differential Calculus	Calculus BC

Science:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
Biology	Physics	Chemistry	Advanced Study course
Biology	Honors Physics	Honors Chemistry	Advanced Study course

History:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
U.S. History: Research Challenges	—	One semester of Advanced Study History and one semester of Advanced Study Research Seminar	One semester of Advanced Study History and/or one semester of Advanced Study Research Seminar

Religion & Philosophy:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
—	History of Religious Thought	One semester Religion & Philosophy elective	

Classical or Modern Languages:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
Latin 1	Latin 2	Latin 3	Advanced Study Latin Vergil
Spanish 3	Spanish 4	Advanced Study Spanish	ATT Spanish

Visual & Performing Arts:

Form III (9th Grade)	Form IV (10th Grade)	Form V (Juniors)	Form VI (Seniors)
One performing arts elective and one visual arts elective open to III Form students.	Any arts elective or extracurricular involvement in the arts program.		

Health & Wellness: One semester-long course in the IV Form year.

Course Request Worksheet

Our academic schedule contains seven rotating blocks. The minimum courseload is five academic courses per semester, with the exception of seniors taking an Art Major course. The maximum courseload for students in any Form is no more than six courses per semester, which ensures that you always have at least one free period in your schedule. **Contact registrar@standrews-de.org and your academic advisor with questions or for permission concerning additional electives.**

Use the requirements checklists to make sure that you are meeting the graduation requirements for your Form year.

Courses	Department	First Semester	Second Semester
BLOCK 1			
BLOCK 2			
BLOCK 3			
BLOCK 4			
BLOCK 5			
BLOCK 6 (Semester-long Elective)		First Choice: _____ Second Choice: _____	First Choice: _____ Second Choice: _____
BLOCK 7 (Open Period)		Open Period Required for All Students	Open Period Required for All Students

Graduation Requirements Checklist

Incoming Freshmen Checklist

- ☐ English 1
- ☐ U.S. History: Research Challenges
- ☐ Biology
- ☐ Mathematics: _____
- ☐ Language: _____
- ☐ Performing Arts: _____
- ☐ Visual Arts: _____

Rising Sophomores Checklist

- ☐ English 2
- ☐ History of Religious Thought
- ☐ Physics
- ☐ Mathematics: _____
- ☐ Language: _____
- What have you done thus far to fulfill the Arts requirement? _____
- ☐ One elective semester of Wellness

Rising Juniors Checklist

- ☐ Advanced Study English 3
- Have you completed the U.S. History requirement? ☐ Yes ☐ No
- ☐ At least one Advanced Study History elective: _____
- ☐ Chemistry: _____
- ☐ Mathematics: _____

Have you accrued three Language credits? ☐ Yes ☐ No

If no, you need to take a Language: _____

- ☐ Religion & Philosophy elective (can also be taken in Form VI): _____

What have you done thus far to fulfill the Arts requirement for graduation? _____

Rising Seniors Checklist

- ☐ Advanced Study English 4 or Advanced Study: Humanities
- ☐ Advanced Study History elective (three semesters of Advanced Study History required): _____
- ☐ Mathematics: _____
- ☐ Religion & Philosophy elective: _____

Have you completed the U.S. History requirement? ☐ Yes ☐ No

Have you taken Advanced Study History: Research Seminar? ☐ Yes ☐ No

If no, you must take Advanced Study History: Research Seminar

Have you accrued three Language credits? ☐ Yes ☐ No

If no, you must take Language: _____

Have you taken year-long science classes in Biology, Physics, and Chemistry? ☐ Yes ☐ No

If no, you need to take a yearlong science course in 2026-27: _____

What have you done thus far to fulfill the Arts requirement for graduation? _____

Four-Year Course Planning Worksheet

	Form III (Ninth Grade)		Form IV (Tenth Grader)		Form V (Junior Year)		Form VI (Senior Year)	
Department	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
ENGLISH	English 1	English 1	English 2	English 2	AS English 3	AS English 3	AS English 4	AS English 4 or AS Humanities
MATH								
SCIENCE	Biology	Biology	Physics	Physics				
HISTORY	U.S. History: Research Challenges	U.S. History: Research Challenges						
						One of these three semesters must be AS History: Research Seminar. (You must take at least one AS History elective as a prerequisite.)		
CLASSICAL/ MODERN LANGUAGES								
RELIGION & PHILOSOPHY			History of Religious Thought	History of Religious Thought				
					One of these four semesters must be a Religion & Philosophy elective.			
ELECTIVE								
ELECTIVE								
	One elective semester must be a Performing Arts course, and one must be a Visual Arts course.		One elective semester must be Wellness.					

